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ABSTRACT
                The dropout problem in the United States is explored;
and some suggestions for reducing the dropout rate are offered for
parents, teachers, and principals. Several indicators have been
recognized as placing a student at risk of dropping out of school.
Dimensions of alienation have also been identified, as have social
factors that contribute, including poverty, crime, drug and alcohol
use, and teen pregnancy. Twenty-five general suggestions are given
for the educational system to help reduce the dropout rate. Parent
participation is essential, and a list of 111 suggestions is
presented for parents, most centering around being a good example to
a child. One hundred and five suggestions for educational improvement
are directed toward teachers, and a final 104 suggestions are aimed
at principals. Parents, teachers, and administrators have vital roles
to play in combating dropouts. (SLD)

MANAGING AND IMPROVING
THE EDUCATION OF
STUDENTS AT-RISK

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CHAPTER I

Introduction

Dropouts pose cirtical problems for America in its quest for a literate populace that contributes to the growth of the national economy. According to research, ycuth who fail to acquire a secondary educa tion are more likely to become economic burdens. Society pays through increased taxes to support welfare programs, fight crime and maintain special programs. It is more cost efficient to address at-risk students now.[1]

In 1985-86 more than 600,000 young people dropped out of public schools at a projected cost to society of $120 billion in lost productivity during their lifetimes. Of course, the costs aren't measured just in economic terms. We're talking about human lives, and one wasted life is too many.[2]

One of the naticnal education goals aims to increase the high school graduation rate to 90 percent by the year 2000. A peioneer study of 8th graders shows half are at risk.[3]

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[1]Robert N. Fortenberry and Barbara L. White "Districts Grapzle with Dropout Problem" The School Administrator (Arlington, Va: American Association of School Administrators, March 1987), p. 11.

[2]John V. Hamby "How to Get an 'A' on Your Dropout Prevention Report Card" Educational Leadership (Alexandria, Va: Association for Supervision and Curriculum Development, February 1989), p. 21.

[3]Jay Goldman Leadership News (Arlington, Va: American Association of School Administrators, April 30, 1990), p. 1.

While about 2.5 million Americans graduate from high school each year, almost one million more drop out. An additional 700,000 are merely passed along so they find their way into the world- like the drop outs- defficient in basic skills, marginally literate and basically unemployable.[1]

Every eight seconds a student drops out in America ... Every year 700,000 students graduate who cannot read their diplomas.[2] Every 26 seconds an American child runs away from home ... every 47 seconds an American child is abused and neglected ... every 67 seconds an American teenager has a baby ... every 53 minutes one of our children dies.[3]

INDICATORS:

The first national survey, NELS-88 (National Education Longitudinal Study of 1988) has revealed the following at-risk indicators and percentage of the eighth graders in each category:[4]

* Single parent family - 22 percent

* Family income less than $15,000 - 21 percent

* Home alone more than 3 hours a day - 14 percent

* Parent have no high school diplomas - 11 percent

* Sibling dropped out - 10 percent

* Limited English Proficiency - 2 percent

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[1]Hugh J. Scott "How We Can Shape Up Our Schools" Parade Magazine: July 22, 1990, p. 10.

[2]PBS, N.Y. "Who Will Teach for America", 9/3/91.

[3]Marian Wright Edelman AARP Bulletin (Washington D.C., March 91), p. 3.

[4]U.S. Department of Education Research in Brief, 8/1990.

STUDENT ALIENATION:

Five distinct variants or dimensions of alienation that
have been identified are: powerlessness, meaninglessness,
normlessness, isolation, and self-estrangement.[1]

Powerlessness is an individual's expectancy that his own
behavior has little influence on life's outcomes. The person
who suffers from a sense of powerlessness believes that external
forces, such as luck, chance, and manipulation by others,
determine his future. A student who believes that he lacks
personal control over his own affairs in school or that he is
being manipulated by teachers and administrators, "the system,"
suffers powerlessness. He sees no chance to influence his
future. His complaints are ignored.

Meaninglessness is a low expectancy that satisfactory
predictions about the future state of affairs are possible. A
sensed inability to predict outcomes tends to dominate much of
the student's thinking. He is not sure that schooling is going
to aid in the future, and he is even unclear about what he should
believe about the future.

Normlessness is a high expectancy that socially
unapproved behavior is necessary to achieve given ends. The
person who is alienated in this sense bases his decisions on
their potential effectiveness, regardless of social norms. In
the school context, the most effective course of action from
the student's point of view, whether legitimate or not, is
often preferred to formally prescribed conduct. This type

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[1]Melvin Seeman quoted by Wayne K. Hoy and Cecil G.
Miskel Educational Administration: Theory, Research, and
Practice Random House, N.Y. 1978, p. 156.

of alienated student tells teachers what they want to hear; he "plays the game." Violations of school rules and regulations to the normless pupil are appropriate if they provide an effective means to an end.

DEFINITION:

In the United States, with its 83,000 public schools spread across 16,000 school districts, there has been no consensus on the subject- until now. Last fall, the Federal Government and the 50 states agreed on a definition of a dropout and agreed to use it in future counts. Officially, dropouts are those students who were in grades 7 to 12 the previous year who are not enrolled in school now and who did not graduate. Exceptions are made for students out of school because of illness or temporary suspension.[1]

Social Factors

Several factors significantly contributes to the dropout of students. Some of these are: poverty, crime, student drug and alcohol use, and teenage pregnancy.

POVERTY:

The effects of poverty on children's education are well documented. Children from poor families have lower average achievement and higher average dropout rates than other children. Children from poor homes may lack adequate preparation for elementary school learning, and they may need a greater number of school services than for other children. In 1990 nationwide a total of 19.9 percent of the children

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[1] Mary B.W. Tabor, "Living on the Edge", "Education Life", <u>New York Times</u>, August 2, 1992, p. 17.

lived in poverty (15.1% white, 44.2% black, and 37.7% Hispanic). During the same year nationwide a total of 58.1 perecnt of children living in poverty lived with a female householder (no husband present) [46.9% white, 80.5% black, and 47.9% Hispanic].[1] In 1991, the child pverty rate in the United States was 21.8%, the highest recorded since 1983.[2]

CRIME:

School safety is an issue which directly affects educators and students. For example, lack of safety in schools can reduce school effectiveness and inhibit student learning. Additionally, unsafe school environments might place a number of students who are already at risk of school failure for other reasons, in further difficulty. In 1989 nationwide, 15 percent of all students between the ages of 12 and 19 reported the presence of street gangs in their schools in 1989, 16 percent indicated seeing teachers attacked or threatened with attack, and 12 percent reported that something was stolen from their desks, lockers, or other compartments.[3]

Every day, 100,000 children take guns to school. Every day, 6,250 teachers are threatened and 260 are attacked. Every day, 14,000 youngpeople are attacked on school property. Every day, 160,000 children miss school because of the fear

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[1]U.S. Department of Education, Washington, D.C., The Condition of Education, 1992, p. 108.

[2]Robert P. Fox "Education for All ... America's Promise" The School Administrator (Arlington, Va: American Association of School Administrators, May 1993), p. 6.

[3]U.S. Department of Education, The Condition of Education, p. 116.

of violence.[1]

STUDENT DRUG AND ALCOHOL USE:

Drugs and alcohol interfere with thinking and reduces academic achievement. Crimes of violence may accompany or result from substance abuse. In these circumstances, school effectiveness and the achievement of all students may suffer. Data on drug and alcohol use can be used by educators and administrators to determine the scope of the drug and alcohol problem among students. In 1991 nationwide, 44.1% of high school seniors have used some illegal drug (36.7% Marijuana/ Hashish, 7.8% Cocaine, and 88% Alcohol).[2]

The United States has the highest rate of teen drug use of any industrialized nation.[3] In the 1986 Gallup Poll on education, drug abuse was for the first time seen as the number one problem facing the nation's schools.[4]

TEENAGE PREGNANCY:

Of the 1.1 million teenage mothers nationwide, 670,000 have not finished high school. The teen pregnancy rate in the U.S. is twice that of France, England and Canada; three times that of Sweden, and seven times that of the Netherlands. Seventy-five percent of all single mothers under 25 live in poverty.[5]

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[1]Felicia R. Lee "Disrespect Rules", "Education Life", N. Y. Times April 4, 1993, p. 16.

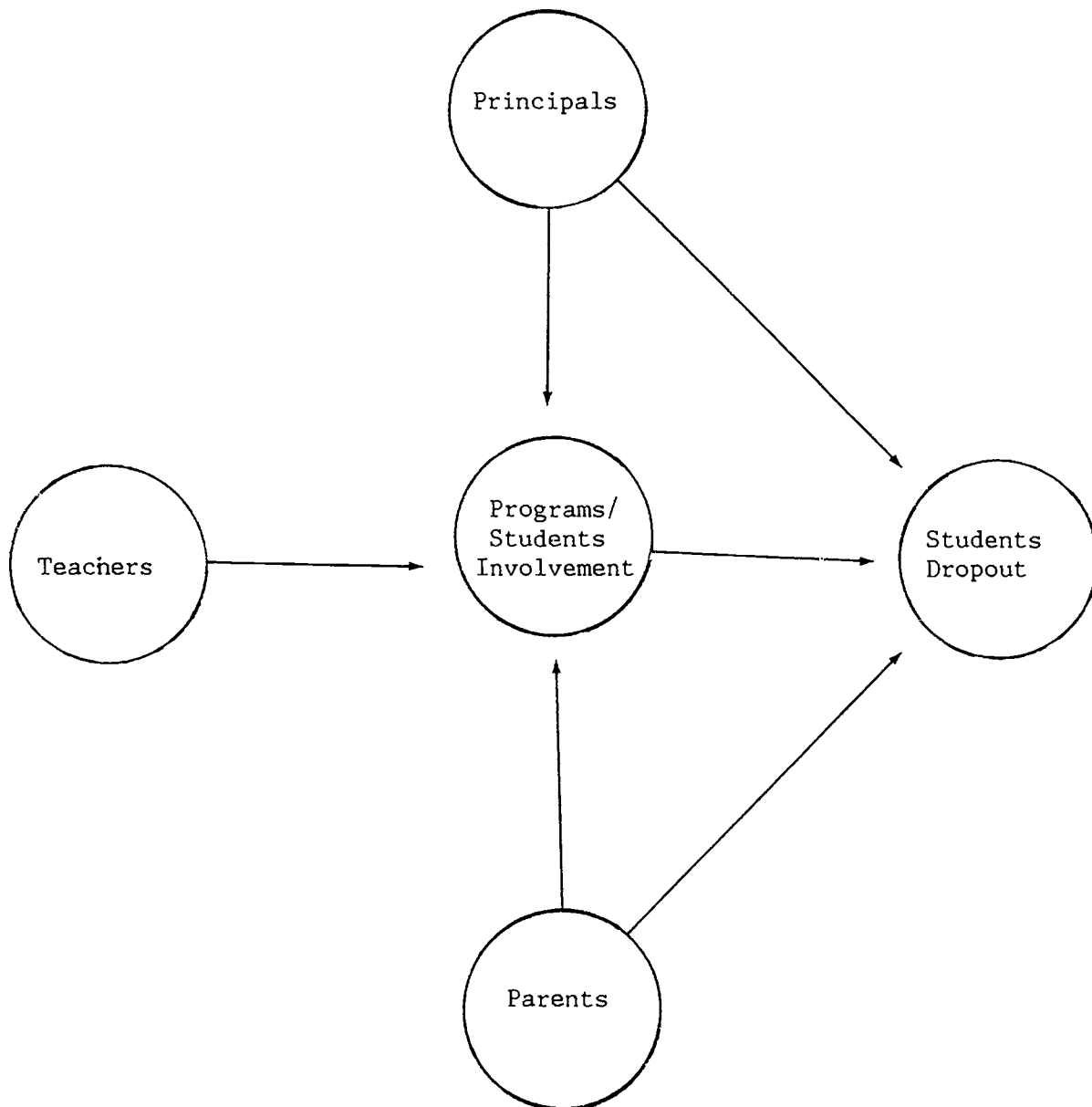[2]The Condition of Education, p. 118.

[3]American Association of School Administrators, Leadership News (Arlington, VA), June 15, 1987, p. 1.

[4]William J. Bennett What Works: Schools Without Drugs U.S. Department of Education, Washington, DC, 1987 , p. V.

[5]UFT Bulletin/N.Y. Teacher June 8, 1987, p.7.

Functional Relationship Influencing

Student Dropout

Parents, teachers, schools and their educational programs, students, principals all have an influence on the success or failure of the students. The following diagram illustrates the relationship:

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                        ┌───────────┐
                        │           │
                        │ Principals│
                        │           │
                        └───────────┘
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                           │       \
                           ▼        ▼
  ┌──────────┐        ┌───────────┐      ┌──────────┐
  │          │        │ Programs/ │      │          │
  │ Teachers │───────▶│ Students  │─────▶│ Students │
  │          │        │Involvement│      │ Dropout  │
  └──────────┘        └───────────┘      └──────────┘
                           ▲        ▲
                           │       /
                        ┌───────────┐
                        │           │
                        │  Parents  │
                        │           │
                        └───────────┘
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CHAPTER II

Effective Education for
Students At-Risk

Some of the suggestions that works for students at-risk:

(1) Improve attendance of students

(2) Involve students in school activities

(3) Comprehensive programs that include teacher's manuals,
curriculum materials, lesson guides, and other supportive
materials

(4) Preventive and remedial programs that are intensive, using
one-to-one tutoring or individually adopted computer-
assisted instruction

(5) Programs that frequently assess student progress and modify
groupings or instructional content to meet students'
individual needs

[1-2]Neal Muhtadi "Dropout Research" The School Administrator
(Arlington, Va: American Association of School Administrators,
April 1993), p. 44.

[3-5]Robert E. Salvin and Nancy A. Madden "What Works
for Students at Risk: A Research Synthesis" Educational
Leadership (Alexandria, Va: Association for Supervision and
Curriculum Development, February 1989), p. 12.

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(6) Develop continuous progress mastery approaches to instruction in basic skills

(7) Recognize improvement as well as absolute achievement by expanding honor rolls, sending letters to parents, awarding ribbons. When determining these rewards, use objective measures that are not as susceptible to teacher bias as grades or teacher recommendations

(8) Involve parents in their children's learning, especially in the early grades. Provide classes for parents in how to help their children learn

(9) Develop peer tutoring programs. At-risk students can serve as tutors, as well as being tutored by other students

(10) Use volunteer tutors at all grade levels, including parents, senior citizens, high school students, college students, businesspersons, and anyone else with the interest and skills to help

(11) Involve students, especially those at risk of dropping out, in extracurricular acativities

(12) Bring in former dropouts to talk to students and school personnel about choices and consequences

(13) Enlist adult and peer mentors for at-risk students

(14) Provide frequent group and individual counseling for students' personal programs at all levels of schooling

(15) Use community resources to the fullest, both by bringing people into the school and by taking students on field trips; establish a network of resources within the community and the state

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6-15Hamby How to Get an 'A' on Your Dropout Prevention Report Card

(16) Provide early intervention, such as intensive language training, for young students

(17) Adopt to fit individual students' needs

(18) Provide them more and expect more

(19) Improve the overall school climate

(20) Improve the class climate

(21) Know the students individually

(22) Organize various functions to involve and motivate students

(23) Involve var_ous local, state, and federal agencies in improving programs for at-risk students

(24) Emphasize the importance of education in future life and on jobs

(25) Keep the size of the classes as small as possible

[16-17]Tabor Living on the Edge

CHAPTER III

Parents

Parents are the first and most important teachers for a
child. They can help in student performance, educational
improvement, and improving school climate. Children spend
only about 1/3 of the time (6 hours) every day in school
compared to 2/3 of the time (18 hours) every day they spend
at home. Parents are shaping their children constantly and
has a bearing on education of their children.

Parents can help their children[1] directly by being an
example, help the children in doing things, working with the
teachers, and school/school district. Parents has the
strongest interest in the education of their children. Sixty
eight (68%) of the respondents in a survey (n=1489) indicated
that pupil achievement would increase with more participation.[2]

Seventy six percent (76%) of the respondents in a study
said "Parents don't spend enough time with their children",
74% of the respondents in the same survey said "Parents are not
doing a superior job of parenting".[3]

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[1]In this paper the word children or child will be used.
The readers may choose/substitute the appropriate word that
applies to them.

[2]Mary Ellen Stanwick Patterns of Participation ERIC
Document Reproduction Service, ED 108 350, 1975.

[3]"Better Home and Gardens Magazine" quoted in
Education Week Washington D.C.; May 9, 1990, p. 20.

Parents can help their children in a variety of ways depending on their own experience, need of their children and schools. Many of the parents may already be using the following and other useful ways to help their children. Here are some of the suggested ways they can help their children and schools:

Be an Example:

1. Example is better that precept. Do what you want your child to learn

2. Give personal committment to educating by example

3. Respect education and teachers. Talk about the importance of education as often as you can

4. Be on time at work, home, and on appointments

5. Establish family rules about getting up in the morning, meals, bed time, etc.

6. Keep a saving account

7. Assume responsibilities. Give your children suitable responsibilities

8. Set priorities

9. Plan properly

10. Perform community services

11. Read suitable material in front of your children

12. Watch suitable T.V. programs in front of your children

13. Don't abuse drugs/alcohol

14. Don't smoke

15. Display patience, tolerance, and self control

16. Eat properly

17. Exercise properly

18. Sleep and rest properly

19. Write letters etc. to your family and friends so that your child see you writing

Helping Your Child/Teacher/School:

20. Make sure your child goes to school regularly

21. Make sure that your child behaves properly

22. Share the conerns about your child with the school

23. Help your child write

24. Encourage children to write

25. Teach your children arithmetic skills

26. Take your children to museums, art and cultural shows, outings, etc.

27. Provide your child with a suitable atmosphere to do his/her home work

28. Provide your child with a suitable desk, good lighting, reference books, and other material he/she may need

29. Give your child time that is free from interuptions, conversations, and criticism for his/her errands

30. Make sure that your child feel every day that you care about him/her

31. Volunteer at your child's school

32. Praise your child for his/her success

33. Provide your child with a library card

34. Discuss with the child at dinner time what he/she has learned at school

35. Participate and attend activities that are open for parents at your child's school

36. Teach your child to tell time

37. Teach your child to draw

38. Teach your child to measure with ruler

39. Take an active part in your child's education

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40. Teach your child to be neat and clean

41. Teach your child to clean teeth

42. Teach your child to wear clean dress

43. Teach your child to eat properly

44. Teach your child to respect teachers and other authorities

45. Teach your child to respect the rights of other people

46. Teach your child to get along with other students in the class/school

47. Teach your child to stay away from drug abuse

48. Be involved, caring, and do your best to help your child

49. Respect and honor the visit/contact of any school official

50. Learn the techniques to stimulate learning

51. Create an environment of child development at your home

52. Teach your child about safety at home, on the road, and at school

53. Prepare your child for tests

54. If necessary enroll your child in the after school program/ tutorial program

55. Make your child go to bed at a reasonable time

56. Keep a regular contact/communication between you and your child's teacher

57. Develop and maintain a trust between you and your child's teacher

58. Visit to observe your child in class as often as possible

59. Make sure that your child does not become involved with gangs

60. Make sure that your child does not posses/use firearms/ knife etc.

61. Attend all/most of the parent-teacher conferences

62. Make sure that your child does not damage any school property

63. Have a reasonable control over your children

64. Teach your child to respect and obey law

65. Teach your child to respect and obey school rules

66. Teach your child to respect and obey his/her class rules

67. Help your child to use his/her leisure time constructively

68. Don't let your child take head phones, video games etc. to school

69. Teach your child to use his/her travel time in learning

70. Your child should respect and learn from all the teahcers including substitute teachers

71. Deal appropriately in case of any teacher-student clash

72. Do not take any side of your child or of the teacher in case of a teacher-child clash

73. Teach your child that when things go wrong, don't look for culprits but look for solutions

74. Help your child find the solutions to problems

75. Give credit to your child when he/she behaves as a responsible person

76. Give credit to your child when he/she behaves like a concerned human being

77. Help your child to diminish his/her anger

78. Give proper attention to your child's personal appearance. A pleasing appearance in dress and manners may influence the reaction of others and to the general learning environment

79. Teach your child to be a good citizen

80. Teach your child to handle stress

81. Motivate your child to be successful

82. Help your child to think logically

83. Watch for and deal with any changes in eating or sleeping habits of your child

84. Watch for and deal with any dramatic mood changes in your child

85. Watch for and deal with any depression in your child

86. State your views/values clearly to your child

87. Teach your child to be a good listener

88. Teach your child not to fight, hit, or curse others

89. Make sure that your child takes pencils, notebooks, and other necessary material to school

90. Consider strongly the recommendations of teacher(s) for any alternative program for your child

91. Help your child in developing self-discipline

92. Help your child in developing self-esteem

93. Help your child to develop good judgement

94. Help your child not to do anything bad just because of peer pressure

95. Help your child in establishing priorities

96. If a school staff has been of particular help to your child, let that person know

97. Help your child learn all the academics/subjects

98. Spend every day some time with your children

99. Stay informed about what your child is learning at school

100. Expect more from your child

101. Ask your child's teacher, how you can help your child?

102. Learn more about issues confronting schools

103. Work with the schools to solve problems

104. Pay close attention to your school board elections etc.

105. Make a list of the questions/concerns that you want to discuss with the teachers

To be a Better Parent:

106. Attend parent-education groups if necessary and if available

107. Read books/material on helping your children

108. If you need extra help, consider joining any support group for parents

109. If necessary participate in workshops/seminars/courses for parents

110. Take help from any individual/group that may help you to be a better parent and deal with your child's needs

111. Read suggestions for other segments of educational community given in this paper

CHAPTER IV

Teachers

Teachers have the responsibility of teaching the students. All teachers work hard; children make demands and teachers have to respond endlessly.[1] A teacher is also a role model, friend, counselor, confident, confessor, and a teacher. Among the traits and qualities of tachers which influence upon others are frequently named as: intelligence, caring, and congeniELity of interests.[2] It is a demanding and challenging position that provides an opportunity to mould the life of children.

Teachers must provide an effective instruction to provide an effective schooling to their students. Education will not improve without the committment of teachers. Many teachers are doing an excellent work˙and have the satisfaction of doing a superb job. Other teachers can do a better job by devoting more to their profession and by following the strategies that successful teachers follows.

Many research studies about teaching have been conducted. These studies suggest many ways to help the teachers. Following are some of the suggested ways:

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[1] Haim G. Ginott Teacher & Child Avon, N.Y., 1975, p. 49.

[2] Krishan Chand Teacher's Friendliness Motivates the Students , 1980.

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<u>Class Work:</u>

1. Teach classroom rules and your expectations and use them constantly

2. Start lesson with a fast lively warm-up activity

3. Make the students speak loud enough to hear each other's answers

4. When using audio-visual material or equipment, become fully acquainted with its operation before using it in class

5. Plan lesson(s) for the full time that you will be with the class

6. Students must be kept motivated and on task for the entire lesson

7. Rehe rse your presentation prior to the class review

8. Prior to the class prepare and arrange material that you intend to use for the lesson

9. Arrange flash cards, pictures, slides, and other material in the order to be used in the lesson

10. Keep the students working on the task until the bell rings

11. Be committed to education of your students

12. Set and communicate high expectations to all of your students

13. Keep an orderly class climate (environment)

14. Students should sit on their assigned seats

15. Make a bulletin board for your class

16. Put your schedule in the class

17. Attendance should be taken properly

18. Introduce and compliment students achievement

19. Announce or post birthdays of class members

20. Send get-well cards for long illness

21. Announce and encourage school-wide functions and extra curricular activities

22. Be willing to help your studen.s in all of their problems/ concerns that may be effecting their education

23. Remember that as a teacher you are a significant model for your students

24. If a child's behavior is unacceptable, do whatever is right as early as you can to correct the behavior

25. Divert the attention of the child to some other activity if you find him/her in some unacceptable behavior

26. Sometime the best thing you can do is to ignore inappropriate behavior

27. Reinforce appropriate behavior

28. If the behavior problem continues work with the parents of the students, counselor, and administrators

29. Develop a proper working relationship with your students

30. Prepare your students for their tests

31. Be tolerant, sympathetic, and helpful when children makes mistakes

32. Care about the welfare of your students

33. Give them credits for their success

34. Give them cookies, raisins, candies, etc. from time to time

35. Try to know each of your student individually

36. Teach sense of responsibility to your students

37. Teach to be a good citizen to your students

38. Explain the advantages of education especially to the students at-risk

39. Arrange for the material that you need to provide an effective instruction

40. Reward students who finish their assignments

41. Inform your students that they may seek your help when necessary

42. Explain to your students why an assignment is important to their learning

43. Take a genuine interest in every child in your class

44. Use of students Discipline Chart in class showing the behavior of each student for every day is helpful

45. Use of students Achievement Chart in class showing the achievement of each student for every day is helpful

Homework:

46. Never leave the assignment of the home-work to the last minute

47. Never give home work orally without writing them on the board

48. Give enough time to motivate and explain the homework assignment

49. Each homework assignment should be numbered

50. Designate a special space on the cha board for the homework assignment

51. A section of the subject's notebook should be assigned solely to homework

52. Homework should be given daily

53. Homework should be checked regularly

54. Homework should be returned regularly by teacher if collected

55. Homework should be of nature that motivates the students

56. Homework should be geared to the individual abilities of the students and educational goals

57. Homework should be neither too easy nor too difficult

58. Homework should be neither too short nor too long

59. Homework should not be given for the sake of punishment

60. Homework should not be thrown away after collection but should be checked and returned to students

61. Homework should not be assigned without explanation of what is expected

Legally Speaking:

62. Don't use any child for personal work, e.g., sending a child to store or to the soda machine

63. Don't do any personal business on school property

64. Don't collect any unauthorized collections at the school

65. Don't use any physical punishment of children at anytime

66. Don't leave school building during preparation periods without permission of the principal or assistant principal

67. Don't leave any class unsupervised

68. Don't leave collected money in the school in your drawer etc.

69. Don't place children in the hallway as a disciplinary measure

70. Don't send any student to home during the school time without authorization

71. Don't let any parent pick up children from the class without office authorization

72. Don't deny lunck to any child as a disciplinary measure

73. Don't ignore/refuse the right of the students

74. Don't remove/borrow any machine/equipment without persmission of the principal

75. Report your own or students' injury immediately to the office

76. School is responsible for the safety of the children

77. Report any unsafe conditions to the office in writing

78. Don't let any unregistered child spend the day in your class without permission from the office

79. Don't give personal information regarding a child to any unauthorized person

80. Don't dismiss any class before time without permission of the principal/assistant principal

81. Don't take any class/student out of the building without permission of the principal/assistant principal

82. All visitors to your classroom must have a proper pass from the office

83. Report the suspected cases of child abuse properly

Miscellaneous:

84. Discuss with parents the educational, social, and emotional development concerns of their children

85. Let parents know early on if their children are having trouble in school

86. Keep the parents informed

87. Inform parents of the ways they can help

88. Inform parents of any un-excused absence of their children

89. Develop a proper working relationship with parents of your students

90. Plan properly for the teacher-parent conferences and use them for the advantage of the students

91. Appreciate the contact/help of parents

92. Identify areas of your improvement through self-evaluation and formal evaluation

93. Develop a proper working relationship with your supervisors, principal, and other school personnel

94. Plan strategies for self-improvement

95. Participate in activities, seminars, courses for self-improvement

96. Read material for self-improvement

97. Follow the rules/policies of your administrators/board

98. Be enthusistic on your job

99. Be a good listener

100. Participate in staff development

101. Learn more and more about the subjects you are teaching

102. Watch other teachers how they deal with the problems that you may have in teaching

103. Appreciate the volunteers in your class if any

104. Work effectively with teacher aid (if any) in your class

105. Read suggestions for other segments of educational community given in this paper

CHAPTER V

Principals

Principals can influence school climate in several ways. By working with teachers, parents, community, and students they can develop common values and a commitment between one another. Being school leaders, principals have a bearing on the education of the students and success of the schools

Principals have direct control and responsibilites over the employees at school. The principal is responsible for executing board policies at his/her school. He/She need to maintain a good working relationship with the superintendent, central office staff, school staff, parents, community, and students. They need professional competence in most of the areas that superintendents need. They are responsible for the educational programs and services at the school level.

Depending on the need of the schools, principals can help in the improving of school climate by using various ways. Each school differs in size, community, studen's, socio-economic, urban-suburban- rural setting, etc. Their needs and concern differs accordingly. Here are some of the ways the principals can improve the schools[1]

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[1]In this paper Chapters III, IV, and V are taken from the .tudy of the author on "Excellence in American Education thrc gh Improving School Climate: What the Parents, Teachers, Students, Principals, Superintendents, Board of Education, Central Staff, Nonteaching Staff, and Community Can Do?" ERIC Document Reproduction Service, ED 336 842, 1991.

Administration/Supervision:

1. Select an effective staff to meet your school's objectives

2. Assign staff effectively to meet your school's objectives

3. Be competent in various tasks of principalship

4. Develop good communication procedures

5. Execute board policies at your school

6. Organize your staff properly

7. Develop and implement a good instructional program

8. Manage and supervise al the programs

9. Evaluate all the programs

10. Plan effectively

11. Lay the basis for procedures to work with instructional staff

12. Lay the basis for procedures to work with non-instructional staff

13. Develop procedures to work/deal with students in the classroom

14. Develop procedures to work/deal with students in the playground

15. Develop procedures to work/deal with students in the principal's office

16. Develop procedures to work/deal with students in planning

17. Develop procedures to work/deal with students in extra-curricular activities

18. Develop procedures to work/deal with students in discipline

19. Develop procedures to work/deal with students in student's council

20. Publish news letters and other school publications

21. Be an affective decision maker

22. Seek more information before making a decision

23. Differentiate between facts and opinions

24. Help your teachers in receiving instructional material that they need

25. Know all the policies, rules, regulations that you have to follow

26. Inform all of your subordinates about the rules and regulations that you want them to follow

27. Inform all of your subordinates about the consequences of not following the rules and regulations

28. Deal effectively with all the paper work related to your job

29. Deal effectively with all the need and concerns of the staff

30. Aim at achieving the objectives of school

31. Help staff in improving their professional skills

32. Observe and evaluate staff effectively

33. Make necessary recommendations on improvement of classroom instructions

34. Make necessary recommendations on improvement of class management

35. Help teachers to write effective lesson plans

36. Hold necessary staff meetings/conferences

37. Hold workshops/seminars for staff

38. Provide orientation to new and experienced staff

39. Supervise/assist staff in dealing with emergencies

40. Develop, implement, and improve curriculum

41. Mail material about the school and community to newly appointed staff

42. Maintain personnel records

43. Update personnel records

44. Supervise inventory control of instructional and other material

45. Organize and manage educational and extra-curricular activities

46. Develop short and long range planning

47. Establish standards of school on the guidelines of the school district, city, state, and federal requirements

48. Involve staff and community in planning

49. Find the needs and concerns of the school

50. Plan and schedule school's yearly calender of activities

51. Improve discipline in school

52. Plan and implement changes for improvement

53. Deal effectively with all the paper work

Interpersonal Relations:

54. Develop good working relationship with central office staff

55. Develop good working relationship with superintendent

56. Develop good working relationship with school staff

57. Develop good working relationship with parents of students

58. Develop good working relationship with community

59. Involve people effectively in school activities

60. Develop procedures to work with the community

61. Develop procedures to work with the teachers

62. Develop procedures to work with other citizens

63. Be consistent with your working patterns

64. Be consistent with your working relationship with others

65. Use coperative procedures whenever and whenever possible

66. Work effectively with parent-teacher associations

67. Work effectively with parent associations

68. Work effectively with other civic groups

69. Work effectively with governmental agencies

70. Work effectively with non-governmental agencies

71. Work effectively with the mass media such as newspapers, radio, and television

72. Obtain the view of others

73. Speak and let your staff speak to the community groups when needed

74. Involve others in decision making

75. Help teachers to build their effective relationship with students

76. Help teachers to build their effective relationship with parents

77. Help non-teaching staff to build their effective relationship with people who visit school

78. Help assistant principals to build better community relations

79. Help assistant principals to build better parents and staff relations

80. Approve school buildings for use by various groups as per rules of your school

81. Promote school-community activities

82. Speak at community activities about school

83. Help parents who need help so that they may help their children in learning

84. Respect other people and their views

85. Invite community/educational leaders to speak at the school

    Miscellaneous/General:

86. Be a symbol in modelling values for the school that you administer

87. Develop a vision of what the school should be

88. Determine your role as principal to the particular school

89. Develop procedures for good working patterns

90. Give the parents opportunity to help the school

91. Give the community opportunity to help the school

92. Use criticism constructively

93. Treat others with respect

94. Evaluate performance of students and staff

95. Evaluate all the programs systematically

96. Supervise student testing properly

97. Review test data of students for administrative decisions

98. Take the necessary measures for the safety and security of students and staff

99. Periodically inspect school for determining any unsafe areas

100. Work effectively with school safety staff, police, and fire department

101. Conduct emergency drills

102. Establish procedures for entering and leaving of students to and from school building

103. Establish procedures for use fo science of lab, carpentary shops, etc. by students

104. Read suggestions for other segments of educational community given in this paper

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