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ABSTRACT

Five papers examine issues regarding the role of the assistant principal, with a focus on accountability in school reform and restructuring. The first paper, by George J. Michel, analyzes the leadership areas of the assistant principal and suggests methods to make the assistant principal accountable. The next four papers describe new models of school reform. The papers are: "The Quality School and the Assistant Principal," by W. Frank Cason, "The Carnegie High School and the Assistant Principal," by J. Jonathan Jennings, "The Accelerated School and the Assistant Principal," by Robert L. Palmer, and "The Essential School of Theodore R. Sizer and the Assistant Principal," by Stan Pressley. Each paper identifies the characteristics of the model school, the role of the assistant principal, and the duties and practices of that role. Each school model amounts to an administrative restructuring of those who run schools. Each model also rests on the concept of shared decision-making. (Contains 43 references.) (LMI)

The Assistant Principal's Accountability in School Reform and Restructuring

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The following five papers were presented at the South Carolina State University Management Institute on the Assistant Principal on February 26-March 1, 1993 at Hilton Head Island, South Carolina. The first paper analyzes the leadership areas of the assistant principal and suggests methods to make the assistant principal accountable. Other papers describe new models of school reform including the quality school, the Carnegie high school, the accelerated school, and the essential school. Each paper identifies the characteristics of the model school, the role of the assistant principal, and the duties and practices of that role (Brown, 1990). Each school model amounts to an administrative restructuring of those who run the schools. Each model also rests on shared decision making and the notion that all the participants take part in the decisions made and that no one person has the final word (Nemeth, 1989).

To some educators, emphasis on the control of education began sometime in the 1960s with minorities struggling to obtain public school opportunities and teachers struggling to gain power over the same schools (Chubb & Moe, 1990, pp. 6-11). The idea of accountability was new in education in the 1960s. However in 1983, the National Commission provided further development of the concept by calling for reform and accountability in education (National Commission on Excellence in Education, 1983). The Commission pointed out a large imbalance of American trade in international markets, and found without documentation that the loss of the sales of American products in the world economy was due chiefly to the deficiencies in American education. One theory of how to remediate

these deficiencies is to make the states more accountable for education. From this accountability, economic growth would result, and the American economy would be restored to world prominence (Chubb & Moe, 1990, pp. 6-11).

No one denies that the principal is accountable for results of education in the school. Further development of accountability in the 1990s points out that the assistant principal also should be held accountable in reformed schools. However, there are several ideas in the assistant principal's accountability that were not present in the 1960s.

Incomplete Management Ideas for the Assistant Principal

As new thoughts about the assistant principal's accountability developed, some ideas about accountability from business and industry in the 1920s also regained prominence. To understand the accountability movement, one has to return to the history of the scientific management era that sprung from an essay by Woodrow Wilson, published in 1886 (Nadworny, 1955). This was the first attempt at what was to evolve into industrial management, but the corresponding concept of management had begun to crystalize twenty years earlier in 1900s. These early efforts tried to bring a scientific outlook to management in all aspects of business and industry. However, they resulted in all-out conflict between scientific control of business and industry and the line-authority concept in management.

Scientific management probably reached its peak between 1911 and 1914

with the work of Frederick Taylor. The Taylor Society was a group of industrial engineers who tried to develop principles of scientific management. For the next twenty years, advocates of scientific management fought with labor unions about ideas of management's control over the workers. In the thirties and forties, some experts thought the ideas of scientific management had faded, and was replaced by a concept of industrial democracy. Industrial democracy incorporated both the ideas of control over the technical side and the control of the human concerns of an industrial society (Golden & Ruttenberg, 1942).

However, the ideas of scientific management did not disappear. Instead, scientific approach to management took a turn toward more concern for the psychology of the worker (Urwick, 1938). The ideas of management turned to a clinical and psychological view of the worker, and now emphasized the relationship between work fatigue and the effects on morale and productivity.

A Distorted View of Human Relations

Concurrently, educators began to embrace the scientific models of business and the industrial democracy to the organization of education. One trend in education always has been to draw on the work in other fields. The ideas applied to educational reform for the 21st century and accountability for the assistant principal are from business and industry.

The major influence of the human side of the industrial democracy was the work of Elton Mayo in an industrial plant in Cicero, Illinois. His industrial experiments and findings at the Hawthorne Plant of the Western Electric

Company were the basis for the human relations approach to educational administration. Educators accepted the notions from Mayo's studies and began to generalize the results applying them to the schools. Certain ideas about human relations were applied and over-applied to every human situation in the schools including the work of the principal and the assistant principal. Human relations were applied to assistant principal's interaction with the custodian, the school nurse, the teacher, the student, and the school-supply vendors. Some educators continue to advance ideas from the Hawthorne studies though the research methods and the results have been challenged for the last fifty years (Mayo, 1945).

Questions of Assistant Principal's Accountability

Accountability is an important topic in school reform for the 21st century. However, both the school principal and the assistant principal now face the possibility of being held accountable for two errors in industrial democracy and in human relations. The first error is applying the concepts from an incomplete science of management. The second error is the mythology that an over-zealous concern for "human relations" is the key to increasing student achievement and contentment. Neither of these concepts has proven to be effective in the school setting.

Most educators think the assistant principal should held to accountable for standards similar to those of the principal. However, few know how to hold the assistant principal accountable. Accountability in the 21st century also has

several elements that make it complex. There are disagreements about the outcomes of education. There also are disagreements about the assistant principal's role that make accountability for results very difficult. Some of these areas of disagreement are:

Management Accountability of the Assistant Principal

The importance of the assistant principal's position grows from assumptions about the assistant principal's role. One assumption is that the assistant principal helps the principal to manage the school. This assumes that the assistant principal should be involved in the basic phases management of the school including planning, organizing, motivating, and controlling the activities and the personnel of the school.

The goals of the school are educating, socializing, training in the vocations, and preparing for higher education. The assistant principal should be directing energies to helping the principal to achieve recognized e goals. (Barnard, 1933). The assistant principal's major tasks relate to integrating various components, teaching processes, and student behavior to achieve school goals more effectively. However, all of these views point to the assistant principal as the key figure helping the principal lead the teachers in the school (Levin, 1948, p.48).

Leadership Accountability for the Assistant Principal

Most of the work on the leadership abilities of the assistant principal and the principal comes from early studies of naval leadership based at Ohio State

University. The aim of this Ohio State group was to develop a multi-disciplinary theory that would integrate man, situation, and values in such a way to show that leadership in the Navy would be the same as leadership in the school (Shartle, 1961, p. 310). These concepts apply to the assistant principal's leadership in the school as what he/she does to help the principal to make all the people in the school work toward the same objectives.

On this basis, accountability in the area of leadership must begin with the descriptive studies of the assistant principal's behavior. His/her behavior can be studied in two broad dimensions: (1) the consideration dimension, involving the vice-principal's interaction with teachers, staff, parents, citizens, and students in the school, and (2) the initiating-structure dimension involving how he/she helps the principal to propose and structure tasks of the school.

However, simple as leadership accountability for the assistant principal may seem, it has many problems. The first, but not the least of these problems is that each assistant principal is a person with varying set of aptitudes and experiences. Second, the assistant principal's own perceptions and the work done is usually quite inaccurate and this makes the assistant principal's accountability in leadership difficult to assess (Shartle, 1961, 119-133).

Before progress in leadership accountability for the assistant principal can be achieved, it is necessary to develop a better way of explaining how the assistant principal's personal strengths and weaknesses relate to the groups in the school (Flanagan, 1954, pp.327-358). Soon after the Ohio leadership studies had begun,

experts recognized that the assistant principal's leadership was accountable only in terms related to the principal's leadership. They saw the principal's leadership, not as an isolated phenomenon, but existing in a school context filled with competing demands (Argyris, 1957). Therefore, to hold the assistant principal accountable for leadership, the organizational context and competing demands on the principal has to be considered.

Accountability for the Assistant Principal's Organizational Skills

Clearly, leadership accountability for the assistant principal is related to principal's responsibilities for the organization of the school. However, leadership is not the most important component of organizational accountability. To understand these components, the various other components of the school must reveal how the school developed.

For many years, educators ignored the concept of the school as an organization. Very few educators recognized the importance of how the school was organized. Gradually, significant ideas emerged. The sociological concepts of structure and function are probably the most important of all ideas about school organization and the assistant principal's organizational accountability. When examined in the light of "structure and function," the school shows how subjective, irrational, and absurd some of its activities are. Very simply, the idea of "structure and function" shows the arrangements in personnel, conditions, and goals of the school (Davis, 1959). When these arrangements are not logically related, then the principal and the assistant principal have not been accountable.

For example, if a school does not have computers; individual study spaces; the computer equipment for use by individual students; and separate, individual records of student performance on the computer, claims the school uses individualized computer-assisted instruction are false. Still, the principal and the assistant principal say that "the school program meets individual needs of students through individual computer-assisted instruction." Then, the parents, citizens, and legislators criticize the school for not being accountable. What emerges is an incongruous picture of the school not fulfilling its stated program goals. Evaluators observe school activities without the use of computers, and they find the school does not reflect that individual student needs for computer-assisted instruction. They hold the principal and the assistant principal accountable for this incongruity. If the assistant principal does not understand the criticism, it is because he/she is not aware that the sociological concept of organizational structure (Namboordiri, 1966).

Another organizational construct relevant to the assistant principal's accountability is the idea that the school is a social organization. A school organization is a social institution from which certain things are expected. As a social institution, the school has several purposes related to these expectations. Society, represented by the community, is a powerful enforcer of these expectations. The community can create anxiety among the administrators, teachers, parents, and students when these purposes and expectations are not being met.

Individuals in the school organization seek to keep a workable, tolerable level of anxiety (Presthus, June, 1958). When functioning properly, the school itself tries to keep anxiety at a workable level. It does so by becoming rational, breaking large tasks into smaller tasks, teaching specialties, and years of schooling. Eventually, however, this work-task division of labor can become so cumbersome that it provokes more anxiety instead of alleviating it (Etzioni, 1961).

If the assistant principal is to be held accountable, it should be helping to alleviate the anxiety created by the school's work-task division of labor. He/she should be striving to make the school unit operate rationally, and should be maintaining social integration, and a normal atmosphere to keep anxiety low. There are other elements of organizational accountability, but they will be treated as separate aspects of the assistant principal's accountability.

The Assistant Principal's Group Process Accountability

In the 1930s, educators accepted uncritically the idea that the teacher-centered school was a useful way to organize a school. However, the concept of the teacher-centered school and its affects on students was not completely understood. The teacher-centered school ignored the influences of group processes involving teachers and students on educational decisions and the group climate of the school. This knowledge about group processes in the school made the teacher-centered school less useful as an organizational structure.

Group-process techniques succeeded in diffusing the elements of rigid

control or autocracy that had been the basic tool of the principal and the assistant principal before 1930. The group process orientation in the 21st century will create a new hero of the assistant principal, deemphasize the role of the assistant principal as an assistant to the principal, and make the assistant principal into the leader of a teacher team (Reich, 1987). Mutual adaptation will take place between the assistant principal and the teachers. Through these formal and informal relationships, the social environment of the school will become a more healthy and productive climate for learning. The emphasis on group process has created a new theoretical model of the school of site-based management where local-based ownership will create a higher probability of successful school decision-making (Ackoff, 1974).

This assumption caused increasing anxiety for the assistant principal because he/she found it difficult to achieve the goals of school ownership among the teaching staff (Sharma, 1955). Some teachers, it seems, wanted ownership, while others did not. Teachers' satisfaction with school ownership is explained by the balance between how much ownership there is and how much is wanted. A teacher who did not want to have a part in school ownership and school decisions may be a perfectly satisfied school worker (Ostrander, 1992-1993).

Concentrating on group process and social climate leads the assistant principal in another direction. He/she becomes more introspective, and is able to look at himself and other groups of teachers in the school. However, not every assistant principal uses group process techniques successfully. Some teachers

and the assistant principal's own lack of stability make group processes ineffective. Not all teachers are receptive to the group processes, and this can be disruptive to group efforts. Another detractor is the assistant principal's personal disposition to group processes. To make group proccesses in the school successful, the assistant principal has to be both flexible and steady, not characterized by emotional ups and downs commonly found among school administrators (Hunt, Gagliardi, & Pearson, 1992).

The assistant principal's personality and the teachers' receptiveness are important to effective group processes, but the types of group activities engaged in were also significant. One way to measure the assistant principal's accountability in this area is to look at three stages in the development of group process activities: (1) initiating attempts to use group process, (2) using group process successfully in improving the social climate of the school, (3) using group process to generate new solutions to problems recognized jointly by the assistant principal and the teachers (Hemphill et al., 1961). The main difficulty in establishing the assistant principal's accountability for group processes is the principal's inability to consider the assistant principal as part of the administrative team.

The outcomes of group processes in the school should always be solutions to mutual problems along with teachers who are involved in deciding the solutions. For example, if teachers appear to have solved a problem by group-process, yet remain irritable and aggressive, they are, of course, dissatisfied

with the solution. The assistant principal has attempted to use group-process, but has not yet been successful. He/she will be successful and effective only when the teachers view the solution as satisfactory and when they remain friendly. The presence of quality solutions to problems and the continued high morale among the teachers are the positive desired outcomes of group process.

Accountability for Interpersonal Relations

Strongly related to group process, but also separate from it, is the assistant principal's accountability for personally relating to faculty and students. It is a fact of educational organizations that a mutual feeling of understanding between the assistant principal and the teachers helps the school to reach its objectives (Likert, 1961, pp. 291-297).

The assistant principal functions to maximize interactions with teachers and students, while recognizing their differing social backgrounds and expectations, are critical for the school. The assistant principal also functions to make the school supportive, contributing to teachers' and students' sense of personal worth. The most effective assistant principal uses interpersonal relations to diffuse control and encourage wider participation in school activities. Through interpersonal relations, he/she is able to create a good working team in the school. Broadly, this team works within the school to meet the school's demands, to achieve its objectives, and to adapt to the community.

Interpersonal relations offer one means at the assistant principal's disposal to make both teachers and students become aware of the problems of the

school. The more awareness that students and teachers have of the school's problems, the greater the probability of solving them. Also, the greater will be satisfaction among the teachers and students when they are solved. The assistant principal always functions in an environment of interpersonal relations and personal satisfactions as a team member with the principal. His/her efficacy in interpersonal relations can be assessed, in part, by whether the school's objectives are achieved.

The Assistant Principal's Accountability in School and Community Relations

Over the past four decades, the assistant principal has been pressured to secure maximum participation from the community in the making of decisions within educational reform. In industry, participation is related to productivity and lowered resistance to change (Coch and French, 1948).

When teachers participate in school decisions, they showed a strong interest in wanting to participate in decisions regarding the curriculum (Bridges, 1964). With increasing demands to participate, the principal and the assistant principal face the need to get some level of involvement started in the school. However, there are some gross misunderstandings about teacher participation and its contribution to the school. There is an assumption that increased teacher participation had a direct relation to improving teacher morale and productivity. The assistant principal's skills of encouraging participation and involvement of teachers, parents, and community must be well-developed. A highly-skilled

assistant principal strives for a balanced involvement that contributes to a productive school environment.

Emerging Accountability in Educational Restructuring

Some concept of the assistant principal's accountability is certain to become part of educational reform and restructuring. In Chicago, school restructuring was often the product of a visionary superintendent, or the principal and the assistant principal. However, the debate, the research, and the legal challenges continue over different types of school restructuring (Fitch, 1991). The concept of accountability within school restructuring is simple enough to attract wide attention from reformers, state legislatures, and the federal government. Many state legislatures have sought reform and accountability in restructured schools. Few of them focus specific attention on the assistant principal's accountability. Much needs to be done to delineate and strengthen the concept, and strengthening it will be imperative.

In the 21st century, state governments and local school districts will be intent on showing that accountability will be related to expenditures for education and economic productivity. Changes in the conceptual design of the assistant principal's accountability, in particular, are sorely needed. Specifically, a better understanding of the assistant principal in school restructuring would be most useful.

Accountability for the assistant principal can be developed into an effective instrument for improving education in the restructured schools. Accountability in

the school models also can lead to designing appropriate evaluation procedures for the assistant principal. The objectives of each model of school restructuring must be understood and agreed upon by the assistant principal who is holding the teacher accountable, the school that is holding the principal accountable, and the legislature that is holding them both accountable.

THE QUALITY SCHOOL AND THE ASSISTANT PRINCIPAL

W. Frank Cason

The purpose of this paper is twofold. The first section discusses the Quality School as described by Dr. William Glasser. The second section presents the possible role of the assistant principal in this system. Before entering the description of the Quality School, it is necessary to review the following definitions and background information. Dr. Glasser used the management techniques developed by Dr. W. Edward Deming as a base. Dr. Deming's techniques of management focus on the idea of high quality. After World War II, Dr.Deming's ideas were not readily accepted in the United States. General Douglas MacArthur's government in Japan helped Dr. Deming become associated with Japanese business leaders. Japanese industry started with a change of philosophy to Dr. Deming's total quality management.During the next forty years, the products made in Japan changed to become the highest quality.

Dr. Glasser discusses a need for the same commitment for educators--a thrust for quality. He describes management as:

> The process of convincing people that working hard and doing a quality job of what the manager (teacher, in the schools) asks them to do will add quality to their lives and usually the lives of others (p. 176).

This is difficult task because the individual must be convinced that his task adds

quality to his own life. Glasser reveals his belief that each action an individual takes is because of his own initiative. A person may only be coerced if he wants to be.

Management Style and the Quality School

Glasser divides management styles into two categories, the managers who find it necessary to coerce employees are described as "Boss Management." He feels this style leads to a low level of quality. "Lead Management" is where trust develops between management and the employees. Lead Management convinces employees of the importance of a task and develops quality without threats. Lead Management is essential in the development of Glasser's Quality School (Glasser, pp. 25-27).

Based on Glasser's theory of Boss Management versus Lead Management, the teacher is faced with a most difficult task. Each teacher will establish a style that is one or the other. However, a teacher who teaches a large number of students with many needs and interests have a difficult time. This teacher chooses Boss Management over Lead Management. It is difficult for this teacher to develop a student's drive to work for school quality. The task of the teacher who chooses Lead Management is to develop the drive in each student. The student who is taught by this teacher strives for quality school work and develops personal satisfaction.

Education and the Quality School

Glasser defines education as the process through which we discover that

learning adds quality to our lives. The major task of teachers and administrators is to nurture the students' needs for learning. Learning, Glasser says, is the process of imparting knowledge through a variety of techniques. The techniques of learning are defined as explaining and modeling. Learners are the people who want to acquire knowledge because they believe that it will add quality to their lives." Administrators and teachers are taught to nurture the desire to learn within students. It can, however, be a difficult task because the home situations of these students can provide little or no support for Lead Management in teaching (Glasser, p. 174).

Glasser's Quality School is also established with the belief that teachers and students should never have to be coerced. The school should be a fair and friendly workplace. Each individual should be taught to evaluate his own work. Teachers and students jointly evaluate student work. The student is allowed to continue to polish his work until quality is achieved.

Students who do not initially join in the quest for quality are allowed to enter a "time out" area to think. School personnel are assigned to provide assistance and counseling. In extremely tough situations, schools provide a support team to go to the student's home. The team provides counseling and support not only to the student, but the student's family (Glasser, p. 137).

Based on this brief background, this section reviews the characteristics of the Quality School. Students and teachers have a positive feeling for the school. They look forward to attending daily in a warm and friendly environment.

Students believe they are learning at school and that this knowledge is good for them. Students feel they are doing quality work. Teachers at the Quality School do not feel coerced and do not feel they must coerce anyone else. They feel they are being treated as professionals and are no longer burdened with discipline problems. The teachers' abilities to evaluate student performance together with the student also brings satisfaction (Glasser, p.187).

Dr. Glasser summarizes the Quality School as a school where fear and coercion do not exist. Teachers challenge students in a no nonsense curriculum which is developed to help the students work toward quality. This quest for quality is also a continuing process where a "B" is considered a minimal standard. Students are also trained to help other students as tutors as the standards reach high levels (Glasser, pp. 187-190).

The Role of the Assistant Principal in the Quality School

The following section will reflect personal assumptions to a job description for the assistant principal in a Quality School. The main philosophy of the assistant principal must be developed from a focus on quality. The assistant principal should eliminate coercion of the students. The assistant principal also should provide assistance to teachers and students in evaluating their own work. Working within this framework will allow the assistant principal to become an integral part of the system.

Most school systems require the assistant principal to assume the role of a disciplinarian. This person is expected to correct problems and be as "tough as

needed." The Quality School also requires someone in the disciplinarian role, but would not performed in the same way as the traditional school. The role of the disciplinarian in the Quality School is to predict the discipline problems and to head them off. Glasser says:

> When we are working with behavioral problems such as these, the only effective time to fix them is when they are not broken. (Glasser, p. 277).

To eliminate discipline problems, the assistant principal cooperates with teachers and students to discuss possible roadblocks or problems. Together, they develop appropriate steps to eliminate these situations. The Quality School does not permit students in the school who cannot get along with others. It does not admit students who cause damage to school property. Depending on the nature of the student problems, these students are either sent to a "time-out room" or sent home. The assistant principal is directly involved in these cases. The Quality School does not coerce students when they are disciplined. Disciplining students without using coercion, the assistant principal would counsel with the student in the "time-out room" to develop a remedy. If a student was sent home, the assistant principal and other staff members would visit the child at home. The student, his family, and the school support team would discuss the problem and help the student develop a plan to reenter school without recurrence of the problem. Questions would be addressed such as, "How can we work with you?" This support team must never let the student feel he is too tough to help, or that

he does not belong. The assistant principal will find a special class or extracurricular activity to provide for this student. The objective would be to find some way for this student to achieve a feeling of quality and worth.

The assistant principal also would provide tremendous assistance in business partnerships with the Quality Schooi. The assistant principal would be very familiar with the school philosophy, staff, and the student body. He also would not be assigned to a rigid class supervision schedule. This would free the assistant principal to be available to the business partners during the school day and to be a liaison during projects. The assistant principal also would be knowledgeable to conduct tours , explain the goals of the Quality School, and the management style in the Quality School. The assistant principal would become a sources of information on school partnerships. If the partners were interested in the Quality School, the assistant principal's capability to link the interest of the school and business partners could be invaluable. Another main assignment of the assistant principal would be to help the teachers and other administrators develop the idea of the Quality School.

The quest for quality in the school is continuous. The teachers and administrators would always need assistance for developing a challenging agenda, assessing the curriculum, and maintaining quality standards. The assistant principal would provide an experienced and dependable sounding board for co-workers. In most areas, the concept of the Quality School would be new and innovative. The adoption of a Quality School is similar to building a new

facility. Many members of the community and representatives of other schools would be curious about the operation of the school. The assistant principal would be busy with creating a public awareness and promoting the school. This project would mean the assistant principal would contact the taxpayers and fellow educators for positive and negative feedback. The information gathered would be valuable to the school and presentations about the Quality School by the assistant principal could develop a strong support base for the school.

Each example of the duties of the assistant principal shows that this individual must be a team player. The assistant principal must be able to coordinate activities with all facets of the school system and the community. Similar to the traditional role of the assistant principal, his job will be to do whatever is assigned or needed. The desire to work for quality will be approached through different techniques and relationships with students, teachers and fellow administrators may change. The most dramatic change from the traditional to the Quality School is the abandonment of the philosophy of coercing the students. The assistant principal and teachers in the Quality School are working as a team to promote quality. The Quality School never has a final grade or decision. All individuals are encouraged to try again on any assignment to achieve higher quality. The assistant principal would establish traits as a Lead Manager to help students. The goal of the assistant principal's lead management style is to help the students to discover that learning adds quality to their lives.

Limitations of the Study

Attempts to find additional research on Dr. Glasser's book, The Quality School concerning the role of the assistant principalship were unsuccessful. Correspondence with Dr. Glasser showed that he also had not conducted research in this area (W. Glasser, personal communication, January 25, 1993).

THE CARNEGIE HIGH SCHOOL AND THE ASSISTANT PRINCIPAL

J. Jonathan Jennings

The purpose of this paper is to explore the role of the assistant principal in the Carnegie High School, an educational reform style high school proposed by Ernest L. Boyer. Mr. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, led a study of fifteen American high schools and published the findings in his book, High School - A Report on Secondary Education in America. Before specifically addressing the possible role of the assistant principal in the Carnegie secondary school, it is pertinent as preliminary background information to examine some findings and recommendations of the Boyer study, as well as the traditional roles played by the high school assistant principal.

The Boyer Study

Boyer (1983) conducted his study because he believed that the time had come for the public schools to be aggressively supported by parents, school boards, and the government. Through the thorough study of a cross-section of American high schools, he hoped to identify the strengths and weaknesses in American secondary public education. The collected data could then be used to make recommendations for change that Boyer perceived as necessary for a renewal of this nation's commitment to public education. The nine stated purposes of the Boyer Study were:

- To clarify the goals of education
- To stress the centrality of language
- To recognize the student must be prepared for a lifetime of both work and further education
- To strengthen the profession of education in America
- To improve instruction and give students more opportunities for service in anticipation of their growing civic and social responsibilities
- To take full advantage of the information revolution and link technology more effectively to teaching and learning in schools
- To smooth the transition from school to adult life by using more flexible class scheduling
- To reduce bureaucracy in education and give school principals the support they need to lead
- To recognize that excellence in education is possible only when connections are made with higher education and the corporate world (Boyer, 1983).

The 1983 Boyer study also recommends the restructuring of American secondary education to accomplish the following four outcomes for American high school students:

> High school should help all students develop the capacity to think critically and communicate effectively through a mastery of language.

High school should teach about the human heritage and the interdependence of the world.

High school should prepare students for work and further education through elective courses that develop individual aptitudes and interests.

High school should help all students fulfill their social and civic obligations through school and community service.

To accomplish the development of critical thinking and communication skills, the Boyer study suggests a flexible class schedule with large blocks of time to permit in-depth research and experimentation by students in laboratory sciences, foreign languages, and creative writing. The study also recommends entry level assessment of the oral and written language skills of all students and early intervention with students who need remediation. It also suggests that high schools could be strengthened by improved teacher preparation, recruitment, and staff development. One problem for the improvement of high school lies in the bureaucratic pyramid that looms above the principal's head. The Boyer study made many suggestions about the critical leadership role of the principal in school reform and the hindrances to effective performance.

Today, school principals are caught in a complicated bureaucratic web. Too many public school systems are top heavy with administrators. School leadership is crippled by layer upon layer of administration. While administrative control of schools emphasizes the need for accountability, the reality is that changing the schools is all but impossible (Boyer, 1983, p. 224).

Boyer stated that principals and staff need more autonomy and authority to carry out their responsibilities. Principals must be given control over the budgets

for their schools, power to select and hire their own staff, and funds to reward outstanding teachers and develop new programs. Principals must be given time for professional development and time to address critical needs of the Carnegie high school. In one recent study, principals identified program development and personnel as their first and second priorities, but they reported spending far more time on school management than either of their top priorities (Boyer, 1983).

The Boyer study recommends the requirement of an additional unit for high school graduation, a new Carnegie unit, which would be a community service unit that allows young people to be given opportunities to reach beyond themselves and feel more responsibly engaged. The idea of credit for community service is not new, but is currently in the forefront of educational reform. Conrad & Hedin (1991) point out that Boyer's High School as a good example of current literature recommending community service. Students would be required to serve 120 hours of volunteer time in the school or the community to earn this credit. Students would help plan and organize these community services and could fulfill the requirements in the evenings, weekends, or during the summer.

The Traditional Role of the Assistant Principal

What does the assistant or assistant principal do in a high school? Spady (1985) writes that the role of the assistant principal is one of keeper of the social order. The assistant principal is concerned with disruptions to school and violations of conventional value. Panyako & Rorie (1987) see the assistant's traditional role as supervisor of buses, buildings and grounds, and sporting

events. In the real world, complex American high school, the assistant principal does anything the principal wants done. The job description of the assistant principal will always include: "and all those other duties as assigned by the principal." This basic truth of the chain of command at the building level would not be changed in a reform Carnegie high school. The real deciding factor in any role differentiation for the assistant principal will be the level of commitment of the principal to change the status quo in the building and his willingness to allow the assistant to participate, and possibly lead, in that reform or change. Panyko & Rorie (1987) point out that the assistant principal in the traditional school is well-versed in school administration and management. Therefore, he is assigned administrative duties at the discretion of the principal. The assistant principal works directly for the principal and traditionally maintains the "three B's"; books, busses, and butts. The assistant principal's tasks are delegated by the principal and are: maintaining the textbook inventory, supervising student bus transportation, and enforcing discipline. They are essential to the effective operation of any high school and would still be needed in the Carnegie reform setting.

The Reform Role of the Assistant Principal

Calabrese (1991) states that assistant principals are a neglected variable in the effective schools equation because they are dynamic, enthusiastic, creative, and caring. Assistant principal work to achieve the school's mission. Spady (1985) stresses the potential for the influence of assistant principals as agents of change.

He states that assistant principals could play key roles in the implementation of serious restructuring initiatives.

The legal complexity of today's society has forced the role of the assistant principal to change. In some ways, the previously mentioned "three B's" have become the"three L's"; legal issues, lawyers, and lawsuits. As Panyako & Rorie (1987) point out, today's assistant principals must be versed in all aspects of school management, ranging from financial management to school law. Marshall (1992) states that assistant principals frequently must play the roles of mediator, addressing the conflicts that emerge among teachers, students, and the community. Often, it is the demands of federal, state, and local school policies that must be implemented by the assistant principal.

The need to be away from the school and the complexity of today's society could cause the principal and assistant principal to develop new relationships, requiring greater sharing of the leadership activities that were once the principal's private domain (Calabrese, 1991). One area of need addressed in the Boyer study was more staff development for the principal. The principal's need to be away for staff development could result in the expansion of the assistant principal's role.

Assistant principals are not usually seen as building level instructional leaders, but this could change in the Carnegie reform high school. Most assistant principals recognize the direct relationship between student behavior, academic performance, and discipline. Spady (1985) proposes that assistant principals

must make the shift toward proactive instructional planning and implement the paradigm shift from a time-based to out-come based model of instructional delivery. He finds the assistant principals as an agents of change could be strengthened.

The community service programs proposed in the Boyer studies could be an opportunity for assistant principals to work with students in a non-punitive fashion. Assistant principals are the enforcers of consequences of school rule violations. Because of this role, they are criticized by students. Assistant principals could coordinate and supervise the community service credit recommended in the Carnegie reform high school, and thus, provide positive contacts with students.

The role of assistant principal in a Carnegie reform high school will contain many traditional elements essential to the smooth operation of today's complex high schools. Administrators will always have obligations to see that standards of discipline are fair. However, through the community service units and other challenges, the Carnegie high school presents new opportunities for the assistant principal.

ACCELERATED SCHOOLS AND THE ASSISTANT PRINCIPAL

Robert L. Palmer

Accelerated schools offer a unique approach to the restructuring effort in education today. Accelerated schools are breaking the traditional limits set for disadvantaged or "at-risk" youth by offering an enrichment strategy instead of a remedial strategy. The goal of an accelerated school is to bring all students to performance levels of their age group. The "at-risk" students are required to learn at a faster rate so that they will not fall further behind their peers. Acceleration is a philosophy for "gifted" programs. It can, however, be brought into schools with a minimum of added expense. It must also be brought into the accelerated school with careful planning and a genuine commitment from school and community. Dr. Henry Levin says that there are three basic principles that a school must adopt to become an accelerated school.

1. Unity of Purpose
2. School-Site Decisions and Responsibility
3. Build on Strengths (Levin, 1991)

A unity of purpose refers to a common set of goals, or vision, for the school that is the focus of everyone's efforts. The key goal in this vision is that each student will be academically able at the earliest possible date so that they can benefit from their school experience. In developing this vision, all participants in the educational process must be involved. There must be parents, teachers, community leaders, business partners, district office personnel, and

administrators working together to develop active goals and a central vision which will focus on the needs of the school. School-site decisions and responsibilities refer to the ability to make important educational decisions, carry out those decisions, and take responsibility for the outcomes of those decisions. The purpose of this approach is to break out of the mold where each group blames the other for things over which neither has any control. Accelerated schools place the responsibility on the extended school family. There can be no finger pointing or blame placed on persons because everyone agrees with the decisions that are made. This principle requires that administrators accept new roles and that parents and teachers accept more responsibility for decisions that affect the education of all students. Building on strengths refers to using all of the learning resources that students, teachers, parents, and communities can bring to the educational system. Parents want what is best for their children and have a responsibility to give of their ideas to the school. Teachers can provide many talents to the school if given the opportunity. The students are overlooked, but they hold the greatest resource of all. Students can show us each day, new ways of learning and can provide a rich cultural diversity.

Dr. Levin also points to effective schools as focusing all energies to these three principles, unity, decisions, and strengths. When viewing these principles, it becomes apparent that an accelerated school must deeply involve teachers, parents, community, and administrators. The assistant principal's role in this model can be invaluable. The assistant principal has direct contact with parents,

teachers, students, and business leaders that can lead to a role as a facilitator of the ongoing process. The responsibility of bringing these areas together is essential to the success of the Accelerated School. It is a responsibility in which the assistant principal plays a vital role. Dr. Levin's guiding principles should serve as a foundation for the accelerated school model. Accelerated schools do not look like traditional schools, but set and follow their own goals. Each school must follow a detailed planning process and seek answers in many aspects of school life. The following areas are the ones that schools must deal with when considering the Accelerated School model.

School-Based Governance

Principles designed for Accelerated Schools are ones that are flexible and can be carried out in many ways. The instructional staff works within limits set by the district to develop curriculum, instructional strategies, and other school policies. This works toward breaking the cycle of assigning blame to stake holders in the education process. All are involved in the decision-making process, working to find a common set of goals and influence the educational and social processes. The Accelerated School's extended family must fully participate and take responsibility for the educational process and its results. To achieve this, a shift to a school-based decision approach must be implemented. It entails developing a system of assessment for decision making and for accountability.

Goals

A clear set of goals is essential for students, parents, and staff for the Accelerated School. The goals are made together with the school district and school board and should include the essential goal of bringing academic performance of students up to grade level to prepare them for mainstream educational opportunities. Other goals to be considered will include student attendance and participation, teacher attendance and participation, school pride, behavior problems, and school contributions to the community through the arts and community service. All of these groups will be involved in the goal-setting process. Communication of these goals among the student body will help create high expectations. Parents and staff also will be aware of the higher expectations and work to improve the instructional climate of the home and school. As collaboration between groups becomes more developed, new goals can be added and old ones modified.

Pupil and School Assessment.

Assessment of student performance at school entry is essential. The assessment system will set a learning path for meeting the general school goal. Wide spectrum, standardized achievement tests and specific tests created by school staff will be given regularly. These will allow the school to see if the students are on the expected learning path. Beyond serving as a diagnostic tool for improving instruction, tests also will also serve for accountability purposes. The assessment tool also can be used to measure parental involvement, student

and teacher attendance, student participation, and progress toward other goals set by the school.

Nutrition and Health.

The nutritional status and health of a child is a major factor for understanding the child's learning capacity. Undernourishment, health, and dental problems deny the student the feeling of well-being that is essential to learning. Undiagnosed and untreated vision and hearing problems also cause learning barriers. Accelerated schools must work with families and the various social service agencies to diagnose and treat health problems of disadvantaged students.

Curriculum.

In Accelerated Schools, a language-based approach to teaching all subjects shows the promise of being effective. Reading, writing, speaking, and listening must be emphasized in every subject, including mathematics. The higher order thinking skills such as analysis, concepts, problem-solving, and applications must be stressed across the curriculum from early primary grades. Particularly important is making the curriculum useful for the students. Applications that relate to the everyday events and experiences of the students are necessary for better understanding. Students also should be encouraged to find ways to apply concepts. Writing needs to begin in the early grades even with students with limited vocabularies. There are several way to explore writing including exposition, narrative, and poetic forms. Activities that demonstrate basic

arithmetic operations should be used to develop students' ideas and reinforce learning. Problem-solving, analysis, and application can be used both in the sciences and social studies. Active involvement is key in this area. The arts and physical education should not be neglected. They serve to develop increased self-confidence and expression. Thus, they add a dynamic and appealing environment. The intent of the curriculum is to increase student aptitude through activities that will develop higher level thinking skills that allow students to learn more advanced material. The curriculum also will make the school experience more relevant and interesting to the students. It will improve their use of time in the classroom, motivate them to learn, and improve the quality of instruction.

Instructional Strategies.

Reinforcement of the curriculum is imperative for at-risk students, and it is effective in an Accelerated School. It is effective with at-risk students. Teachers should know about instructional strategies and learn how to choose different instructional strategies. Instructional time should be used effectively. Students must become driven by a learning pace that is productive and keeps students attentive. The pace of the Accelerated School is different from the slow pace of remediation in the traditional elementary school. Active learning by the student is essential. Peer tutoring is very effective with at-risk students for several reasons. Older, more advanced students can help younger ones and can tutor their peers. The tutors continue learning as they help others, and this setting allows for heterogeneous student groupings since those who have more mastery of

the material help those who are not as advanced. Another effective instruction strategy is cooperative learning. This instructional strategy fosters shared responsibility and enhances learning among diverse groups. Group assignments can lead to incentives for group proficiency and tutoring within the group. Students also must learn independence and self-reliance. This can be accomplished through outside assignments or homework. In later grades, students find that much of the learning takes place through such activities and this will help prepare them. Independent assignments should begin as early as the first grade.

Community Resources.

There are a multitude of resources in the community waiting to be tapped. To succeed, Accelerated Schools must use these varied resources. For example, adult volunteers can tutor students regularly or work as teaching assistants. Retirees are an especially rich source of expertise since many of them have had experiences that can be used to make learning relevant. Local businesses offer a wealth of resources both in materials and man-power. Social service agencies can help families with basic needs such as health care, nutrition, and counseling. Enrichment programs like scouting, Big Brothers and Big Sisters, and others provide programs for after school and during the summer.

Parental Participation and Training

Parents must be involved in the learning process. As stated earlier, they must be aware of the goals and obligations of the Accelerated School. Parental

obligations can range from making sure that their children go to bed at a reasonable hour, attend school regularly, and set high educational expectations for their children. To reinforce this, parents need to show an interest in their children's school work. Parents are made aware of the importance of knowing about school work . They are shown the usefulness of follow up on progress reports about students, and they take an active interest in school happenings. In addition to encouragement at home, parents have opportunities to participate in school activities and receive training that will help them work with their children. Training should include parenting skills and academic skills so that they can understand what is taking place in the classroom. Outside agencies that offer adult education can be an invaluable resource in this area. The encouragement and support that comes from the home often makes the difference in the child's learning.

Extended Daily Session.

Extending the school day could be the most important part of an Accelerated School. An extended session until 5 p.m. allows students to work on independent assignments, fine arts activities, physical activities, or rest. Volunteers such as the retirees or college students could work with groups or with individual students to provide needed assistance. This extended session could become a summer session to decrease the decline in the learning curve that occurs during the summer months. (Levin, 1988) This list is not complete, but it can serve as a starting point for developing a vision. The planning process should be thorough and should look at all aspects of the school. Dr. Levin's three principles make up the foundations, but the planning process must include developing a curriculum,

setting avenue for instruction, and building a strong organization (see Figure 1).

Figure 1

The Foundations of the Accelerated School

CURRICULUM	INSTRUCTION
language across subjects	active learning
higher order skills	primary sources
related to experience	projects
common curricular objectives	peer tutoring
interdisciplinary/thematic	cooperative learning
equitable content coverage	educational technology
full range of electives	alternative assessment
exploratory coursework	heterogeneous grouping

ACCELERATION

ORGANIZATION

collaborative decision-making	central office staff collaboration
parents in partnership	principal as facilitator
flexible scheduling	articulation with other schooling
faculty committees for inquiry	levels

Source: Accelerated School (1991, Winter)

In the triangle for acceleration, there is a connected, comprehensive approach to education. The assistant principal should be a resource person for teachers and parents. Duties could include a variety of activities such as teaching a class on ecology, observing the activities in another class, meeting with business leaders, talking with parents about the school program, and on and on. The key to the assistant principal's role is flexibility. The role of facilitator is important to support the principal in relating together all of the parts of an Accelerated School.

THE ESSENTIAL SCHOOL OF THEODORE R. SIZER AND THE ASSISTANT PRINCIPAL

Stan Pressley

Theodore R. Sizer's Book, Horace's Compromise: The Dilemma of the American High School, focuses inside the school (teaching, learning, and school climate) instead of outside the school (governmental control, finance and teacher education). He believes this to be the core for improving the high school. Despite the well-intended efforts to improve, many American high schools are not uniformly productive, and some are poor servants to their students.

Sizer concluded that the way students are classified in high school is damaging to the quality of the education that they receive. Social class, income, ethnicity, and sometimes gender determine the high school's expectations for the students. Students from wealthy families have more academic opportunities than those from poor families. The tendency is: if you are white or Asian, you have a higher income than if you are black or Hispanic. Class and race tend to overlap for limiting high school educational opportunities. These stereotypes lead to serious injustices for adolescents in high school. (Sizer, p.37).

Another factor that limits the educational opportunities for adolescents is the lack of attention to education by their peer group. The athletes, honors students, special education students, and even the troublemakers receive special, intensive, individual attention from teachers, administrators, and counselors. These students are recognized from the first day that they enter the high school, and they are given "special." attention. This is not true for the "not so special"

or the "very quiet" high school students. They are in the majority and remain anonymous to teachers and administrators. Docile students present another problem to the high school. They, too, are ignored and anonymous to the teachers.

In the late 1960s, Charles Silberman pointed out that students quickly learned the necessary survival skills of school. They conformed to what the system and teachers wanted (Sizer, p. 56). Students found their niches in the system, then sat back for the educational ride. That educational ride took them through four years of high school and they were not challenged and performed poorly. The high school of the 1960s caused the students to be less "hungry" and more docile and compliant in school. According to Sizer, this docility among students was due to the large numbers of students that teachers taught. The teacher load of the 1960s was about 1:120. Sizer suggests the teacher load should be reduced to 1:80 for a teacher to be the most effective.

Sizer feels that most adolescents attend school for a collection of reasons, but there are two main reasons. One is to attain a high school diploma. The other is the need to respect themselves and to be respected. As Sizer sees it, the diploma is their goal, their passport to the next level in life. He disagrees, however, with the reasons for awarding the high school diploma. He feels that the students know that if they attend high school for a specific number of days, they will "earn" high school diplomas. If they take a set of specific courses collecting the right number of units, they will also "earn" their diplomas (Sizer, p. 63).

Sizer feels that the time had come for substantial restructuring of high schools. He wants a high school that will break away from the structure and beliefs laid down in the 1890s. Sizer finds that teachers and administrators would take big risks to break the mold of the 19th century high school, but it will take courageous teachers and administrators. He feels that adolescents should be the key workers in the restructured high school. In the new high school, educators need to find ways of inspiring and motivating students to learn for themselves. High school students will no longer have material handed to them. In Sizer's view, too much emphasis is already placed on "time spent," coverage of material, and age grading. People learn at different rates and times. To say that every 17-18 year-old is ready to complete a high school education is an injustice. Sizer says the new high school should be a place where need to take students where they are, not take them where they should be by an age-graded norm. He opposes the age-graded norm of the traditional high school. He also feels the departmentalization of the English, mathematics, and science curriculums is not the most effective way of organizing a high school program.

Common ends are desirable, but each new high school should have its own philosophy and individuality. These common ends should reflect, according to Sizer, a set of essential principles. Sizer states the key principles for restructuring high schools are:

1. Entrance into high school-level studies should not be attained until the individual has mastered the basic educational requirements. He defines basic educational requirements as literacy, numeracy, and civic understanding. Attendance at school should only be compulsory until these elementary studies

are mastered. High school studies should be focused more on advanced studies. Sizer concludes that no one should be compelled to pursue high school studies. However, all should be guaranteed free access to high school for a specified time, to be taken at any point in their lives. This would eliminate those students who have no need to be in school. At-risk students, those who only want to be in high school because their friends are, would still be present. However, if their behavior becomes disruptive and shows signs of not cooperating at high school, they would be expelled. They would receive a clear commitment from the high school that they could return later once they showed determination to behave (Sizer, p. 136).

2. The focus of high schools should be on helping adolescents to learn to use their minds. Helping students in learning how to make decisions on problems that arise in their private and work lives would be very important. A cross-age mix of students would be beneficial to all. Part-time employment would be encouraged.

3. Another key principle of an essential school is that the tone should be one of unanxious expectation. High school should be a safe, focused place of purpose. Students should carry the primary burden for learning. This would be made clear. The school's burden should be to promote the virtues of decency, fairness, generosity, and empathetic behavior (Sizer, p. 212).

4. The diploma is one of the rewards of high school, therefore a diploma should be earned by the student only upon his/her exhibition of mastery of the high school's program. School attendance and credits would disappear as criteria for performance as would age-graded promotion. This student exhibition

would include a variety of ways and times for the student to exhibit mastery of the skills. The important, yet difficult task for the school's staff would be designing and administering these exhibitions.

5. "Coaching" should be the primary teaching method of the essential school. Dependence upon the use of this technique and on sustained questioning is critical to shaping effective reasoning skills. The skills of deep thinking and wise inquiry must be acquired by the student. You cannot simply tell them to do it (Sizer, p. 99). Students should be helped to acquire these skills. When they acquire the skills, academic subjects and study time should be reduced. Thus, the aphorism "Less is more" becomes a guiding principle of the Essential School. (Sizer, pp. 109-115).

6. The essential school's program of study should be simple and universal. The existing complex curriculum needs to be scratched. It should be replaced with one that would provide a setting where students can learn how to learn and learn a few things well. Enrollment in all areas at all times would still be present, but the need for variety and choice would be taken care of within each area. Sizer suggested a clustered curriculum with a focus on: (1) inquiry and expression; (2) mathematics and science; (3) literature and the arts; and (4) philosophy and history (Sizer, p. 132).

7. Teaching and learning in the Essential School should be personalized to the greatest extent possible. In order for personalized teaching to take place, teacher-student ratios would need to decrease from 1:120 to 1:80. There are a variety of steps for reducing teacher-student ratios, the most obvious one is expecting cross-subject instruction. Cross-subject instruction is defined as one

teacher working with eighty students in math and science instead of 120 in math only. The benefits are increased student confidence, effectiveness, and ability to teach themselves. (Sizer, p. 197).

8. The control of the detailed school program should be given to the building principals and teachers. While the state or school district authorities control the standards and shape of the culminating student exhibitions, the design of how to reach them should be in the hands of the teachers who know the students best.

Sizer feels these eight principles represent a beginning. He feels it is a big insult to young students to be assigned to a "track" early in life. Everyone should be given a chance to learn to use his mind. A focus on the mind is a necessity and lies at the center of all careers. Sizer feels that an education in how to think imaginatively is the pinnacle of modern education.

The Role of the Assistant Principal in the Essential School

The role of the assistant principal in any school falls into five basic categories: (1) discipline of the school, (2) curriculum, (3) teacher evaluation, (4) supervision of extra-curricular activities, and (5) overseeing of daily administrative activities, such as attendance, textbooks, student activities, etc. The type and size of the school determines the degree that the assistant principal is involved in discipline.

However, in the Essential School, discipline is different. Students who do not want to be in school are not in school. Discipline is a major concern in schools today. Eliminating these students from the school helps, but does not eliminate the problem. There will still be students in the Essential School who

are there to have fun or enjoy their friends. For these students, the Essential School is not the place to be. If they become disruptive to the educational process, they will be expelled. When they decide they want to be in school and abide by the rules set forth, they will be allowed to return to school. This would reduce the discipline problems, though minor problems would still be present.

Curriculum in the Essential School is the exhibition of mastery. The assistant principal would be allowed input into what constitutes mastery, what measures will be used to implement and evaluate mastery. The ultimate decision lies with the principal, but without the input and collaboration of the assistant principal, this task would seem near impossible. Teamwork is a key essential in determining these aspects of curriculum (See Table 1).

Teamwork among teachers is critical in the Essential School. Team effectiveness comes when each team member contributes an equal share to the team. This makes teacher evaluation important. Teacher evaluation in the Essential School should be twofold: individual and team. Due to the lack of time, the principal has little time to devote teacher evaluation. However, the assistant principal becomes a valuable asset. The assistant principal would be allowed input into what and how an individual teacher or team could improve its effectiveness in the classroom.

Supervision of extra-curricula activities in the Essential School would be basically the same as in any traditional high school. The assistant principal is present at athletic events, plays, concerts, to aid in crowd control and any other school-related problem that might arise. Overseeing daily administrative

Table 1

The Essential Principles of the Essential School

1. Entrance into high school-level studies not be attained until the individual has clearly mastered the basic educational requirements--literacy, numeracy, and civic understanding.
2. The focus of high schools should be on helping adolescents to learn to use their minds.
3. The tone should be one of anxious expectation.
4. Diplomas should be rewarded only upon the exhibition of mastery of the high school's program of study by the student.
5. The primary teaching method of the high school should be "coaching."
6. The program of study should be simple and universal.
7. Teaching and learning should be personalized to the greatest extent possible.
8. Control of the detailed school program should be given to the principal and teachers.

activities remains very important in the role of the assistant principal. Once the curriculum is determined, selection of textbooks is very important. Without the availability of the proper textbooks and materials, the learning process would be hindered. Attendance is a must in any school. In the Essential School, attendance is more important due to the mastery concept. If a student is not in school he/she will be behind, therefore prolonging the process of mastery. The assistant principal is a vital part of any school. The assistant principal's role in the Essential School is no different.

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