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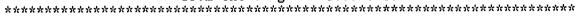   Administration; Teacher Centers; *Teacher
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ABSTRACT
        Although much has been written to describe the
changing role of teachers in the professional-development school,
little is known about the role of the principal in bringing about
educational change. This paper describes the role of the principal
and the issues involved in implementing change in Texas
Professional-Development Schools (PDSs). The Texas Education Agency
(TEA) established the Texas Centers for Professional Development and
Technology (CPDTs), which are university-based, teacher-preparation
programs that collaborate with K-12 schools and other organizations.
The typical center includes at least one university, one school
district, and one school. Data were derived from interviews, document
review, and observations at seven elementary schools participating in
the CPDT program. Findings indicate that the principals' roles may be
described in terms of stages, which appeared to affect how they
viewed the impact of PDS-participation on their own organization. The
principals spent much of their time dealing with management and
coordination tasks and had not yet begun to think about new forms of
organization and new approaches to leadership. The principals
reported that the PDS helped their students, improved teaching in
their schools, and brought additional resources to their schools.
Eleven tables are included. (LMI)

Running head: THE ROLE OF THE PRINCIPAL IN THE PDS

The Role of the Principal in the Professional Development School

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BEST COPY AVAILABLE

Paper presented at the 49th Annual conference of the National Council of Professors

of Educational Administration, Williamsburg, Virginia, August 8-12, 1995

Abstract

Since concerns were first voiced in A Nation at Risk about the quality of education in public schools, the spotlight has focused on teacher training and staff development as a prelude to bringing about needed change. The professional development school has emerged as a vehicle for improving both the pre-service preparation of teachers and the continuing professional development of teachers. There also is increasing recognition of the importance of leadership as a key ingredient of effective schools that has led to a corresponding interest in the ways in which people are made ready for positions as educational leaders.

Though much has been written to describe the changing role of teachers in the professional development school, little is known about the role of the principal in bringing about educational change. This paper describes the role of the principal and issues involved in implementing change in Texas professional development schools. Six categories of role expectations are derived from in-depth interviews with professional development school principals. The categories are linked to theories that explain personal growth and implementation of change as progress through stages of concerns.

The Role of the Principal in the Professional Development School

Introduction

This paper examines the role of the principal in professional development schools (PDS). The research was designed to determine how the PDS mission-- school-university collaboration to improve pre-service and in-service education and enhance student opportunities--affects that role. The paper identifies six categories of role expectations derived from interviews with professional development school principals. It links these categories to theories that explain personal growth and implementation to change as progress through stages of concerns.

While the PDS movement has emphasized a need to give teachers a voice in professional preparation as well as in their own schools, PDS advocacy has not been interested in the principal's voice. An ERIC review of approximately 175 articles on professional development schools found none focused on the principal's role. A small number of dissertations listed in Dissertation Abstracts deals with the principal's role in professional development schools.

While the PDS research has ignored the building administrator, other research show that principals are crucial to school effectiveness and to the successful implementation of change. A large body of research has shown that principals have a key role in implementing change in their schools (Duttweiler & Hord, 1987; Hord, 1992; LaPlant, 1986). In the report American 2000: Where School Leaders Stand (1991), the American Association of School Administrators stated:

Effective schools have at least on thing in common: sound leadership. School

administrators have never had a more crucial role in American society; they

must be the ones who stimulate the debate and help form a vision of what our

schools should become in communities across the nation. (p. 6)

The Holmes Group (1990) also recognized that administrators are indispensable

to the creation of professional development schools. Participants in a Holmes Group

seminar felt that the concept of leadership may be significantly redefined within the

professional schools:

The widespread dissatisfaction with tradition, bureaucratic forms of organization

and management produced agreement among seminar participants that

Professional Development Schools must be inventive and not bound by the

past. As teachers must experiment with new forms of instruction, so must

administrators experiment with new forms of organization, new approaches to

leadership in support of ambitious teaching and learning. (p. 84).

Participants in the Holmes Group seminar espoused two alternate notions of the

principalship--the "enabler" and the strong leader" (p. 83). Advocates of the principal

as enabler argued that leadership is a complex function diffused throughout an

effective school, and that the principal's goal was to encourage or enable the

emergence of leadership from participants (Holmes, 1990). Advocates of the strong

leader argued that the principal should have vested authority to secure and mobilize

resources, run interference politically, coordinate activities, and to manage the whole

process of change (Holmes, 1990).

The Holmes Group envisioned the professional development schools as places where principals also are learners who can learn and develop skills as they interact with teachers, university personnel, community members, and others as they explore problems in real settings.   However, the literature on professional development schools provides little insight into the impact the PDS has on the building principal in such a school. Instead the literature has focused on K-12 teachers and university based professionals.

Professional Development Schools in Texas

In Texas, the professional development school movement is supported by state funds. When the study began in December, 1994, 44 Texas colleges and universities had received state funding as Centers for Professional Development and Technology.

In 1992, as part of its school reform agenda, the Texas Legislature enacted legislation to develop professional development schools by funding the Centers for Professional Development and Technology (CPDT) "for the purpose of integrating technology and innovative teaching practices in the pre-service and staff development training of teachers and administrators" (TEA, 1992, p. 117). Texas institutions of higher education with approved teacher education programs were eligible to compete for funding to develop centers in collaboration with public schools, regional education service centers, businesses, and other entities. Requirements for the establishment of centers included the following:

* Development by universities in collaboration with the above named agencies

* Implementation of comprehensive field-based teacher education programs

* Incorporation of state-of-the-art teaching practices, curriculum and instructional knowledge and application that includes strategies to work with culturally diverse populations, evaluation of student and teacher outcomes, and effective application of technology

* Development of rigorous internal and external evaluation procedures

The Texas Education Agency (TEA) established the CPDTs to be collaborative ventures where university-based teacher preparation programs collaborated with K-12 schools and other organizations. Each collaborative would implement field-based teacher education programs, provide staff development in the PDSs, work with professional teachers to address the educational needs of all children, especially those in low-achieving schools. The CPDTs were expected to make effective use of computers and other technology.

TEA (1992) intended that no one group represented in the collaborative would dominate an individual CPDT's governance structure. Each CPDT was free to develop and operate its own model. In addition, TEA specified that the contributions of faculty and staff be acknowledged as a form of legitimate scholarship in support of the mission of institutions of higher education. It appears that TEA intended that the CPDTs be places where theory joins practice in concerted efforts to improve teaching, for the ultimate purpose of impacting student learning.

Methodology

This paper is based on a set of 7 in-depth case studies of elementary school principals in CPDT professional development schools. A case study approach using

qualitative methodology was used because professional development schools are a

relatively new phenomenon, the expectations for their principals are not clearly defined

in the literature, and little information on the roles of principals in this new type of

school is available.

Researchers have increasingly employed qualitative methodologies because,

"They are a source of well-grounded, rich descriptions and explanations of processes

occurring in local contexts. With qualitative data one can preserve chronological flow,

assess local causality, and derive fruitful explanations" (Miles & Huberman, 1984, p.

15). Thus, qualitative methodology will supply new data with which to answer

questions concerning restructuring and point to new directions for further study.

A triangulated data collection process consisting of observations, interviews,

and document analysis was used to form the data base of information from which to

draw conclusions about the role of the principal in professional development schools.

Utilization of the triangulation strategy allowed for a broader, more in-depth view of the

processes at work at the school sites rather than relying on just one method of data

collection such as interviews.

The researcher conducted interviews with key participants in the professional

development schools including principals, university based professional development

school site coordinators and professors, teachers, and others as needed. The

researcher reviewed documentation from the Texas Education Agency, CPDT

directors, university personnel, district and site administrators, faculty, and site-based

meetings during the 1994-5 school year to collect data. Extensive field notes and

audio tape recordings of interviews and meetings documented the observations of the researcher. Documents such as meeting agendas, written communications, and other memoranda regarding the principal's role in the professional development school were examined.

Research sites in this study included 7 schools participating in the Texas Centers for Professional Development and Technology. School sites were selected to represent the greatest diversity possible among schools. Factors such as grade level, size of school, location, and demographics were considered in the selection process. One school in its first year of operation as a professional development school was included. All others had been in the CPDT program for 3 years. All persons interviewed were informed about the presence of the researcher and the purpose of the study.

During the 1994-5 school year, the school sites were visited at least once, for one to two days at a time, with telephone, fax, and written communication between and after the site visits. The actual number of visits and total number of days depended on the proximity of the site and the complexity of the program. Observations were structured by the research questions and issues concerning the principal's role in implementing change in a professional development school. Detailed reports for each site were generated from data collected from observations, interviews, and documentation which was summarized in data displays such as graphs, charts, and matrices for further clarification.

Analysis of all the data is in process. This paper addresses only 1 of the purposes of the study, i.e., to determine the role of the professional development school principal. It is primarily based on the interviews with the 7 principals. These interviews followed a semi-structured protocol of approximately 24 questions about the principals, their perceptions of their roles and responsibilities in the professional development school, their understanding of the PDS mission, their interactions with university staff, problems and concerns surrounding the professional development schools, and changes in their schools.

Professional Development School Sites

Four CPDT collaboratives were selected for study. Seven participating elementary schools served as cases. The typical CPDT collaborative includes at least 1 university, school district, and school. However, in some cases more than 1 university and more than 1 district is involved. Usually multiple campus sites participate. In addition, Regional Education Service Centers and private sector businesses may join the collaborative. Tables CFTAB 1-CFTAB 4 in Appendix A display organizational information about the sites, including grade levels, staffing, student enrollment, and number of university students/semester involved in the school.

Table CPDT 1, Alpha Center for Professional Development and Technology, shows the 2 school sites selected for study in Alpha Independent School district (ISD) which is in partnership with the Alpha CPDT. Each school has 1 university professor who serves as the site coordinator and has an office located on site. The number of school and university professionals working within the PDS, student enrollment, and

grade levels are provided. In addition, numbers of interns (university students that visit the campus throughout the semester to observe and do educational activities) and residents (university students that are assigned to the site to do solo teaching, traditionally known as student teaching) are included.

Table CFTAB 2, Beta Center for Professional Development and Technology, illustrates data obtained from 2 PDS sites located in different districts that are in partnership with the Beta CPDT. In this configuration school teachers were selected to serve as site coordinators on their campuses. The site coordinator at Crawford Elementary works in a full-time position, whereas the site coordinator at Bryson Elementary works half-time as a kindergarten teacher in addition to her PDS duties.

Table CFTAB 3, Gamma Center for Professional Development and Technology, depicts the structure at the PDS site in Gamma ISD. This school was in transition, which affected professional and university staff positions as noted. Enrollment, grade levels, and other data are also included. Table CFTAB 4, Delta Center for Professional Development and Technology, shows the same information for the 2 PDS sites in Delta ISD.

Mr. Flowers, principal of Nelson Intermediate School in the Alpha CPDT, is a middle-aged, white male who has been a principal 14 years, 4 of which have been at this small town intermediate school. After opening his new school, he sought involvement in the PDS and was involved in developing the grant. Ms. Adair, principal of Mason elementary School, also in the Alpha CPDT, is a middle-aged, white female whose 8 years of experience have been at the same small town school. Involved in

writing the CPDT grant, she was asked to participate when the CPDT was funded. Both schools had been part of the Alpha CPDT for 3 years.

Mr. Starnes, principal of Crawford Elementary School in the Beta CPDT, is a youthful white male. He had been involved with Beta University on other projects, and was asked to participate because the university wanted pre-service teachers to work with minority, low income, high risk students. He has spent his 4 years as a principal in this metropolitan school, with 3 of those years as a professional development school.

Mr. Dreskin is a middle-aged white male. Eight of his 17 years in the principalship have been at Bryson Elementary School. He also is in the Beta CPDT, but is in a suburban district. He and his teachers sought out involvement with the CPDT. Bryan is in its first year as a PDS.

Mr. Dutch, principal of Barnett Elementary School in the Gamma CPDT, is a middle-aged white male who has been in the professional development school for 3 years. He has been at this suburban school for 5 years. He had collaborated with another university on an externally funded migrant education program. When he moved to this community, he sought involvement with the local university. When the CPDT was developed, the director knew he wanted a university presence on his campus and asked him to join.

Ms. Martinez, principal at Caldwell Elementary School in the Delta CPDT, is a youthful Hispanic female principal who has served 3 or her 4 years as a principal at this rural site. Her school was selected because it was an ethnically diverse, low

performing school. The district thought it could be helped by having student observers and student teachers. She was told that her school had been selected. Mr. Summers is a youthful black male principal. Three of his 5 years in the principalship have been at Gibson Elementary School, a rural intermediate school in the same CPDT. They have the option to choose to remain or leave at the end of each year. Both schools have been in the CPDT for 3 years.

Role Expectations for the Professional Development School Principal

The university-based professional development school staff and the school districts appear to have given little thought to the role of the principal. None of the districts changed the position descriptions or evaluation processes of the PDS principals. The CPDT staff did not formally evaluate the principals; however, 2 of them believed there was some accountability. Flowers noted, "If this site wasn't working, they would take it away form me." Dutch reported that his superintendent was aware of the program, and in his conferences with her they discussed the progress of the PDS.

While the universities included information about the principals' responsibilities in their grant applications to the state, the principals were not always aware of the written expectations in the grants. Only 2 principals indicated awareness of formal expectations. In both cases they referred the interviewer to the grant applications. Starnes explained that his district contributed 5% of his time to the grant, so he felt he should spend 5% of his time in PDS-related activities. In the interview, when asked for any written job description, he said, "I can't tell you that....I can't even tell

you if I have seen such a thing." He recommended contacting the university based site coordinator for that information.

The CPDT grant application did list 5 building principals' responsibilities, 4 of which emphasized direct responsibility for the interns in his building:

* Establish a campus environment that supports the [CPDT] and promotes campus-wide professional development

* Help the mentor provide assistance to the intern

* Be certain that the mentor team and the intern have time and support for regularly scheduled meetings

* Maintain contact with the university supervisor and site coordinator about the progress of the intern

* Serve as a professional role model and instructional leader to the intern

Dutch also referred the interviewer to the grant, but could not identify any of the responsibilities in it. His CPDT's grant listed 8 responsibilities:

* Inform faculty of pertinent information for the successful functioning of the CPDT

* Provide necessary support and time for instructional leaders and instructional leadership teams

* Provide materials/resources/training time

* Interview interns/residents and match with appropriate IL (instructional leaders) or ILT (instructional leadership team)

* Select and monitor ILT

* Provide recognition, support, and contribute to the positive morale of participants

* Be responsible for logistical arrangement of the CPDT space and facilities

* Provide relevant staff development

In both cases, the grant applications defined liaison, coordination and providing resources as chief responsibilities. Starnes' responsibilities to the interns were abstract-helping the mentor provide assistance and serving as a professional role model and instructional leader. Dutch was expected to be more actively involved in decision making about their selection and placement. Staff development was listed as a responsibility for both.

A third principal responded: "I don't know that there really is a job description. If there is, they've never shown it to me...." Neither the university nor the district provided a structure to help that principal respond to constant change in professors and other program elements, but she felt that the expectation was to "make it [PDS] work" on her campus. None of the principals were formally evaluated in their professional development school responsibilities.

The lack of a formal set of expectations was not particularly troublesome, but 1 principal did think that a PDS job description "wouldn't be a bad idea. I think writing down expectations of what I would expect from the program should be part of the selection process."

As a result, principals tended to shape the roles themselves. Their role definitions reflected a range of expectations from management issues related to implementing the CPDT and assuring that its impact on their students and teachers was positive to expectations about their own impact on the profession and PDS

principals. Table 1 categorizes and summarizes each principal's role expectations.

PR 1-PR 7 (Appendix B) provide more detailed information about each principal.

Analysis of their reflections on their PDS role shows that all principals link the

PDS to the pre-existing expectations for the principalship. In some cases PDS tasks

were defined as additives to the job. At a minimal level, all principals identified liaison

responsibilities, seeing themselves as a link between the university and their teachers.

Other principals saw the PDS as a resource to help them achieve their goals of

improving student achievement and staff development. While some remained focused

on their building-level responsibilities, 2 principals had begun to see their role as

having an impact on the teaching profession itself. The specific role expectations are

described in the following sections.

Liaison/Facilitator

All principals identified a role as "liaison...to be the bridge between the

university, campus and district," or to assure coordination between teachers and the

university. Martinez explained:

> I think the major role is to play a facilitator...and to encourage mentor teachers,
>
> and to be there for the mentor teachers should they have any questions, or
>
> need some clarification on what they are doing or their interpretation on what
>
> has been sent down from the [PDS].

Starnes, whose district contributed 5% of his time to the grant, explained that he spent

much of this time serving on standing committees such as the steering committee for

the collaborative and the professional development committee and working with the

Table 1

Bar Graph of PDS Principal Role Expectations

Principal	Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improve Profession -Student	Improve Profession -Other
Martinez	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX
Flowers	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX
Summers					XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	
	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX		XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX			
Starnes	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX	
Dutch	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX		
Dreskin	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX		
Adair	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX	XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX XXXXXXXXXXXXX		XXXXXXXXXXXXX		

KEY: Five lines of X's-High level of concern   Three lines of X's-Medium concern   One line of X's-Low concern

Four lines of X's-Medium-high concern   Two lines of X's-Medium-low concern   No X's-No mention of concern

study group he had formed. He also met with professional staff from the university and district as well as interns on Sunday nights to discuss articles about professional issues.

Instructional Leader

Principals identified themselves as the instructional leader of their schools, and considered that part of the PDS role. Adair felt the expectations were that she "continue to be the instructional leader--completely--in the school," expectations present whether or not the school participated in the CPDT program. For example, Summers defined his role in terms of emotional support for teachers and kids while doing what is best for kids. The PDS was barely mentioned in his reflections:

My job, first and foremost, is to be an instructional leader. But that is just on paper. I have to be a little bit of everything...cheerleader, encourager, counselor, motivator. Sometimes I have to be the bad guy. My expectation for myself is to always be the person that is confident that anything will work as long as we are doing what is best for kids. The [PDS] program will work as long as we are doing what is best for kids.

During those times of the year when I know that people are getting real depressed, and they are really down and out, my job is to keep everybody as up as possible because this too will pass. They get depressed around Christmas time. They get depressed around the end of the year....My job is to be here for everyone, not only that kid who come through the door with tears in his eyes, but that teacher who comes through the door with tears in her eyes.

He explained that he attempts to determine what individual teachers need from their

principal and their preferred type of interaction, then, "I try to make sure I fit

everyone's individual needs....I have to be able to meet everyone at his level, and

validate him as a person, and make him feel worthwhile."

Other principals saw the PDS as a vehicle to support the regular expectations

for instructional leadership. For example, Dreskin linked the PDS to his existing job

description, explaining that he spent time on the PDS, but:

> From the beginning it was my perception that the time that I spent on [PDS] is
>
> time that will add to the campus in a lot of ways that fit into my job description.
>
> Staff development is probably the biggest area...We have a university facilitator
>
> that is here approximately a day every week who interacts with our staff and
>
> acts as a resource. Our own site coordinator is involved with helping us set up
>
> training opportunities and in service opportunities for teachers constantly.
>
> Being a part of this whole program helps us to get more things done than we
>
> were able to do before. I guess that's just an example of how it fits into my
>
> existing job description: providing training and staff development, hiring our
>
> staff, setting up our schedule, facilitating communication with parents, and being
>
> part of a district level management team. All of those things are thing I do daily
>
> [as part of the non-PDS principal role].

Starnes even expanded his instructional leadership role to include university

professors and staff and other professionals in his district. He formed a study group

of professional staff from the university and district, teachers in his school, and interns

that met on Sunday nights to discuss articles about professional issues. He

considered this group part of the 5% time contributed to the PDS.

Flowers explained: "If a teacher says, 'I need help,' it is my responsibility--not

my job, but my responsibility--as a service to this campus to provide that teacher with

somebody that can help them." The PDS was a resource to help carry out that

responsibility:

> Having professors come in and do things with teachers, having professors
>
> come in to be with the kids, lots of stuff like that....If I want a teacher to become
>
> a better teacher, then I have to teach her to teach kids and teachers. Then, all
>
> of a sudden, the intern will say: 'Why did you teach that lesson? Why did you
>
> choose to do this book?' And the intern will ask that question.

Instructional Leadership-Working with University Students

Starnes did not differentiate between his instructional leadership role with his

own teachers and interns:

> Obviously, I have to deal with all these interns as an instructional leader the
>
> same way I deal with my teachers, so I have to make them feel that this is a
>
> good place for them to work. If they have bad days, I have to get to them and
>
> talk to them about the fact that bad days happen to everybody. I threat the
>
> interns very much like I treat my teachers, and that's my responsibility to them.
>
> Flowers also directly involved himself with interns. He developed an intern

handbook to orient the university student to his school.

Improving Student Learning

Districts typically expect principals to be responsible for improving student learning and achievement. Flowers most articulately linked the PDS resources to accomplishing these goals. "From the principal's standpoint, what I wanted to see is, I want to turn out good students of my own, and then I want to turn out good teachers [in the PDS]." He noted the advantage to PDS participation included the technology he was able to get for his school and other opportunities. He pointed out that his was the only school in the district that got to use the stadium for field day.

However, while the PDS brought resources to the school, it had the potential to work against his goals for students as well. Starnes had to balance the expectation that the PDS provide many opportunities for university students to observe, work with, and teach children in his school with his own concern for maintaining a stable setting for those children who came from unstable home and community settings. "I'm involved in the evaluation of [the student teacher/intern] experiences, and kind of in the balancing act that is involved with are we doing the best thing for kids. But we are also doing the best thing to train future teachers."

Flowers linked this responsibility to his role in managing the interns. "If an intern is doing something wrong with a student, immediately it has to be reported by the mentor teacher to me and to [the university site coordinator]. We had 1 instance where a person was not functioning like they were supposed to, and we just asked them to leave." The interns' needs for school based experiences were subordinate to those of his elementary school students.

Adair also expressed anxiety about the possibility that PDS goals might conflict with student needs:

> Probably one concern I have, and it's not been a problem yet, is making sure that the things that we are doing are best for kids....I can foresee some students that we might have that just aren't best to work with kids....We've been able to work with them in discipline, but I perceive that as being a problem one of these days.

Development of the Profession--Preparing the Teachers of the Future

In addition to working with student teachers as another staff member, some principals saw their role as improving the teachers of the future. They made an active effort to imbue student teachers with their own professional standards. They also served as gatekeepers to counsel student teachers out of the profession.

Summers felt accountable to the individual student teachers and the profession. He believed that their experience in his school could affect interns' desire to enter the profession as well as their view of the profession:

> [Participation in the PDS] gives us a greater sense of accountability, because we know that we can make or break someone's desire to teach. There are very few interns that have come to us that haven't wanted to teach since they were little girls or little boys. That's been their life-long dream--to teach. It is our responsibility to let them know that life is not like those cute little films that they show at [the cooperating university] with those cute people in the rows and the hands all going up....It's our responsibility to let them know that discipline

happens every day...We have a strong sense of obligation to these people

[student teachers], and it's helped us to become more professional. There's

just something about someone being in your room that you don't want them to

think that your are not professional. So it has made us become even more

professional, because we are aware that not only are our kids watching us, but

there is somebody who is getting ready to graduate from college, and when

they leave, I want them to say, 'I want to be just like this teacher.'

Consequently, he felt responsible for their professional attitudes and behavior as well

as their teaching skills.

Our goal is to turn [PDS interns] out as well-heeled people who dress

professionally, who act professionally, who look professionally, who think

professionally. We want them to leave here professionals with the confidence

that I can get any job that I go after....We want them to leave here with a strong

love of kids....We want them to leave here understanding is this the age group I

want to work with?....Be true to yourself. We are in this because we love it, so

be true to yourself. If you are not going to love it, don't do it.

Flowers also expressed concern with individuals who enter the profession, but

are not suited to teach. "Some have only taught 1 year and say, 'to hell with this,

this is no good.' They don't need to be here." The internship gives prospective

teachers a chance to decide that teaching is not for them.

Improving the Profession

Only 2 of the principals were able to look beyond the immediate concerns of

their own schools to consider their own impact on the profession. Flowers considered the need to develop a generic job description for professional development school principals. He saw the description, not as a list of tasks, but as a kind of person. "If I was going to select principals for this program, I would want them to have a vision, be able to set goals for what they want to see their student teachers accomplish."

Flowers also saw his role as helping to change the professional preparation of all teachers in the state. He expressed a commitment to the professional development school model as the best way to train future teachers and to improve teachers in the profession, and he was frustrated when teachers and university staff expressed doubt about the approach:

> ...in teachers' minds, this [CPDT] sounds like a good idea, but it won't happen, it won't last. The professors said the same thing, 'We've tried this innovative crap a long time ago, and it won't last.' It's [the CPDT program] got to last....this is the correct [teacher] prep model....[Principals and staff who see the CPDT as] just another thing they are going to give me...have to be trained in order to understand it. That's what we are going to try. It is going to work. It is working. It is the way out of the tunnel. If they [the state by eliminating funding] just don't shut the door on us.

He also expressed the desire to contribute to the profession and felt the university could help him develop by showing him how to write articles. He also was helping his staff think about how to communicate to the profession. "I've had only 2 articles

written about this site...We as a staff are beginning to say, 'How can we publish? What do we want to publish? How can we justify what we are doing?'"

Martinez spoke of her role in changing the way the university trains teachers and saw the professional development school principal as part of the university. She felt her involvement with the PDS gave her the opportunity to serve on the search committees for 2 new faculty members. "I think that's a wonderful role that I play as a principal. I think that, at the same time, I represent the district in selecting these professionals that will be working with these future teachers." She also enjoyed the opportunity to be "part of the university setting" by attending the annual Association of Teacher Educators conference where she attended workshops and mini-conferences. "It improved my professionalism."

Stages of Concern and the Principals' Role Expectations

Stage theories of adult development and professional development posit that, in the process of personal or professional growth, people move through a sequence of stages. Each stage is a structured whole, representing an underlying organization of thought or understanding (Levine, 1989). Most educators are familiar with stages of cognitive and moral development through the writings of Piaget and Kohlberg. Students of educational change are familiar with the stages of concern in the Concerns Based Model of implementation (Hall & Hord, 1987). Teacher educators and staff developers have identified stages of concern of teachers as they grow in their profession.

Prior to entering the profession, pre-service teachers are at levels where their concerns are first unrelated to the profession, then move to self-concerns about their ability to function as student teachers. Glickman (1995) described a sequence of 3 stages of professional teacher concerns: the self-adequacy stage, where their primary concern is survival and making it through the day; the teaching task stage, where they are concerned with teaching tasks, discipline, developing routines, and improving their teaching material and methods; and, the teaching impact stage, where concerns emphasize their impact on students and student achievement. Hall and Hord (1987) identified a sequence of 7 teacher concerns about change, following the same model of concerns about self, task, and impact.

The concerns of the 7 principals in this study as they describe their roles, suggest that principals' roles also may be described in terms of stages. These stages appear to affect how they view the impact of participating in the Professional Development School on their own organization. While all principals saw many liaison and management responsibilities and problems, the bulk of Adair's concerns fell into the liaison/coordination and general management categories. She identified the major differences between her school and a non-PDS in terms of the large number of university students on campus and the computers purchased for her school through the grant. "The other schools are just in awe, and they are like 'how in the world did you get all that.'" The major problems she confronted were time management, meshing university and school district schedules, "revolving door professors" and lack of flexibility of some of the university professors.

Most principals felt that PDS activities contributed to staff development, both formally through planned seminars and programs, and informally through their interactions with university students. They also believed the PDS contributed to student learning through such benefits as having "more hands" and more flexibility in scheduling and training. However, Martinez saw more to teacher staff development than the opportunity to acquire skills. She felt the PDS gave her teachers opportunities to grow and develop as leaders and decision makers:

I think we as a PDS have the ability to train mentor teachers to become the leaders they really can be...they are placed in situations where they have to make decisions other than just regular classroom decisions. They become true professionals. [Emphasis added]

As noted above, Martinez also identified the opportunities to attend professional conferences and be a part of the university as opportunities for her own growth. Starnes pointed out, "First of all,...it gives us a lot more opportunities to network with other professionals."

The differences in the stages of principal concerns about the PDS can be explained by many conditions. Years of experience as a principal or experience in a professional development school also does not seem to affect the role definition. One contributing factor to explaining why some PDS principals focus on coordination and management in the school while others added concerns of teacher growth and professional impact is the PDS organizational structure. Adair, whose role definition was most focused on coordination and management had a complex PDS and minimal

assistance. With no assistant principal, a site coordinator shared with another site,

turnover among university personnel in her school, and over 50 university students a

semester on her campus, she had many management responsibilities. She felt: "I'm

just kinda alone," but responsible to make the PDS work. While positive about the

impact on her school, she may not have had the time to expand her perspective to the

university and the profession. In contrast, Flowers had almost twice as many

university students on campus, but he had an assistant principal, a full-time site

coordinator, and a consistent site professor to work with him. Ms. Martinez had only

5 university students on her campus. They began the fall as observers and remained

to student teach in the spring.

Other personal and professional factors not identified in the study also may

affect the way principals define their roles. However, our data does not address these

personal variables.

Conclusion

While the literature on professional development schools advocated new forms

of organization and new approaches to leadership (Holmes Group, 1990), the

principals in our study had not yet begun to think about these issues. They spent

much of their time dealing with the management and coordination tasks added on to

their daily routine. They saw that the professional development school helped their

students, improved teaching in their school, and brought additional resources to their

schools.

If professional development school principals are expected to redefine their roles and restructure their organizations, these expectations must be communicated clearly to them. The CPDT did not provide clear expectations for the 7 principals in this study. Where written expectations existed, they focused on management and staff development, not on restructuring. Training and development activities did not target administrators and how they might restructure their roles. This suggests that, if new leadership roles are to develop, the professional development school advocates must provide principals with a vision of the expected role, professional development opportunities, and support to achieve that vision.

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Appendix A

Table CFTAB 1

Alpha Center for Professional Development and Technology (CPDT)

Texas Education Agency

Alpha CPDT

	Alpha ISD		Other ISD
	Mr. Flowers Nelson Inter (Grades 5-6)	Ms. Adair Mason Elem. (Grades 1-4)	Other Elem.
Principal	1	1	
Asst. Principal	1	0	
Site Coordinator	1	1----------Share Site Coor.	
Site Professor	1	2	with Mason Elem.
Trainer	0	1*	
Teachers	56	24	
Interns	74	43	
Residents	26	9	
Enrollment	948	330	

*   This CPDT utilizes a teacher as a trainer and resource person.

Table CFTAB 2

Beta Center for Professional Development and Technology (CPDT)

Texas Education Agency

Beta CPDT

	Solo ISD Mr. Starnes Crawford Elem. (Grades PK-5)	Organa ISD Mr. Dreskin Bryson Elem. (Grades PK-1)
Principal	1	1
Asst. Principal	1	1
Site Coordinator*	1	1
Site Professor	2	1
Teachers	51	46
Interns	8	4
Residents	0	2
Enrollment	875	767

* This CPDT utilizes a district teacher as site coordinator.

Table CFTAB 3

<u>Gamma Center for Professional Development and Technology (CPDT)</u>

Texas Education Agency

Gamma CPDT

	Gamma ISD Mr. Dutch Barnett Elem. (Grades PK-6)
Principal	1
Asst. Principal *	1
Site Coordinator**	1
Site Professor	2
Teachers	30
Interns	6
Residents	8
Enrollment	612

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*   On maternity leave and due to be replaced.

**   This CPDT utilized a district teacher a site coordinator.

Table CFTAB 4

Delta Center for Professional Development and Technology (CPDT)

Texas Education Agency

Delta CPDT

Delta ISD

	Ms. Martinez Caldwell Elem. (Grades K-4)	Mr. Summers Gibson Elem. (Grades 5-6)
Principal	1	1
Asst. Principal	0	1
Site Coordinator*	1	1
Site Professor	1	1
Teachers	23	47
Interns	0	0
Residents	5	5
Enrollment	339	849

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* This CPDT utilizes university employees other than professors
   as site coordinators.

Appendix B

Table B1-Adair

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession-Students	Improving Profession-Other
Manage conflict over TAAS scores	Deal with revolving door site professors		Make sure PDC is best for kids		
Coordinate between teachers and university	Keep program together and faculty united				
Work with minimal help from site coordinator	Schedule interns and residents				
Assign interns to mentor teachers	Work around conflict between school and university schedule				
Concerned with time management					
Wants authority to reject some university students					

Table B2-Dreskin

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession- Students	Improving Profession- Other
Attend meetings	Provide space for interns	Collaborate with university	Promote nurturing environment for learning		
Select and assign interns	Allow office space for site coordinator	Coordinate PDS SD with school SD	Assimilate university students into school		
Coordinate classes with school schedule	Spend 5% of time on PDS program	Produce a pool of new teachers for school			
Select site coordinator		Create growth environment			
Work with university to develop good placement					
Orient interns to PDS campus					

Table B3-Dutch

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession- Students	Improving Profession- Other
Coordinate between university, district, and school	Determine physical limits of building	Provide SD for all teachers, not just mentors	Manage disruption caused by intern rotation		Frustrated with university model, lack of help
Attend meetings	Manage people	Utilize university resources	Cope with stress of being on stage		
Exercise authority as to who comes into building	Deal with teacher burnout				
Deal with conflict of importance of TAAS scores	Manage more bodies on campus				
	Minimize elitist attitude				
	Deal with more human relations situations				

Table B4-Starnes

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession-Students	Improving Profession-Other
Participate on committees	Spend 5% of time on PDS program	Participate in study group	Balance student needs with intern needs	Communicate with interns in study group	
Provide feedback on evaluations				Function as instructional leader for interns	
Work with interns					
Schedule interns					
Cooperate with school site coordinator					

Table B5-Summers

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession- Students	Improving Profession- Other
Has informal relationship with university- no regular meetings		Considers interpersonal relations important		Has goal that his student teachers attain his professional standards	
Provides input for PDS evaluation		Motivates and empowers teachers		Wants to reduce teacher turnover	
States that PDS does not change his job		Acts like a cheerleader, counselor, and coach		Acts as gatekeeper for the profession	
				Gives career guidance to student teachers	
				Teaches student teachers how to be good disciplinarians	

Table B6-Flowers

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession- Students	Improving Profession- Other
Communicate PDS vision and teacher expectations	Maintain building security and safety	Provide SD help for teachers	Influence student learning	Prepare university student packets	Consider PDS vision and direction
Manage teachers and interns and university personnel	Manage building so kids learn	Utilize CPDT network for access to resources		Conduct student teacher orientation	Propose general PDS principal qualifications
Assign interns to mentors	Give assurance district curriculum is followed				Communicate PDS vision
Helped with presentation to get grant					
Communicate with university					
Promote collaboration with university					
Maintain input into PDS evaluation					

Table B7-Martinez

Principals' Focus of Concerns-Instructional Leadership

Liaison/ Coordinator	General Management	Staff Development	Student Learning	Improving Profession- Students	Improving Profession- Other
Communicate with university	Assigning resources	Develop professionals as part of job	PDS makes kids more successful	Evaluate interns to provide job reference, if asked	Has voice at university
Attend meetings	Communicate confidence and purpose	Create leaders	Kids see adults as learners		Serves on search committee
Communicate expectations to mentors	Engage in trouble-shooting	Encourage empowerment	Adds to limited experiences of kids		
Encourage, guide, and watch teachers		Help mentors learn to problem solve	Address needs to kids		
Assign interns to mentors					
Give input for final evaluation of program					

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