DOCUMENT RESUME

ED 379 796 EA 026 551

AUTHOR McCafferty, Stephen P.
TITLE Building Community in an Administrator Development Academy.
PUB DATE 28 Oct 94
NOTE 44p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 28-30, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Education; Adult Learning; *Collegiality; Educational Administration; Educational Cooperation; Higher Education; Interprofessional Relationship; *Leadership Training; Management Development; Participative Decision Making; *Professional Development

ABSTRACT

The Administrator Development Academy (ADA) is a 6-week preparation program for aspiring school administrators, developed by the Department of Educational Administration at a large state university in a midwestern city. Since 1983, the program's approach has shifted from one based on traditional discussions and lectures to one centered on the participants. This paper presents findings of an ethnographic study that examined program participants' patterns of behavior, beliefs, and practices. Data were obtained from observation, interviews, and document analysis. The program, based on the tenets of adult learning theory, emphasizes the development of reflective practices and interpersonal communication. Through group work, students learned trust and interdependence and began to view others as resources. Findings indicate that participants developed collegial relationships, the norm of shared work, and interpersonal communication skills. One figure and one table are included. Contains a 6-item reading list and 42-item bibliography. (LMI)

BUILDING COMMUNITY IN AN ADMINISTRATOR DEVELOPMENT ACADEMY

Department of Educational Administration
University of Cincinnati
Cincinnati, Ohio

Stephen P. McCafferty
Ed.D., University of Cincinnati, 1994

Paper prepared for presentation at the meeting of University Council for Educational Administration

Philadelphia, Pennsylvannia
October 28, 1994

INTRODUCTION

In the body of literature on effective schools (See U.S. Department of Education, 1986) and the equally large body of literature on school restructuring (See The Carnegie Forum of Education and the Economy, 1986), working conditions and working relationships conducive to collegiality among educators are frequently cited as key factors in the success of school improvement efforts. Implied by these conditions and relationships is the status of a professional learning community for educators with time set aside during work hours for professional interaction, shared (or "joint") work that requires mutual trust and interdependence, and responsibility for the success or failure of that work.

Preparation programs for teachers and administrators generally pay little attention to the collegial approach to the work of teaching and administration in schools that is reflective of a professional learning community. Even less time, if any, is given to learning to actually work collegially such as is seen more and more in medical school programs (Bridges, 1992). Preparation programs for educators are fashioned so that students work alone in the mold of a typical school workplace setting where teachers and administrators work in isolation with their students (Lortie, 1975; Zeigler, 1992). Educators, no matter their job description, are expected to be or to work toward becoming nearly totally self-reliant rather than interdependent in the context of a professional learning community.

The Administrator Development Academy (ADA) is a preparation program for aspiring school administrators developed in the Department of Educational Administration at a large state university in a midwestern city. Now in its eighth year (summer 1993), the ADA has been "improved" each year through the work of the professors and the participants. These improvements have moved steadily away from teaching and learning in traditional lecture and discussion approaches, the predominant approach in the early years of the ADA, to a more participant centered approach. Participants now are expected to work in various groupings in solving the kinds of problems they are likely to face as school administrators. To solve these problems, they must work together in employing the skills and the knowledge base the ADA aims to instill. The instructors attempt to model behaviors appropriate to working collegially in problem solving efforts typical of a school setting. Participants must collaborate in learning how to work successfully together in community rather than working in alone in isolation.

This qualitative study assumed a cultural perspective in the researcher's learning about the patterns of behaviors, beliefs, and practices of the participants in the ADA through the unique perspectives of those participants (Spradley, 1980). Ethnographic methods of data collection were used to generate field notes through participant observation, to compile transcripts from unstructured and semi-structured interviews, and collect documents for review and analysis including program documents, participants' writings, and related documents thus achieving data triangulation.

Substantive theories (Goetz and LeCompte, 1984; Woods, 1992) served to inform this study. Among these were Judith Little's (1982, 1984, 1985, 1987, 1990) well-known work on collegiality among teachers and Susan Rosenholtz' (1989) extensive research on the organization of the school as a workplace. William Foster's (1989) theory of critical leadership was useful in examining the processes and outcomes of the ADA. The works of Thomas Sergiovanni (1992) and Roland Barth (1990) also informed the processes observed in the ADA.

Over the course of the six weeks, over 332 pages of typewritten field notes were generated. Twenty-four hour-long interviews were conducted with participants for a total of approximately 24 hours of audio taped interviews (350 typed pages). Documents were collected throughout the course of the Academy. All documents distributed throughout the Academy were collected along with the papers produced by each of the inquiry groups formed as a part of the Academy experience. Documents offered by presenters were also collected as well as the texts for the required reading for all participants.

Data was analyzed using the constant comparison approach to discover cultural themes emerging from the data. Findings suggested a clear pattern of development. Fundamental to all subsequent processes in the ADA was the development of community through the cultivation of strong positive relationships among ADA participants through particular practices repeated throughout the six weeks of the ADA. Community was also built and reinforced through the

practice of group formation that encouraged personal as well as professional trust. The seeking out of diversity of race, gender, and professional background was encouraged in the formation of collegial work groups thus extending the sense of inclusive community among the forty-three participants.

Turning away from traditional university based administrator preparation models, the structure of the ADA followed the tenets of adult learning theory (Pitner, 1987) allowing participants to develop both the skills and knowledge represented in the literature as most theoretically appropriate and pragmatically applicable to the work of school administrators. Participants learned the benefits of reflective practice and interpersonal communications skills while practicing both daily. Participants experienced personal growth through working interdependently, through tapping the knowledge base, through reflective practice, through developing a vision of the school community of the future reflective of the structure and practices of the ADA.

THE ADMINISTRATOR DEVELOPMENT ACADEMY

The site of the Administrator Development Academy was in a large state university in midwestern city with a metropolitan population of over one million. (The metropolitan area includes small portions of two other states.) The Academy in its eighth iteration during six weeks of the summer of 1993, began in ernest with planning as early as January 1993 among the faculty in the Department of Educational Administration.

Letters were sent to most local school districts in the

metropolitan area calling for nominations of certified teachers who would seem to have the potential, in the judgment of practicing principals and superintendents, for serving ably as school administrators but who did not have administrative certification.

Nominees were to have an administrator, if not the nominating administrator designated as her or his mentor as each pursued administration certification or degree level work at the university.

An informational meeting for prospective nominees and their mentors was held at the university in the spring where one of the two professors, Dr. Plum, explained the Academy and took questions from nominees and mentors, some of whom were graduates of past academies.

Professor Plum was the only member of the department who had been involved with each of the seven preceding academies including the planning and implementation of the very first Academy. He explained that the Academy intended to draw significant investments of time and resources from three stakeholders in the preparation of school administrators: the university, the school systems, and the nominees. The university (also representing the state) is interested in the quality of schools and the quality of the leaders in those schools. The university grants Academy members full tuition scholarships for fifteen graduate credit hours for their full-time enrollment at the university over the summer. Participants in the Academy were required to register under the standard procedures and rules governing admission to the graduate

programs in education.

The school systems had the opportunity to select those professional employees perceived to be the potential leaders of their schools for the future. To support this selection, each nominee was to be assigned an administrator who would cooperate with the nominee and the university as a resource to the nominee and possibly as an active partner in future clinical experiences required of the certification and degree track programs in the development of the nominee as a school administrator.

The nominees, sharing the university and the school systems' interest in quality schools, made a substantial commitment of time and energy for the six weeks time over which the Academy was held. Nominees were required to agree to give their full attentions to the work of the Academy and to refrain from any sort of gainful employment otherwise. The demands of the Academy would reach far beyond the hours participants would spend on campus each day.

Later in the spring, on a single Saturday, interviews were arranged for each nominee. Teams consisting of a professor from the department and an Academy graduate conducted structured interviews lasting approximately twenty minutes. Ten minutes were allowed between interviews so that the interviewing team could evaluate each of the nominee's responses and estimate together both quantitatively and qualitatively the fitness of each nominee interviewed.

Population

After completing all interviews, interviewers met to begin the

next stage in the selection process. Eventually, 45 nominees received letters of acceptance to the Academy along with a document that more thoroughly explained the structures and intentions of the Academy. Those accepted were asked to accept or decline within a specified amount of time from the date of the letter. The next face-to-face meeting of professors and participants was to be the first day of the Academy.

Of those receiving letters of acceptance, two were unable to accept because of personal circumstances that developed after the application process. One participant of the 43 that began the Academy withdrew as a result of a family emergency. There were 42 participants for the 1993 ADA cohort who completed the six week program together.

They were a diverse group of educators. There was diversity of subject area disciplines and grade level assignments. Elementary level teachers represented 55% and high school 45% of the cohort. Participants were from 25 to 50 years old with an average age of 37.5 years. The average number of years experience was 9.7 years with a range from 2 to 23 years experience in schools. There were 24 participants at or between the ages of 30 and 40 with 5 under the age of thirty and the remaining 13 over forty years old. The percentage of African Americans was 21.5%, nine of the 42. The remaining participants were Anglo Americans at 78.5%, thirty-three of the 42.

Table 1 portrays the diversity of the cohort of participants. Sixty-two percent were women ranging in age from 50 to 25, the rest

men ranging from 45 to 25. Ages were estimated in increments of five years even when the exact age of a participant was known. Estimates were used to avoid offending and otherwise alarming participants. This data is offered only to portray general trends among sub-groups within the cohort. This data may be useful for comparison to past and future Academy populations or similar populations in other programs. African American men and women made up 21.5% of the group with African American men forming the smallest contingent with four, followed by African American women with five (after a sixth woman withdrew from the Academy), followed by Anglo men at 12, followed by Anglo women with 21.

Table 1
Participants Grouped by Gender and Race

GROUPS	Number & % of whole	Age Range	Avg. Age	Avg. Yrs. Exper	Rng Yrs Exp	# in HS	# in El
Afric.Amer. Men	4/9.5	25-45	34.8	4.75	2-9	3	1
Afri.Amer.Women	5/12	35-50	44	15.4	8-20	1	4
Anglo Amer. Men	12/28.5	25-45	34.2	9.6	2-23	5*	6
Anglo Am. Women	21/50	25-50	36.6	9.3	2-17	9	12

One member of this group was a central office employee (not counted in either grade level category).

Beyond diversity of gender, age, and race, participants came from a wide variety of school districts large and small, urban, rural, suburban, and private. Of those participating 98% were from public school systems. There were 43% from suburban districts, 33% from urban districts and 22% from rural districts.

The Six Weeks in Summary

The six weeks of the ADA were literally fully engaging of each

of the participants. Along with being fully occupied each day from 8:00 A.M. till 3:00 P.M., participants read nightly from one of the six assigned texts and/or other resource material. Each also kept a personal journal of reflections on the readings and the day's involvements. In addition participants worked in groups on their own time on various projects through the six weeks.

Each day began with a warm up with each participant offering a response to a planned statement or inquiry aimed to allow each to become better acquainted with each. Following the warm up was the opportunity for open reflection with participants invited to share whatever their thoughts may be on anything related to the ADA. Participants reflected openly without fear of censure or comment with ADA faculty serving as gatekeepers. Nearly every day closed with another open reflection opportunity followed by a glimpse of the coming day's agenda.

The first week of the ADA focused primarily on the development of the skills of interpersonal communications among the participants. Using text, video, and primarily work in skill development practices, participants were allowed to discover their own insights in applying this set of skills through working in groups of their own choosing with the provisions that groups must be diverse and participants must seek out those they had yet to work with frequently or recently.

The focus of week two was primarily on "inputs" or new knowledge and different perspectives on a variety of issues and concerns. Videos were used most often to introduce presenters from

a wide variety of fields. Locally available presenters were also asked to offer inputs including university professors and practicing school administrators.

Week three was devoted to the development of a vision for the school of the future. The skills and the inputs of the first two weeks were brought to bear on work in small groups attempting to give shape to and test a vision for the school of the future. The work of the small groups was brought together to form a vision shared by all participants through a consensus building effort that spread over a number of days.

Beginning at the close of week three came the formation of groups for work in an intensive inquiry project aimed at supporting one of seven or eight major areas of the vision that had been developed. The inquiry groups worked largely independently from the end of week three, through the whole of week four, and into the middle of week five (weekends included). Each group arranged to receive feedback from one group and provided feedback to another as a final stage of refinement before producing the ultimate product. Other overlapping work began at the end of week four with the final products from the inquiry groups not yet complete.

Through the remaining days of the ADA, participants studied Sergiovanni's The Principalship: A Reflective Practice intensively, learned group problem solving techniques, practiced "in-baskets" to test their skills in the day-to-day work of administrators, and engaged in a variety of small and large group interactions dealing with the knowledge base and skills the ADA aims to impart.

Many of these interactions and activities were invented by the participants rather than the ADA faculty. The final celebration was a morning of interactions planned by a group of participants. This was followed by a formal luncheon to which all ADA alumni are invited along with ADA faculty and the mentors of the participants.

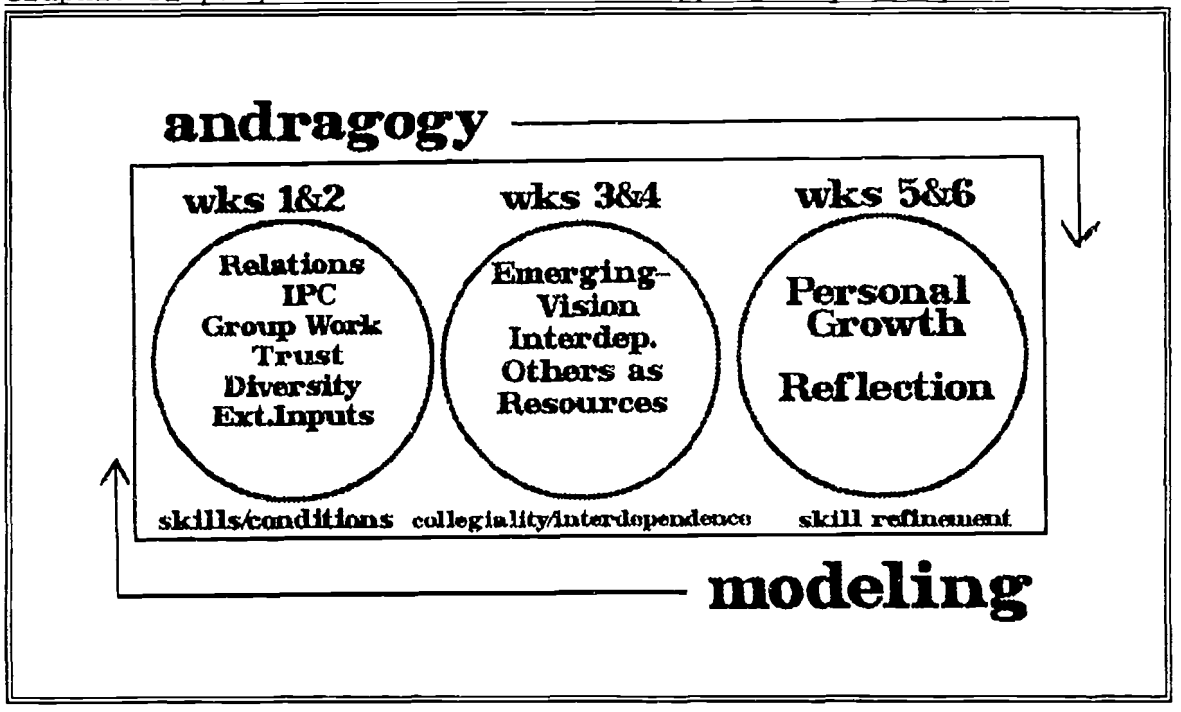
DISCUSSION/EXPLANATION

In this study, field notes, documents, and interview transcripts were analyzed using a family of codes to describe the actions and interactions among participants and faculty throughout the weeks of the ADA. With further analysis and reflection on this coded data, cultural themes emerged from the coded data. These cultural themes as displayed in Figure 1 became the basis for the discussion and analysis sections of this study.

As suggested in Figure 1 these themes seemed to develop chronologically through the weeks of the Academy with various themes associated with one of three two week segments. Surrounding the interior themes are the themes of modeling (the modeling of behaviors, beliefs, and practices that are the focus of the ADA) and andragogy (the application of adult learning theory). These two encompassing themes seemed to inform and sustain each of the interior themes throughout the six week Academy.

The discussion and explanation of these themes follow the pattern displayed in Figure 1.

Figure 1
Graphic Display of Cultural Themes Suggested by Analysis



During week one, a number of the emerging themes identified later in data analysis for this study had begun to take shape. In the course of the first week, participants became acquainted with the history, tradition, and general plan for the Academy. More importantly, they became acquainted with one another through numerous exercises aimed at both getting acquainted and exposing participants to one another in a seamless progression of group activities, exercises, and work.

Along with these group interactions, nearly each day opened with a warm up and an open ended reflection and closed with a similar reflection upon the readings, the log writings, or the day's work. A cultural theme that seemed to emerge from these

interactions was **relationships.** Positive, personal, omni-directional relationships among the participants and faculty seemed to be fundamental to the success of all other efforts within the Academy. Further, other categories that emerged seemed to be founded upon the fact of these relationships.

The importance of relationships evinced itself in reflections offered in the large group on Friday morning of the first week and especially in the later weeks during both reflections and participant interviews. One participant suggested near the end of the inquiry group work in the fourth week that she was concerned about the work being accomplished by the group but she was more concerned about the relationships within that group of six. About the same time two other participants shared in the large group that they missed their time with the large group while both were working in their separate inquiry groups. And, of course, Elizabeth had observed on only the second day of the Academy that "I felt this real strongly yesterday...there are some very nice people here. It doesn't take long to realize it here."

Many acknowledged the fact of and the importance of strong relationships through reflections during this first week. One participant made the important observation that such things never happen in regular classes. He said "There isn't time."

Throughout the Academy, time was made to maintain these newly formed and growing relationships. Participants were able to work together and communicate productively which was especially apparent in their shared successes in the later weeks with the inquiry group

presentations, the simulations, the Peer Assistance Technique, and such efforts as the non-verbal representations of various concepts.

The importance of relationships is underscored by the writings of Roland Barth (1992), Thomas Sergiovanni (1992), and William Foster (1989). In discussions specifically of school leadership as it plays out in variously described school communities, these writers cite relationships as fundamental to substantial and continuous school improvement for students, teachers, staff, and community inclusively. Foster writes that

> Leadership, in the final analysis, is the ability of humans to relate deeply to each other in the search for a more perfect union. Leadership is a consensual task, a sharing of ideas and a sharing of responsibilities...(p.61).

Roland Barth in Improving Schools from Within (1992) writes:

> I think that the problem of how to change things from "I" to "we," of how to bring a good measure of collegiality and relatedness to adults who work in schools, is one that belongs on the national agenda of school improvement - at the top. It belongs at the top because the relationships among adults in schools are the basis, the precondition, the "sine qua non" that allow, energize, and sustain all other attempts at school improvement. Unless adults talk with one another, observe one another, and help one another, very little will change.

While relationships as a theme in this study were initiated through get-acquainted exercises [stage one of group formation according to Hill (1993)], momentum was sustained through skill development exercises in **interpersonal communications** a second theme taking shape in the first week.

Beyond getting acquainted, positive sincere relationships which at first were cultivated through a series of group interactions were amplified by the long succession of small group

exercises toward developing the skills of interpersonal communications. These IPC exercises themselves served to cultivate relationships with inviting participants with each exercise to attend to one another closely and personally while changing groups and partners frequently. The exercises included group responses to films and readings as well as planned small group interactions in pairs, trios, and sextets. Among the concepts treated through group exercises were active listening, paraphrasing, perception checking, feedback, behavior description, process observation, role playing within groups, the interpersonal gap, the role of feelings, brainstorming, and consensus building. These processes as Dr. Green advised concerning group formation were applied again and again throughout the six week Academy, and it seemed always to be with an eye to keeping relationships fresh and growing.

Interpersonal communications was cited again and again by participants during our interviews as having led to important insights sometimes described as personal growth resulting from the Academy experience. In other innovative preparation programs communications skills are frequently cited as a critical part of the training or competencies for inservice and preservice administrators (Grier, 1987; Thomson, 1993; Pitner, 1987).

Interpersonal communications along with relationships was supported through the more obvious theme, **group work.** In the course of a day participants worked only in groups - never independently (in the traditional manner of pre-service teacher and administrator preparation programs). The processes of working in groups was

pervasive in the Academy. Learning to rely on one another early on served well when group members had no other choice but to rely on one another when it came time for tasks too ambitious for one or even a few participants to complete on their own. This fundamental alteration subtly bursts the seams of both the traditional means of learning in the university and the standard approach to accomplishing work in schools (Little, 1987; Barth, 1992; Johnson, 1991)

A fourth theme to take shape in the first week was **andragogy**, teaching approaches based on adult learning theory developed by Kohlberg as explained by Pitner (1987). Andragogy stands in contrast to pedagogy, the standard approach to teaching, i.e., teaching by telling.

All applications and efforts in teaching during the first week of the Academy seemed to take shape in the context of the five assumptions concerning adult learning. These included

1. using intentionally non-threatening approaches to instruction (no exams, no questioning of professional competence)
2. drawing on participants' personal experiences as part of the learning process (warm ups, readings, reflective writings)
3. allowing participants to direct themselves through the learning experiences (inquiry work, readings, reflective writings)
4. addressing issues that were practical and readily applicable in the workplace (interpersonal communication skills, leadership styles, the knowledge base)
5. arranging instruction to permit personal discovery through the use of problem solving exercises (participants allowed to draw their own conclusions)(Pitner, 1987).

A fifth theme that emerged in this first week was **modeling**, a concept strongly associated with adult learning theory. This theme

relied more on the restraint of the faculty from direct teaching at this stage (allowing instead discovery and self-direction). Modeling also took shape through faculty participating fully and equally in warm ups, reflections, and other opportunities for sharing. Modeling evinced itself in the faculty's practice of non-judgmental interaction as well during other large and small group exercises and work. While there were exceptions to this pattern documented in the data throughout the six weeks, faculty consistently participated as equals and more often observed group activities non-intrusively and non-judgmentally despite their considerable experience as administrators and thorough knowledge of the Academy's aims and operating principles.

During the second week a theme growing out of the busy consideration of a broad range of topics was **external knowledge.** While this week was dedicated to "inputs," the types of inputs offered in the Academy including craft knowledge, theory, and research knowledge seemed intended not only as resources but as possible sources of inspiration now and for the future.

Asked about the importance of the readings and by extension all the inputs offered to participants, Dr. Plum indicated that they were all-important.

One participant, in what serves as a sort of summary statement for participants' views on external knowledge said "In my opinion, a lot of problems in education have already been researched, and it's just a matter of finding it in the reading and doing it."

Valuing and seeking external knowledge relates importantly to

the condition of isolation among teachers and administrators in schools. Dan Lortie (1975) identifies and Judith Little (1990) describes three persistent conditions that seem to result from this isolation: individualism, making it on your own; presentism, focusing on the here and now; and conservatism, an unwillingness to experiment.

Valuing and seeking external knowledge in the manner cultivated in the Academy would seem to offer something of an antidote for each of these three conditions. As suggested above, external knowledge can be renewing, even dignifying, and the source of important solutions for educators.

As a cultural theme, external knowledge in the Academy was linked concretely to another theme taking shape in this second week which may best be described as **diversity.**

While brought into focus on day one of the Academy as one of the two criteria for forming work groups in the Academy, it was not till week two that diversity was brought into focus for participants and dealt with directly.

In some ways diversity seemed to parallel the theme of trust. One way this seemed true was expressed by one participant in commenting on the quality of her experience in the inquiry work.

> I would not have had the diversity of view points that different people brought to the process. I wouldn't have covered all the bases that were covered, all the bases that were covered in the project.

Stephen Covey (1992) sees diversity as necessary to ensuring the quality of anything done in community. Without diversity, people's views could not expect to encompass a broad enough range

of viewpoints to be effective and/or satisfactory to the diverse peoples of our society. Very like people being involved in making decisions that affect them, seeking out diversity leads to greater success with a greater number of people no matter the context.

With the several hours spent with the practicing school administrators at mid week, many participants seemed to experience a sense of relief. Apparently this came with the realization that these successful practitioners were accessible people whose visions and practices seemed to reflect the same values and beliefs emerging among the participants through the Academy.

Trust, like relationships seemed to be a pervasive concept that affected every aspect of the organizational culture. Participants cited trust often as a key factor in a variety of considerations for successful work in schools.

In our interview one participant said

> "...there are forty-two other people in there that are thinking about all different kinds of aspects of education and the future and children and everything, and no one is going to laugh at you for these ideas. I find that very uplifting for my spirit.

One participant confided that "...one of the biggest learning experiences was allowing other people the opportunity to take the lead and to trust that they are going to do their part, and that has been very difficult for me."

John Goodlad in A Place Called School (1984) includes among his recommendations for improving schools a summary comment on the matter of trust in schools.

> ...increasingly we are learning about the importance of trust in the principal/teacher relationship. It emerged

> as significant in our study of change and school improvement reported earlier in this chapter. And it was a factor differentiating more and less renewing schools in our sample. What are the chances of establishing a bond of trust between the principal and teachers if the principals is to be both evaluator and judge of these teachers?

This second week with the focus on inputs built on the skills developed in the first week of the Academy and aimed to prepare participants for the third and fourth weeks. Like interpersonal communications, relationships, and group work, the categories of external knowledge, diversity, and trust became foundational to what would ensue in the Academy for participants. The third and fourth weeks proved the pivotal weeks featuring the inquiry group project work. The inquiry work challenged participants in every way as scholars, group members, and educators.

During week three participants took greater focus on what would become their vision for the schools of the future. Through various exercises and practices, participants began identifying factors relating to the organizational structure for schools from the past, in the present, and for the future. Working always in small groups participants began the week with a film by Joel Barker, "The Power of Vision." After this, they engaged in the Information is Power exercise. Later on in the week there was the warm up to the group inquiry project through the L.I.L. (Leadership Inquiry Learning) exercise. After that came the kick off for the inquiry project, the center piece of the Academy.

While during week three in the Academy participants took dead aim on what Dr. Green called visioning, the theme of **emerging**

vision, like external knowledge, took on a vigorous life of its own for the participants.

In the Academy there was no prescription for this concept of vision but rather a description of how it might come together and translate into a vision shared among a community.

In interviews and during reflections, participants often spoke of the vision in their schools having been promulgated, having been lost, and for one young participant, being somewhere "I know I've got it somewhere." Some took pride in their school or system's visions, others despaired of theirs.

For most participants, however, their own emerging visions were something that generated excitement for them. One said "It's sort of energizing me" in referring to her emerging vision. The same participant offered that people working in schools need "a real goal...that would help the children." Linking external knowledge with vision, she went on to say

> As a principal you need also to bring some kind of ideas of vision or message to get them motivated and get them going...you have to be knowledgeable and you have to be constantly learning and growing also and that way you can get the group going.

Another experienced educator said in our interview "It was neat... the whole idea of trusting and seeing other people as competent and capable....What would it be like if you could have a whole faculty like that....It would be pretty wild!" She goes on to say that she feels the leader in such a "wild" situation could only be a person of great humility, mind and spirit geared to the good of everyone in the school community.

Some others described the role of the vision leader as an equal, someone who "doesn't have all the answers"; someone who includes people affected by decisions in making those decisions.

Another participant, also an experienced educator said "I had a sense of the importance of communications and the vision already, but the Academy has really refined those for me."

The fourth week was the week fully devoted to the inquiry project. Inquiry groups met at 8:00 A.M. each day for warm up and reflection and at the end of the day again for reflections. Otherwise, groups were on their own to organize and execute their projects. Their skill and understanding of the concepts learned in the first half of the Academy were now being put to the test at virtually every turn.

The theme that grew out of this week's experiences along with those of week three, was **interdependence**. Like emerging vision, interdependence did not stand on its own but was necessarily preceded by the behaviors, beliefs, and practices developed in earlier weeks in the Academy, virtually the same ones that informed emerging vision (along with vision itself).

The inquiry project was constructed so that interdependence within the group was necessary to successful completion of the project - analogous to a "ropes" course, an exercise often used in leadership training efforts to induce interdependence. A message repeated regularly was "This inquiry project is more than anyone could do alone." To which Dr. Green added "The object is learning first; the product grows out of that."

It would seem that interdependence could not be achieved without first establishing relationships among the ADA community and then maintaining them intentionally. Other ingredients such as orientation to group work, interpersonal communications skills, valuing and seeking out diversity, and consensus building skills were necessary in the successful functioning of the group on a task too ambitious for any one to accomplish on her or his own.

Interdependence is not just the fact of working together on a project that one person could not hope to accomplish alone. It is the realization that with many of the challenges we face in schools, input from more than one or two interested people will likely produce a better result nearly every time.

Dr. Plum called the inquiry group work a metaphor for Academy graduates' work as school administrators. In an afternoon reflection during week six Dr. Plum asked "Could any one of you have done this project alone in as short a time?" The answer came in unison from the large group: "No." Dr. Plum then asked "What did we want you to learn?" The answers came "System." "Trust." "Process." and then someone almost shouted "Interdependence!" and everyone seemed to sense that that was the aim of the inquiry project.

Dr. Plum said "Right. You can't do it alone. You don't have the resources, talent, energy, contacts, etc. We are teaching interdependence. When you get out there, go back through the interpersonal communications skills and group development and processes over and over, and keep going back to them. That project

is a metaphor for how you should work in your career as an administrator."

Almost a sub-category of the theme of interdependence (and emerging vision) was **others as resources**. Still, this was an important cultural theme in the context of the Academy.

One participant expressed the idea of others serving as resources very simply and eloquently: "You can learn from other people; they look at things differently than you."

Such a formula seems all too simple until we remember that this is not the status quo in most schools, nor in very many schools at all. Certainly, the same is true of business and industry where the autocrat still reigns as the person with the answer, the responsibility, the last word, the person with whom the buck stops.

Viewing others as resources (mutual resources) also seems to flow from several of the other themes, such as, trust, group work, interpersonal communications, and diversity as well as interdependence and vision. Even so, it is an important articulation as part of the effort through the Academy to "change the culture of schools" toward establishing and sustaining a community of learners.

Reflection during the Academy was something participants were invited to do at nearly every juncture. Nightly in the logs, daily, verbally first thing in the morning, last thing in the afternoon, and weekly with the log summary - reflection. If the unexamined life is not worth living (attributed to Socrates), reflection was

highly valued in the Academy.

The readings and activities in the Academy but especially those of the fifth week cemented the theme of **reflection.**

On Wednesday morning of the fifth week Dr. Plum characterized this. During a pause in a large group reflection while participants sat quietly, calmly, apparently reflecting, he commented "You are getting more comfortable with silence." It seemed to indicate that participants had in a way arrived at a new level of competence relating to reflection.

For some participants reflection was one of the most important lessons they took from in the Academy. One participant related a story during our interview about Dr. Plum asking her if she had had any surprises in the Academy. At first she had answered "No." Later she reconsidered.

> I went back and I told him, I guess the thing is that I can say that my brain works. I'm so glad to know my brain works....I guess it's the forty-two people there who are willing to allow you to think and to express your opinion.

This same participant related that she found the Academy "very thought provoking...it's very philosophical in many ways because there aren't any answers, so you spend a lot of time thinking..."

"It's a great feeling-out ground" one participant said, referring to her ruminations on whether the best role for her as an educator was as an administrator.

In the Academy participants were led in an open ended way to discover this for themselves as it relates to professional readings and knowledge, peer interactions of all kinds, their personal and

professional development, their work in the schools and the communities.

Personal Growth as a theme seemed to flow from the theme of reflections. Personal growth for Academy participants as it was described in interviews took a variety of shapes. The common elements were that each seemed to feel empowered by the growth each experienced, and the growth was an alteration or realization of something already within each of them or readily within their grasp rather than something external or distant. For example, not a single person in a verbal reflection on what each had learned in the Academy made mention of their topics from the inquiry project. They cited such things as trust, peers as resources, listening, reflection, vision, leadership, communications, etc. The same was true for descriptions of personal growth by participants with only a few exceptions, none of which was particularly notable.

During our interview one participant offered what seemed a sort of summary observation on personal growth:

> It's been the single most valuable and intense learning experience I have ever had because in addition to the amount of information that was presented and the methods that were designed to let me experience what was being presented, I had time for reflection. The work I have done for the last two years in school was equally intense as far as the things I had to learn but I never had time to reflect. I was constantly reacting. Here I have the time to reflect and the time to talk about it with somebody else who was going through the same set of circumstances. That is what concretized a lot of the knowledge for me and helped me to internalize it and I've come to a lot of realizations about myself, my style, and my aspirations.

Participants seemed invigorated when relating what they perceived as the personal growth they had experienced through the

Academy. All seemed to be able to articulate what each perceived as the cause or inspiration leading to this growth experience. Participants most often described this growth in terms of something already within their grasp or already part of their experience. Their growth was most often a matter of personal discovery of means already available or knowledge previously gained - reflection, peers as resources, self-confidence, communications skills, trust, diversity, interdependence.

ANALYSIS

Preparation of Preservice Educational Administrators

From the purely descriptive perspective of this research the ADA is a unique preparation program for the development of preservice administrators. It is a six week program that aims to change the culture in schools through its graduates. In following the principles of adult learning theory (Pitner, 1987), the faculty of the ADA hope to impart skills, knowledge, and best practices of educational administration through allowing personal discovery by individual participants, through cooperative experiential learning, through simulations of clinical experiences, and through attention to knowledge drawn from the practice of administration as well as from purely theoretical constructs.

The ADA program is built very differently than the typical preparation program. Usually thirty to forty-five credit hours of course work amassed over any number of semesters are required to complete administration certification in most university programs. In addition, Thomas Kreidler (1987) in his unpublished dissertation

found that pre-service administrator education programs generally lack rigor. The single most important requirement even for the more demanding programs according to Kreidler is endurance. "Programs are characterized by `eased entry' and if entrance requirements exist at all, they are not very competitive..." Students work at certification part-time usually as individuals picking up classes here and there over an extended period of time with little or no sense of continuity or the comraderie typical of other professional preparation programs such as law or medicine (pp 28-32).

The ADA turns away from the disjointed or otherwise piecemeal program offered in most university based preparation efforts. The current study shows that the content and processes of the ADA along with the resultant content of the interactions and communications among Academy participants offer training and experience in the kinds of knowledge and personal and organizational practices identified as promoting successful leadership in schools (Barth, 1990; Anderson, 1991; Bridges, 1992; Murphy and Hallinger, 1987).

These would include:

1. greater cooperation between school districts and the university in identifying and supporting potential candidates,
2. greater rigor in the application and training processes,
3. less emphasis on theory and more on the realities of the work of school administration such as the pace of the work,
4. exposure to and experience with the best practices of educational administration,
5. focus on working collaboratively with others in the school as well as all those associated with the school,
6. emphasis on communication skills related to group problem solving and decision making and dealing with others' emotions,
7. emphasis on the growing and ever more integrated knowledge base for educational administration,
8. experience with the advantages of reflective practice
9. experience with relating positively to peers and working interdependently on substantive matters of learning, and
10. experience with the process of development of a vision for a school of the future and the leadership needed in such a school.

Experiencing the Process of Collegiality in the ADA

Along with going in the direction suggested as more effective for preparing school administrators for the kind of work and challenges they will face, the ADA had some more subtle and in terms of its aims less intentional dynamics at work. The arrangement of the ADA program and its daily and weekly cycles seemed to cultivate behaviors, beliefs, and practices, at least in the context of the Academy, that seem to promote authentic collegiality among participants as described in the work of Judith Warren Little and others who have researched the processes of collegiality among educators.

Collegiality among educators is believed by Little (1990), Rosenholtz (1989), Barth (1990) and others to be fundamentally necessary to sustain the current trend in school improvement efforts toward the restructuring of decision making and problem solving roles and responsibilities. Collegiality among educators suggests a shift in the balance in the culture of schools from the closely related norms of isolation (Lortie, 1975) and self reliance and independence (Little, 1987) to the norms of collegiality (the expectation of shared work) and continuous improvement (the expectation of analysis, evaluation and experimentation) (Little, 1982).

The development of relationships, the establishment of the norm of shared work, and the interpersonal communication skills training along with the inputs of the first two weeks were in preparation for the work in the third and fourth weeks of the

Academy. In the third and fourth weeks participants prepared and carried out the inquiry project - the center piece of the Academy - a piece of work arrived at cooperatively which was clearly "too much for any one person to do alone." Dr. Plum called it a metaphor for the Academy, a symbol of what participants would return to their schools armed with. And the heart of the inquiry project, the chief concept to be discovered through the experience of it, was interdependence.

Interdependence, labeled by Little (1990) as joint work, suggests a condition where, necessarily, responsibility for the success of a piece of work is shared among two or more people. Little contends that in and around joint work is to be found the natural breeding ground for authentic collegial relationships and work, the consequences of which are a cycle of continuous improvement.

Just as the inquiry project is the center piece of the Academy experience, joint work and the attendant interdependence is the lynch pin of collegial interaction. Joint work must be substantial, addressing substantive issues of curriculum and instruction. It cannot be contrived collegial activity (Hargreaves, 1993) where educators come together for work but without the decision making authority or access to resources needed to put ideas into practice. It cannot be mere congeniality where people are friendly with one another but not involved together in professional improvement efforts.

The three stage cycle of the Academy may serve as a means of

achieving authentic collegiality among a group of educators within a school and thus a cycle of continuous improvement. First relationships must be established and then maintenanced. Next, skills of working together and communicating successfully must be imparted. Then the opportunity to work together must be established leading eventually to professional interdependence. Such a cycle could be adjusted to accommodate educators new to a school or even new to teaching, as Little (1987) writes, helping "to organize the schools as an environment for learning to teach" or learning to lead in school improvement toward becoming a learning community.

Barth (1990) writes that once those who would lead schools experience such qualities through preparation (or inservice) programs "they do not want to relinquish them once they enter the schoolhouse door." Barth believes that schools have the opportunity for extraordinary improvements resulting from truly collegial cultures in schools.

Appropriately, at the luncheon on the final day of the Academy Dr. Plum charged all the ADA grads to return to their schools and model what they had come to learn and know through their experience in the Academy and begin to change the culture of their schools.

That change in culture according to the aims and operating principles of the Academy would be away from isolation and toward the development of a community of learners where:

1. strong positive relationships are developed among those who are expected to work together,
2. a shared language is cultivated and used by participants in their work with one another and in their observations and evaluations of that work,
3. work such as problem identification, problem solving, consensus building, vision making, goal setting, planning, and more is shared with others, growing out of a norm of collegiality,

4. the skills of interpersonal communications are practiced to cultivate relationships and support the norm of (collegiality) shared work,
5. interdependence is recognized as a key to continuous improvement,
6. continuous improvement is a recognized goal in schools and where continuous improvement is recognized as a product of working together, and
7. collegial behaviors and processes are modeled so that those new to the processes may begin to emulate them.

Implications for Leadership in Schools

In turning toward a collaborative and collegial model of leadership in schools the ADA turns away from former practices that have proven inadequate given the practical and theoretical knowledge needed by school leaders. The university based preparation programs were founded on the tenets of the theory movement in the field of educational administration. A result of typical university based preparation programs in practice, if not in theory, is to guide prospective administrators toward autocratic or purely bureaucratic and hierarchical approaches to leadership in schools. In these programs participants work alone and often in piecemeal fashion toward state certification, a nearly wholly inadequate approach in the view of Bridges (1993), Barth (1990), Anderson (1991), Sergiovanni (1993), Evans (1993), and Kreidler (1987).

Rosenholtz (1990) describes what her research revealed about collegial or "moving schools." In such schools educators collaborate on projects, have shared goals, learn together, have a sense of certainty (efficacy) about their work, and have a brighter career outlook. Such an organization requires a leader who understands that the school is larger than one person (Lipsitz, 1993; as cited in Bird and Little, 1985), that work groups must be organized and that teachers must be encouraged toward leadership

roles (Bird and Little, 1985).

Evans (1993), Goodlad (1984), McLaughlin (1993), would add that in order for teachers to work in such a way and take on such leadership responsibilities, training is necessary. The old pedagogical, force feeding approaches to staff development are not the sort that will succeed. Time, patience, and adherence to the principles of adult learning theory are essential to success.

Murphy and Hallinger (1987) suggest that because school improvement efforts are people centered, focused on intrinsic rewards (self-renewal), and because the school is seen as the unit of change, staff development and quality teaching must adhere to the tenets of adult learning theory; therefore, improvement efforts must be need based, collegial, non threatening, and continuous in nature (p.265).

Leadership practices in the ADA

1. turn away from the "bureaucratic-managerial" model of leadership in schools,
2. model shared rather than autocratic decision making,
3. offer an inductive model based more in practice than a deductive model founded on theory alone,
4. look to the community as the seat of leadership rather than a s i n g l e "empowered" person, and
5. view roles of leader and follower as interchangeable depending on the changing requirements of those roles.

Summary and Conclusion

In the context of the Academy, the development of strong positive relationships among peers seemed to be a fundamental component of the experience of authentic collegiality (a factor which goes largely unmentioned in the research on collegiality). Similarly, the cultural norm of addressing all learning and work efforts in group seemed also to be a major factor in that

experience. A third component identified in this study that contributes significantly to this experience is the intensive interpersonal communications skills training. These three features of the Academy experience seemed to be fundamental components and/or conditions for experiencing authentic collegiality in the context of the Academy.

Another important component in the experience of authentic collegiality in the Academy seemed to be the adherence of the faculty to the tenets of adult learning theory throughout the weeks of the Academy. In trusting the adult participants to follow instructions and sustain the spirit of the exercises and work, the ADA faculty modeled trusting behaviors and, in turn, engendered trust among participants. This included trust of others but also trust of oneself. This approach seemed to dignify all aspects of the Academy experience and encouraged cultural norms such as viewing others as resources equal in quality and reliability to the perceiver. Trust also encouraged the seeking out of diverse view points as a necessary component in achieving the full view of a problem and only then seeking to solve that problem.

Academy participants clearly realized through their work on the inquiry project that they would not have been able to make the gains they had, had they not relied on one another and trusted one another and worked truly interdependently, collegially. Having had this important experience, participants would seem all the more likely to embrace the idea that something is gained when educators work together, and something is lost when they do not.

Consequently, ADA graduates who move into school leadership positions are likely to be inclined, because of their experience in the Academy, toward more democratic forms of leadership and less toward autocratic modes.

Such a tendency according to Sergiovanni (1993), Barth (1990), and Foster (1989) is key to successful leadership in school improvement efforts especially toward the more democratic features of the school restructuring movement, i.e., shared decision-making and shared responsibility on substantive matters of curriculum and instruction and other important considerations relating to school life.

The idea that "You can't do it alone," that schools are larger than one person is a concrete experience for participants in the ADA. The break from the isolated working conditions of the typical preparation programs (which reflect working conditions in most schools) is a significant experience for prospective school leaders.

ADA participants experienced the modeling of behaviors, beliefs, and practices embodied in collegial relations and the democratic nature of such work as vision building, consensus building, action research (inquiry), and all the components and conditions these things imply. They also carried out these behaviors, beliefs, and practices themselves. As ADA graduates they will likely seek ways to allow the structure and experience of the Academy to inform their work and the work of others in their schools, not wanting to leave such qualities and practices behind.

William Foster (1989) writes that in order to practice a form of leadership, one must have experienced it. In the ADA faculty seemed consistently to provide that experience in modeling the behaviors, beliefs, and practices that represent a form of leadership that recognizes the power of strong relationships, diversity, trust, and community as well as the formal knowledge base and research.

In all, the ADA offers a unique and innovative preservice preparation program for prospective school administrators. Adhering to the tenets of adult learning theory the ADA provides the skills, knowledge, and practical experiences believed most productive and valuable to school leaders. The effectiveness of the processes, content, and organization of the ADA seem to be affirmed by current research findings.

Dr. Plum in his final address to the participants charged them to model in their respective schools the behaviors, beliefs, and practices they had learned in the ADA toward changing the culture in those schools. Academy graduates would seem to be well equipped for this having experienced the reality that leadership in a school is too big a set of tasks for one to accomplish alone. In experiencing the strength of community through working together interdependently, they learned that something is gained when educators work together. Graduates upon leaving the Academy are equipped to begin to steer away from the norms of isolation, self-reliance, and independence and toward the norms of collegiality and continuous improvement. Having realized the effectiveness of

working as a community of learners, they will likely be unwilling to leave what they have learned in the ADA at the schoolhouse door.

Suggestions for Further Research

One of the chief areas to be addressed through further research relating to the ADA is follow up study of Academy graduates who move into school leadership positions. Such research might consider the perceptions of the school's teaching staff as well as that of the administrator relating to behaviors, beliefs, and practices imparted through ADA training. Effects on student achievement should also be considered.

With the Integrated Fast Track program being offered to members of Academy cohorts, similar research on graduates of this program would be useful for itself and in comparison with Academy graduates who complete certification at the university in the traditional fashion.

Research on the value of the ADA training as perceived by current leaders in school systems would be most useful in testing the ground for expanded cooperation between the university and the school systems. Research on the current practices among these local school leaders would also provide data that might prove useful toward the end of greater cooperation between school systems and the university.

Further research is needed to estimate the importance of such factors as strong positive relationships among educators and

interpersonal communications skills training to the success of collegial processes and conditions in schools. Measurement of the impact of these and other such factors would inform both schools that already enjoy collegial working conditions as well as those that aspire to such conditions.

Finally, it would seem valuable to continue conducting research on the Academy year-to-year to monitor and record its growth and potential impact on efforts to improve school leadership.

Appendix A: Readings List

Glasser, William. (1992) The Quality School, Managing Students Without Coercion. Harper Perennial.

Glickman, Carl D. (1993) Renewing America's Schools, A Guide to School-Based Action. San Francisco: Jossey-Bass Publishers.

Hill, John C. (1992) The New American School, breaking the mold. Lancaster, PA: Technomic Publishing Company.

Jung, Charles, et. al. (1977) Interpersonal Communications. Xicom, Inc. (Available at D_____ only)

Sergiovanni, Thomas J. (1991) The Principalship, A Reflective Practice Perspective, Second Edition. Boston: Allyn and Bacon.

Thomson, Scott D., Editor (1993) Principals For Our Changing Schools, The Knowledge and Skill Base. Fairfax, VA: The National Policy Board for Educational Administration.

[Note: Bibliographical references above are as they appear in the original announcement.]

Bibliography

Anderson, Mark E. (1991). Principals: how to train, recruit, select, induct, and evaluate leaders for America's schools. Eugene, Oregon: ERIC Clearinghouse on Educational Management.

Barth, Roland S. (1990). Improving schools from within. San Francisco: Jossey-Bass, Inc.

Bird, Tom and Little, J.W. (1985). Instructional leadership in eight secondary school. (Final report for instructional leadership by teachers). San Francisco: Far West Laboratories for Educational Research and Development.

Bogdan, R.C. and Biklen, S.K. (1982). Qualitative research for education: An introduction to theory and methods. Boston: Allyn and Bacon, Inc.

Bridges, Edwin M. (1977). "The nature of leadership." In L.L. Cunningham (Ed.) Educational administration. Berkley, Calif.: McCutchan Publishing. pp 202-30. (quoted in Anderson, Mark E. (1991). Principals: how to train, recruit, select, induct, and evaluate leaders for America's schools. Eugene, Oregon: ERIC Clearinghouse on Educational Management.

Bridges, Edwin M. (1992). Problem based learning for administrators. Eugene, Oregon: ERIC ClearingHouse on Educational Management.

Carnegie Forum on Education and the Economy. (1986). A nation prepared: teachers for the 21st century. The report on teaching as a profession. New York: Carnegie Corporation.

Covey, Stephen R. (1989). The seven habits of successful people. New York: Fireside Books.

Evans, Robert. (September 1993). the human race of reform." Educational Leadership. vol.51, n1. (pp 19-23).

Foster, William. (1989). Toward a critical practice of leadership in critical perspectives of educational leadership. (Ed.John Smyth). Philadelphia: Falmer Press.

Goetz, Judith P. and LeCompte, Margaret D. (1984). Ethnography and qualitative design in educational research. New York: Academic Press, Inc.

Goodlad, J. (1984) A place called school: prospects for the future. New York: McGraw-Hill.

Grier, Lee W. (1987). The north carolina leadership institute for principals. In J. Murphy and P. Hallinger (Eds.), Approaches to administrative training in education (pp 45-67). Albany, N.Y.: State University of New York Press.

Hargreaves, Andy. (1993). Individualism and individuality: reinterpreting the teacher culture. in Teachers' work: individuals, colleaques, and contexts, J.W. Little and M.W.McLaughlin (Eds.). New York: Teachers College Press

Hill, John C.(1992).The new american school: breaking the mold. Lancaster, Pennsylvania: Technomic Publications.

Johnson, Susan M. (Summer, 1986). Incentives for teachers: what motivates, what matters. Educational Administrative Quarterly, V22, N3, pp 54-79.

Kreidler, Thomas W. (1987). An evaluation of the achievement of selected goals and objectives in an innovative preservice administrator preparation program. Unpublished dissertation.

Lieberman, Ann. (1986). Collaborative research: working with, not working on. Educational Leadership, V43, N5, pp 28-32.

Little, Judith, W. (Fall, 1982). Norms of collegiality of experimentation: workplace conditions of school success. American Educational Research Journal, V19, N3, pp 325-40.

Little, J. W., Bird, T. (November, 1984) report on a study of school-level collegial teaming. unpublished paper. San Francisco, Calf.: Far West Laboratories for Educational Research and Development.

Little, J.W., Bird, T. (April 1985). A study of secondary school administrators and their influence on teachers' professional norms. A paper prepared for the annual meeting of the American Educational Research Association). Boulder, Colorada: Far West Laboratory for Educational Research and Development.

Little, J.W. (1987). Teachers as colleagues. Educators' handbook: a research perspective. New York: Longman.

_____. (Summer, 1990). The persistence of privacy. Teachers College Record, pp 508-36.

Little, Judith W. and McLaughlin, M.W. (1993). Teachers' work: individuals, colleagues, and contexts. New York: Teachers College Press.

Lortie, Dan. (1975). Schoolteacher. Chicago: Chicago University Press.

Lieberman, Ann et al. (1988). Teacher leadership: ideology and practice. in Building a professional culture in schools, Anne Lieberman (Ed.). New York: Teachers College Press.

McCafferty, Stephen P. (1994). A study of collegial teaming in an administrator preparation program. Unpublished dissertation.

McLaughlin, Milbrey Wallin. (1993). What matters most in teachers' workplace context. in Teachers' work: individuals, colleagues, and contexts, J.W. Little and M.W.McLaughlin (Eds.). New York: Teachers College Press.

Miller, Lynn and Lieberman, Ann. (1984). Teachers, their world, and their work: implications for school improvement. Alexandria, VA: ASCD.

Murphy, Joseph and Hallinger, Phillip (Eds.). (1987). Approaches to administrative training in education. Albany, N.Y.: State University of New York Press.

Patton, Michael J. (1990). Qualitative evaluation and research methods, Second Edition. Newbury Park, California: Sage Publications.

Pitner, Nancy J.(1987). Principles of quality staff development: lessons for administrator training.
In J. Murphy and P.Hallinger (Eds.), Approaches to administrative training in education (pp. 45-67). Albany, N.Y.: State University of New York Press.

Pitman, Mary Anne and Maxwell, J.A. (1992). Qualitative approaches to evaluation: models and methods. In M.D.LeCompt, W.L.Millroy and J.Preissle (Eds.) The handbook of qualitative research in education. San Diego: Academic Press, Inc.

Rosenholtz, Susan J. (1989). Teachers' workplace: the social organization of school. New York: Teachers College Press.

Serviovanni, Thomas J. (1991). The principalship: a reflective practice. Needham Heights, Massachusetts: Allyn and Bacon.

Sergiovanni, Thomas J. (1992). Moral leadership. San Fancisco: Jossey-Bass Publishers.

Spradley, J.P. (1980). Participant observation. Fort Worth, Texas: Holt Rinehart and Winston, Inc.

Spradley, J.P. and McCurdy, D.N. (1988). The cultural experience: ethnography in a complex society. Prospect Heights, Illinois: Waveland Press, Inc.

Thomson, Scott D., Editor (1993) Principals For Our Changing Schools, The Knowledge and Skill Base. Fairfax, VA: The National Policy Board for Educational Administration.

U.S. Department of Education. (1986) What works: research about teaching and learning. Washington, D.C.: Author.

Woods, Peter. (1992). Symbolic interactionism: theory and method. In M.D. LeCompte, W.L. Millroy, and J.Preissle (Eds.). The Handbook of Qualitative Research in Education. New York: Academic Press, Inc.

Zigler, Ted A. (1993). A case Study Evaluation of An Innovative Educational Administration Preservice Program on Adult Cognitive Development.(Paper presented at the Annual Meeting of the AERA, Atlanta, April, 1993).