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ABSTRACT

The focus of this document is on the reemergence of the principal as the school's instructional leader as attributable to effective schools research. The document presents a framework that conceptualizes instructional leadership as a two-dimensional construct comprised of leadership function, and leadership processes. The leadership functions described include: (1) framing and communicating school goals; (2) supervising and evaluating instruction; (3) coordinating curriculum; (4) developing high academic standards and expectations; (5) monitoring student progress; (6) promoting the professional development of teachers; (7) protecting instructional time; and (8) developing incentives for students and teachers. The leadership processes described are: communication; decision making; conflict management; group process; change process; and environmental interaction. (Eight references) (SI)

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INSTRUCTIONAL LEADERSHIP IN EFFECTIVE SCHOOLS

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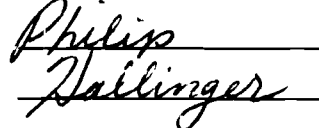
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The reemergence of the principal as the school's instructional leader is directly attributable to the effective schools research. Edmonds, Rutter, Brookover, and Lezotte all found that instructionally effective schools are characterized by strong instructional leadership. Although research from related areas (e.g., management, change theory, implementation) as well as conventional wisdom underscore the pivotal role played by principals, it was not until the effective schools findings were disseminated that policy makers, district administrators, and leadership trainers began to focus on the principal's role in coordinating, developing and controlling instruction. The confluence of research findings related to the leadership role of the principal has proved so powerful that school district practices as well as pre- and in-service training programs for principals are now becoming shaped by the expectation that principals will act as instructional leaders for their schools.

At the outset of this chapter it seems sensible to ask what is meant by the term instructional leadership. Although the effective schools research characterizes the principal as a strong instructional leader, such vague characterizations are of limited usefulness to practitioners. They offer little guidance as to how one acts as a strong instructional leader. This limitation is apparent in many leadership training programs that have emerged from the effective schools studies. They typically deal with the principal's instructional leadership solely from the perspective of the effective schools correlates. Thus, the principal is taught how to monitor student progress, define goals, supervise instruction and coordinate curriculum. While this information is of critical importance, we contend that an exclusive focus on leadership functions - what the instructional leader must do - is incomplete. Leadership development must also encompass the dimension of leadership processes -- how the principal works with staff to implement change.

The current focus on instructional leadership functions is due to deficiencies in the effective schools research base and to an overreaction against the previous dominance of "process approaches" to leadership development. As Cuban (1984) notes, although the effective schools research describes the characteristics of effective schools, relatively little is known concerning how to create effective schools or about the principal's role in this process. This has led most researchers, program developers and trainers to focus on what is known - the substance of the effective schools correlates, referred to here as the instructional leadership functions. While this is a significant limitation in terms of application to training contexts, the power of the effective schools research lies in the ability, for the first time, to specify the core responsibilities of principals which contribute to student learning. Earlier managerial training for principals was, in our opinion, more limited in that it addressed how principals should "do things" but provided little or no guidance as to which activities were most important (Cooper & Boyd, in press; Murphy & Hallinger, in press).

In this chapter we present a framework which conceptualizes instructional leadership as a two dimensional construct comprised of leadership functions and leadership processes (see also Bossert, Rowan, Dwyer & Lee, 1982). This framework makes it possible to consider ways in which instructional leadership varies in different school contexts and how principals can exercise strong instructional leadership using quite different leadership styles. In this framework instructional leadership functions represent the substance of the principal's instructional leadership role (Hallinger & Murphy, 1985-a). These functions include:

1. Framing and communicating school goals;
2. Supervising and evaluating instruction;

3. Coordinating curriculum;
4. Developing high academic standards and expectations;
5. Monitoring student progress;
6. Promoting the professional development of teachers;
7. Protecting instructional time;
8. Developing incentives for students and teachers.

In contrast to this substantive focus, instructional leadership processes represent the guiding activities by which the various functions are implemented (Murphy, Hallinger, Weil & Mitman, 1983). These leadership processes include:

1. Communication;
2. Decision making;
3. Conflict management;
4. Group process;
5. Change process;
6. Environmental interaction.

It is through the appropriate use of these leadership processes that principals are able to ensure that the functions have their intended power. For example, a principal must be able to utilize skills in group process, environmental interaction, and communication if school-wide goals are to have the desired effect of mobilizing teachers and parents towards a common end. Similarly, a principal interested in developing a coordinated curriculum would need to have skills in the areas of decision making, change and group process. In the remainder of this chapter we will describe the framework outlined above and offer a few illustrations of how the combination of instructional leadership processes and functions provides a more powerful description of the

requirements and possibilities of the principal's instructional leadership role.

Leadership Functions

Framing and communicating school goals. Studies of instructionally effective schools indicate that such schools have a clearly defined mission; this mission often focuses on improving student achievement. The emphasis is on a few school-wide goals around which staff energy and school resources can be mobilized. A few coordinated school-wide objectives, each with a manageable scope seem to work best. This makes coordination of goals less difficult and also facilitates effective communication of the school's mission. In instructionally schools, the principal plays a key role in conceptualizing the school's goals, obtaining staff input on goal development, and in framing goals in such a way that they are easily translated into classroom objectives.

The principal can communicate school goals by referring to them often and in a variety of school contexts. The importance placed on the school's goals by the principal, however, is also communicated by the substantive decisions made by the principal during the school year. Staffing, resource allocation, staff development, and curricular decisions all reflect the operational priorities of the principal. In instructionally effective schools, principals are able to maintain a somewhat higher level of consistency in their goals and operational decisions than is found in typical schools (see Hallinger & Murphy, 1985-a and Murphy et al., 1983 references regarding the various functions and processes).

Supervising and evaluating instruction. Principals in effective schools frequently observe classroom instruction in their role as supervisors. Although they stress informal observations, these principals also maintain a high level of accountability with respect to classroom instruction. They work with teachers to insure that classroom objectives are directly connected to school

goals and review classroom instruction using as many sources of information as possible -- formal and informal classroom observations, lesson plans, and student work products. Finally, they offer concrete, constructive suggestions to teachers, assisting them in improving their instructional practices.

Monitoring student progress. A key instructional leadership function carried out by principals in effective schools is the frequent monitoring of student progress. The principal uses a variety of information on student learning (e.g., student work products, curricular tests, standardized tests) to assess the school's instructional program and progress towards school goals. Teachers use this information for diagnostic purposes, adjusting their instructional strategies and pacing based upon student progress. The frequent monitoring and feedback of student performance results reinforces the norm of staff accountability for student learning and the belief that schools can make a difference.

Coordinating curriculum. School effectiveness is also associated with a high degree of alignment among instructional objectives, curricular materials and testing instruments. Numerous studies conducted during the 1970s and 1980s have revealed a surprising variation across schools in the degree to which the students are exposed to the content tested on standardized tests used to assess school effectiveness. As instructional leaders, principals can work to insure that curricular materials used in their schools are consistent with the school's instructional objectives, that such materials are mutually reinforcing, and that instructional objectives are aligned with the instruments used to monitor student progress.

Protecting instructional time. Policies and enforcement practices that reduce tardiness, absenteeism, and truancy increase learning time for students.

Principals can also increase student opportunities to learn by protecting classroom instructional time from interruptions due to public address announcements, by working with teachers to develop more effective classroom management and instructional practices, and by reducing the number of non-instructional school activities that encroach on classroom time.

Promoting professional development and instructional improvement.

Principals can support the professional growth of teachers in a number of ways. They can work with teacher directly by conducting inservice worksnops for their staffs and by working in the classroom with teachers who are learning new skills. They can also support the development of teachers indirectly by making them aware of staff development and training programs, distributing research and curricular reports, arranging for teachers to observe their colleagues teach, giving public and private recognition to teachers' efforts to improve instruction, and allocating resources to instructional improvement activities.

Developing high standards and expectations. In effective classrooms and schools, high expectations are maintained for all students. These expectations are embedded in school-wide policies and standards and are reflected in the behavior of adults throughout the school. Principals promote high expectations for students indirectly through the expectations they hold for themselves and their staffs. In addition, they shape school-wide expectations more directly through the policies they develop in such areas as grading, reporting student progress, promotion, retention, remediation, student grouping, and classroom instructional practices.

Providing incentives for students and teachers. An important aspect of the school learning climate is the nature of the school rewards systems. Principals in instructionally effective schools do not leave the task of

rewarding students solely to individual teachers; they develop incentives for learning that are school-wide in orientation. These include honor rolls, award assemblies, certificates of merit for attendance and behavior, mention in the school newspaper and/or newsletter, pictures, displays or other forms of recognition in the lobby, as well as the personal word of encouragement or pat on the back. Similarly, instructional leaders find ways to reward or recognize teachers for their efforts. Some of these are informal -- private words of praise; others are more formal such as recognition before peers, nomination for awards, or letters to the personnel files of teachers.

Leadership Processes

Communication. Among the processes, communication is especially significant. Regular use of systematic communications is essential to building productive working relationships between the principal and staff and among teachers. Also, as instructional leadership assumes greater importance for principals, this change in role behavior must be communicated and reinforced regularly in interactions with staff and parents. Communication must be integrally connected with each of the leadership functions, and overall school communications should clearly reflect the importance of instruction. Given the preference among principals for live, face to face communication, it seems particularly important that principals make the best use of routine events (e.g., faculty meetings, supervisory conferences, student assemblies, PTA events) to communicate the school's mission and their own priorities related to curriculum and instruction. In addition, instructional leaders create opportunities in which they can communicate the substantive information related to the various leadership functions (e.g., visits to classrooms, faculty retreats, task force or grade/department meetings).

Conflict management. The development of a strong goal consensus and a common language within the school regarding curriculum and instruction increases the likelihood that conflict will be productively channelled in the organization. Recognizing the varying concerns of different groups of teachers and parents is the first step principals must take in developing a school mission, a coordinated curriculum, or a school-wide reward structure. Conflict is an inevitable consequence of the process of building a more effective school since the movement towards a common set of assumptions of what the school should be doing and how that might occur may result in a slight reduction in individual teacher autonomy. Thus the ability to manage conflict so that group cohesion is enhanced and school norms develop which support the attainment of school-wide goals is critical for principals interested in instructional improvement.

Group process and decision making. The effective schools findings, taken as a whole, suggest that instructional effectiveness is greater when teachers teach within the context of a common work structure (i.e., common goals, a coordinated curriculum, a school-wide discipline system). Many of the leadership functions discussed earlier entail the development of school-wide policies which make it easier to provide effective instruction in classrooms. For example, school policies regarding student behavior and absenteeism, scheduling, public address announcements, and time allocated to instruction in various subject areas require greater consensus than is typically found in schools. In order to bring about such a change without encroaching on the ability of teachers to maximize their creativity in classroom instruction, special attention should be paid to developing collaborative organizational decision making processes.

Strong leadership does not require principals to make all decisions, nor

does collegiality necessitate that all decisions be made by the group. The role of the teachers and principal in the decision-making process should, however, be clearly specified before the process begins. Likewise the orientation of groups should be toward completion of a task, not maintenance of group relations. Principals should promote a feeling of freedom of group members to make contributions and suggestions and of rough equality of participation with each other. Principals should also make certain that group processes lead to some tangible or symbolic conclusion.

Change process. Organizational conditions in schools that discourage change need to be clearly understood. Major changes in instruction and curriculum, also, are more likely to be successfully implemented if they are based on collegiality and collaboration rather than solely on line authority. Thus, significant input from teachers, students and parents is recommended in the development of the school mission and goals. Likewise, teacher involvement in the definition of the content of the school's curricular objectives and materials is an essential step in the change process if principals expect effective implementation of instructional and curricular innovations.

Environmental interaction. The last of the leadership processes contained in this framework of instructional leadership is environmental interaction. This leadership process variable is comprised of principal behaviors designed both to connect the instructional processes and the curriculum of the schools with its environment and to protect instruction and curriculum from fluctuations in that environment. It recognizes that principals play an important role in interpreting the needs and demands which abound in the school's environment. The principal more than any other staff member in the school is expected to mediate those environmental expectations and incorporate

them into the school's program. Conversely, the principal as a "boundary spanner" is also in a position to influence the expectations and desires of the parents, the community, and the district office. Both of these roles suggest the important role played by instructional leaders in: 1) obtaining input from the environment (e.g., the school community) in defining the school's mission; 2) communicating the mission both inside and outside the school to key audiences; and, 3) buffering the school's program from central-office and community pressures which might impede the accomplishment of the school's mission.

Conclusion

In this chapter we have presented a framework for examining the instructional leadership role of principals. This framework is comprised of two dimensions of principal behavior: leadership functions and processes. It is our contention that an understanding of the principal's role behavior in this area is incomplete unless both dimensions are considered. The ability of principals to effectively carry out their various functions as instructional leaders is often limited by their ability to manage the process of change and create a productive work environment.

Effective schools are characterized by more collegial relationships among teachers around curricular issues as well as by greater involvement of the principal in the area of curriculum and instruction. This implies that instructional leadership must be approached in terms of both the content of the role -- i.e., implementing the effective schools correlates -- and in terms of leadership as a process -- i.e., insuring that desired changes are brought about.

We strongly believe the correlates of effective schools do promote

instructional effectiveness and should form the basis of the the principal's instructional leadership functions. However we are equally convinced that there is no one right way to develop these conditions in schools. Numerous organizational conditions (e.g., faculty experience, student age, unionism, school size) and school context variables (e.g., community socio-economic status, state requirements and mandated programs) influence the appropriate style of instructional leadership (Hallinger & Murphy, 1985-b; Hallinger & Murphy, in press). This implies that principals should vary the nature of the process skills used in attempting to set common goals, coordinate curriculum, or develop a school-wide reward system.

We have witnessed a variety of instructionally effective schools in which principals functioned as strong instructional leaders as measured in the coordination and development of their instructional programs. Some of these principals were highly directive; others orchestrated from the background. The difference does not appear to lie as much in their activities in the dimension of instructional leadership functions, but in the manner in which they used process skills. Some guidance already exists as to the situations in which principals should use different process orientations (Hallinger & Murphy, in press). Future studies of effective school leadership should provide additional guidance on the critical question of how principal leadership should be exercised to increase the effectiveness of schools under differing conditions.

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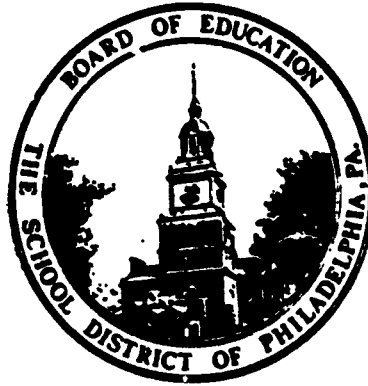
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ABSTRACT

This report focuses on principals' satisfaction with services provided by the School District of Philadelphia's Facilities Management and Services. In the spring of 1988 questionnaires were sent to all principals in the system and a total of 172 returns (61 percent) were received. Tabulated in frequencies, the results demonstrated that the majority of principals felt that communications with Facilities Services personnel had improved compared to former years. In every district except Districts 4 and 6, the majority of principals reported that they had received more service in 1987-88. The response time to work orders, cleaning, and routine maintenance were still seen as problematic, but overall, the performance of Facilities Management and Services improved. In general, District 8 principals reported the highest satisfaction and District 6 principals the lowest satisfaction regarding turnaround time for work orders, cleaning, and routine maintenance. (JAM)

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REPORT OF FACILITIES MANAGEMENT AND SERVICES SURVEY

REPORT NO. 8906

JULY 1988

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Report No.8906
July, 1988

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ABSTRACT

A survey of satisfaction with services provided by Facilities Management and Services was conducted in the Spring of 1988 at the request of the Associate Superintendent . Questionnaires were sent to all principals in the system and a total of 172 returns (61%) were received. Returns by level were:

109 of 184 Elementary Schools (59%)
32 of 39 Middle/Junior High Schools (82%)
28 of 39 High Schools (72%)
3 Special or Administrative Centers

Returns by district were:

District 1 - 21 of 34 schools (62%)
District 2 - 28 of 36 schools (78%)
District 4 - 22 of 31 schools (71%)
District 5 - 30 of 34 schools (88%)
District 6 - 18 of 28 schools (64%)
District 7 - 26 of 36 schools (72%)
District 8 - 17 of 28 schools (61%)
High School
Cluster - 10 of 19 Schools (53%)

The majority of principals in every district felt that communications with Facilities Services personnel had improved compared with former years. In every district, except Districts 4 and 6, the majority of principals also reported that they had received more service in 1987-1988.

In general, District 8 principals reported the highest satisfaction and District 6 principals the lowest satisfaction regarding turn-around time for work orders, cleaning, and routine maintenance. Across the districts, principals produced a long list of needs that required attention. Recommendations were made regarding the system of responding to work orders, and personnel problems.

FACILITIES MANAGEMENT AND SERVICES

Principal Survey

Spring 1988

A survey of all principals in the system was conducted in the Spring of 1988 at the request of the Associate Superintendent of Facilities Management and Services. The purpose of the survey was to obtain feedback regarding changes which had been made in the delivery of services to the schools.

QUESTION 1

Have you had one or more conferences with the District Assistant Manager during this school year?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
N	21	28	22	30	18	26	17	10
% YES	100%	93%	100%	100%	100%	92%	100%	100%
% NO	0	7%	0	0	0	8%	0	0

TABLE HIGHLIGHTS:

The overwhelming majority of principals reported that they had had at least one conference with the District Assistant Manager.

PRINCIPAL COMMENTS:

Conferences generally centered around concerns that fell into the following categories: the back-log of work orders (27%); personnel problems (22%); maintenance (20%); cleaning (14%); and, repairs (12%). (See page 4)

CONCERNS DISCUSSED AT CONFERENCES

The major concerns discussed at conferences (by district) were:

District 1 (N=21)*

- * work orders (6 schools) **
- * cleaning (6 schools)
- * maintenance (6 schools)

District 2 (N=28)

- * work orders (7 schools)
- * personnel problems (7 schools)
- * maintenance (5 schools)

District 4 (N=22)

- * personnel problems (9 schools)
- * work orders (7 schools)

District 5 (N=30)

- * work orders (11 schools)
- * personnel problems (9 schools)

District 6 (N=18)

- * personnel problems (6 schools)
- * maintenance (6 schools)

District 7 (N=26)

- * work orders (6 schools)
- * maintenance (4 schools)

District 8 (N=17)

- * work orders (5 schools)
- * maintenance (4 schools)

H.S. Cluster (N=10)

- * cleaning (4 schools)
- * maintenance (3 schools)

Note: * The number of schools responding to the questionnaire within each district

** The number of schools expressing this concern

QUESTION 2

What, if any change in turn-around time for work orders have you observed this year as compared to former years?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
No. Schools	21	28	22	30	18	26	17	10
<hr/>								
Turn-around Time								
% shorter	41%	45%	38%	43%	28%	46%	76%	40%
% longer	0	10%	5%	3%	33%	11%	6%	10%
% about the same	41%	34%	57%	50%	28%	38%	18%	40%
% no response	18%	10%	0	3%	11%	4%	0	10%

TABLE HIGHLIGHTS:

District 8 had the highest percentage of principals (76%) who indicated that turn-around time was shorter. District 6 had the lowest percentage (28%).

PRINCIPAL COMMENTS:

Principals in every district commented on the high number of incomplete work orders still remaining. In general, minor problems were handled quickly, while major problems took a long time or never got addressed. Problems most frequently cited as remaining unaddressed included plumbing, carpentry and electrical work.

Principals reported that they saw no uniformity in how work orders were expedited. Some felt that there was a need for a more efficient system of issuing jobs to mechanics.

QUESTION 3

Approximately how many work orders have been submitted from your school this year?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
AVG. # PER SCHOOL	85	74	69	88	76	68	46	81
	(N=17)	(N=20)	(N=18)	(N=23)	(N=10)	(N=18)	(N=9)	(N=10)

AVERAGE NUMBER OF WORK ORDERS BY LEVEL

Elementary	Middle/Jr. High	High School
71 (N=76)	71 (N=32)	95 (N=28)

TABLE HIGHLIGHTS:

Districts 1, 5 and the High School Cluster had the highest average number of work orders (81 - 88) and District 8 the lowest (46). An analysis by level, indicated that High Schools had a higher average number of work orders (95) than the Elementary and Middle/Junior High Schools (71).

PRINCIPAL COMMENTS:

The most frequent complaint regarding work orders was that many were submitted years ago and remain unattended.

QUESTION 3 (cont.)

Is this less than past years? (The number of work orders)

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
=====								
No. of Schools	21	28	22	30	18	26	17	10
<hr/>								
Number of Work Orders								
% More	27%	24%	24%	13%	28%	19%	6%	40%
% Less	18%	14%	38%	23%	17%	27%	12%	10%
% About the Same	27%	52%	33%	53%	28%	42%	76%	30%
% No Response	27%	10%	5%	10%	28%	11%	6%	20%
<hr/>								

TABLE HIGHLIGHTS:

Forty percent of the principals in the High School Cluster reported an increase in the number of work orders for the year. Thirty-eight percent of the principals in District 4 indicated that there was a decrease in the number of work orders.

QUESTION 4

When there were delays in work order turn-around, was the reason for the delay explained to you?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
No. of Schools	21	28	22	30	18	26	17	10
Delays in Turn-around								
% YES	45%	66%	38%	50%	39%	46%	82%	50%
% NO	45%	27%	62%	47%	55%	42%	18%	50%
% NO RESPONSE	9%	7%	0	3%	6%	12%	0	0

TABLE HIGHLIGHTS:

District 8 had the highest percentage of principals (82%) who indicated that the reason for delays was explained to them. Districts 4 and 6 had the lowest percentage of principals (30% and 39% respectively) reporting that the reason for delays was explained to them.

QUESTION 5

Do you feel that you have been receiving more service from Facilities Services this year as compared to former years?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
No. of Schools	21	28	22	30	18	26	17	10
Received More Services								
% YES	54%	76%	48%	77%	39%	65%	82%	60%
% NO	9%	14%	24%	7%	28%	19%	6%	20%
% About the Same	23%	7%	28%	17%	28%	15%	12%	10%
% No Response	13%	3%	0	0	6%	0	0	10%

TABLE HIGHLIGHTS:

The majority of principals in every district, with the exception of Districts 6 and 4 (39% and 48% respectively), felt that they had been receiving more service.

PRINCIPAL COMMENTS:

Principals felt that a concentrated effort had been made by facilities staff to be more responsive. However, even with the increase in visits and improved communications, a number of principals indicated that such efforts did not necessarily result in more action.

QUESTION 6

Have you noticed any improvements in the cleaning of your school this year as compared to former years?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER

No. of Schools	21	28	22	30	18	26	17	10
Improvements in Cleaning								
% YES	41%	34%	28%	40%	28%	35%	65%	30%
% NO	27%	21%	52%	33%	44%	38%	18%	20%
% About the Same	23%	40%	14%	27%	22%	27%	18%	40%
% No Response	9%	7%	5%	0	6%	0	0	10%

TABLE HIGHLIGHTS:

The majority of District 8 principals (65%) noticed improvements in the cleaning of their schools. This, however, was not the case in any other district, and again the lowest percentages were in Districts 4 and 6 (28%). In addition, 52% of the District 4 principals reported that cleaning had not improved compared to former years.

PRINCIPAL COMMENTS:

Absenteeism appeared to pose a serious problem throughout the School District and hampered the effective cleaning of school buildings. Principals discussed the lack of substitute service, unstable cleaning crews, shortage of staff due to failures to fill vacancies and personnel turnover. Some principals also expressed concerns regarding the poor management skills of some Building Engineers, the inadequate supervision of cleaning staff and the need to monitor absenteeism. A few principals expressed concern regarding the hours scheduled for cleaning staff and a desire to return to early and late shifts.

QUESTION 7

Has routine maintenance been more effective in your school this year as compared to former years?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
No. of Schools	21	28	22	30	18	26	17	10
More Effective Maintenance								
% YES	27%	52%	38%	50%	28%	35%	70%	50%
% NO	23%	17%	24%	17%	44%	23%	12%	10%
% About the Same	41%	27%	33%	30%	22%	38%	12%	30%
% No Response	9%	3%	5%	3%	6%	4%	6%	10%

TABLE HIGHLIGHTS:

Fifty to 70% of the principals in Districts 2,5,8 and the High School Cluster indicated that routine maintenance had been more effective in their school compared to former years. Districts 1 and 6 had the lowest percentage who felt this way (27% and 28% respectively). District 6 also had the highest percentage of principals (44%) who reported that routine maintenance had not been more effective.

PRINCIPAL COMMENTS:

According to the principals, the effectiveness of routine maintenance depended on the quality of the Building Engineer. Some felt that the lack of staff in their school, as well as the district, hindered work completion.

QUESTION 8

Have communications with Facilities Services personnel improved this year as compared to former years?

DISTRICT	1	2	4	5	6	7	8	H.S. CLUSTER
No. of Schools	21	28	22	30	18	26	17	10
Communications Improvement								
% YES	73%	86%	71%	83%	55%	81%	88%	60%
% NO	4%	0	10%	0	11%	8%	0	10%
% About the Same	13%	7%	14%	17%	28%	4%	12%	20%
% No Response	9%	7%	5%	0	6%	8%	0	10%

TABLE HIGHLIGHTS:

The majority of principals in each district reported that communications with Facilities Services personnel had improved compared with former years. District 8 had the highest percentage of principals (88%) who felt this way, District 6 the lowest percentage (55%).

ADDITIONAL COMMENTS / RECOMMENDATIONS

Across the districts, principals produced a litany of needs including: cleaning, inside and outside maintenance, roofing, plumbing, glazing, electrical work, carpentry, locksmith work, plastering, painting, heating, air-conditioning, carpeting, exterminating, ironwork, and asbestos removal.

Recommendations focused on two major areas of concern: work orders and personnel issues.

A. WORK ORDERS:

Principals expressed frustration over their lack of information regarding work orders. Recommendations were:

1. principals should have a copy of each work order on file
2. principals should receive written communication regarding work orders and an approximate timeline, even if the job cannot be done within a year
3. a computer program could be developed to handle the above concerns

Similarly, principals reiterated the need for a more efficient system of responding to work orders. The following suggestions were made by one or more principals:

1. train custodial staff to repair small jobs
2. focus on the logic of repairs e.g., roof before floor
3. complete all repairs in one category when in the school
4. monitor mechanics more effectively - many drag out a job and come without materials or parts and then leave for several hours
5. ensure that workers are returned to a school to complete a job, if they are pulled out for emergencies
6. change the process for renovations - each trade waits to complete task which causes delays and is highly inefficient

7. assign a team of one plumber, electrician, carpenter and mechanic to each district. If each district has a machine shop within the district, much travel time could be saved and more time made available to perform routine maintenance.

B. PERSONNEL ISSUES:

1. establish a pool of qualified personnel to replace absentees
2. control, monitor absenteeism
3. offer overtime for those who come to work as a way of combatting absenteeism
4. personnel should be assigned according to the needs of the building
5. need to hire and place well-trained, qualified personnel
6. need for full complement of staff and staff stability
7. need for more supervision of personnel
8. need for more efficient training system
9. processing of complaints re: job performance needs to be speeded up (suggested by 1 or 2 principals)
10. entire procedure for employee discipline needs to be revised. Principal must have a greater role (suggested by 1 or 2 principals).

C. SUPPLIES/EQUIPMENT

Principals indicated a need for:

1. proper materials and cleaning supplies that work
2. a more effective system for repairing and ordering equipment
3. returning the budget to the principal so that purchases (cleaning supplies, minor hardware) could be made (suggested by 2 or 3 principals).

SUMMARY

The majority of principals in each district reported that ~~communications~~ with Facilities Services Personnel had improved compared with former years. With the exception of Districts 4 and 6, the majority of principals also reported receiving more service than in previous years.

Principals in every district commented on the high number of incomplete work orders, and the need for a more efficient system of handling the back-log of orders. The majority of principals in every district but District 8 did not perceive improvements in the cleaning of their schools, which they attributed to high absenteeism. Routine maintenance, however, was viewed as having improved by most principals in Districts 2, 5, 8 and the High School Cluster. The quality of the Building Engineer in each school was considered a critical factor.

In conclusion, it is clear that a great deal of work still remains to be done in many schools and that personnel issues require attention.