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Middle level principal preparation and certification: Practices and recommendations

Graf, Sharyn Sue, Ed.D.
The University of Arizona, 1991
MIDDLE LEVEL PRINCIPAL PREPARATION AND CERTIFICATION:
PRACTICES AND RECOMMENDATIONS

by
Sharyn Sue Graf

A Dissertation Submitted to the Faculty of the
DIVISION OF EDUCATIONAL FOUNDATIONS AND ADMINISTRATION
In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF EDUCATION
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION
In the Graduate College
THE UNIVERSITY OF ARIZONA

1991
As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Sharyn Sue Graf entitled Middle Level Principal Preparation and Certification: Practices and Recommendations and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Education.

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Date 6/19/91

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Dr. Donal M. Sacken
Dissertation Director

Date 6/19/91
STATEMENT BY AUTHOR

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SIGNED: Sherry Sue Hrof
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This study was primarily concerned with the experience and university preparation that middle level principals brought to their role as leaders of a school for early adolescents and with the types of state administrative certification and/or endorsements, particularly middle level administrative certification.

A total of 77 middle, junior high, and intermediate school principals were sent the Middle Level Principal Survey to assess the nature of their school, their personal and professional background, their preparation to become an administrator, and the types of state certification they and their teachers held. The principals selected were building administrators of outstanding middle, junior high, and intermediate schools identified in the 1987-88 Elementary and 1988-89 Secondary School Recognition Programs. The 40 principals who responded to the survey were representative of 22 different states.

The principals ranked the psychology of the early adolescent and middle level teaching methods as the top university administrative courses needed as preparation for a middle level principal. Adolescent psychology/development and middle school curriculum/methods were the two middle level university courses most frequently completed by the responding principals.
Six principals surveyed had completed their doctoral studies; the remaining principals held a Master's or Educational Specialist degree. Over half of these principals majored in educational administration; one indicated a major in middle level education. Most undergraduate majors were in some specialized area of secondary education. Two principals reported an undergraduate major in middle level education.

A majority of the principals had between 10 and 14 years of teaching experience. All but a few of the principals had prior administrative experience, a majority as an assistant principal.

While most states had either middle level teacher certification or endorsement, they did not have middle level administrative certification or endorsement.

Middle level education is often associated with either elementary or secondary education. This study found middle level education primarily associated with secondary education.

The implications of the data collected through the survey indicated a need for those responsible for the education of early adolescents to receive specialized preparation in middle level education. However, the need for an expanded administrative certification division to include middle level principals was in question.
CHAPTER 1
THE PROBLEM

Introduction

The leaders of the twenty-first century are now the young people found in our schools. These same children are faced with new challenges, new conditions, and great risks, while increased demands are placed on their intellectual capacities and coping skills. These demands on early adolescents are great, but added to these are vast changes of transescence, the ages of puberty and adolescence when one experiences physical, social, and intellectual developmental changes (Georgiady, 1977).

Early adolescents, those between 10 and 15 years old, were the focus of a 1989 study conducted by the Carnegie Council on Adolescent Development. A Task Force on Education of Young Adolescents was established to explore the issues that confront early adolescents and how well schools prepare them to face the challenges of today and of the twenty-first century. The published recommendations, Turning Points: Preparing American Youth for the 21st Century (1989), focused on the cooperative efforts of the school, parents, and the community to meet the
School educators must focus on the learner and build a developmentally responsive curriculum aimed at the needs of these young adolescents (Lipsitz, 1984). David A. Hamburg, President of the Carnegie Corporation of New York and Chair of the Carnegie Council on Adolescent Development, described the early adolescent as "caught in turbulence, a fascinated but perplexed observer of the biological, psychological, and social changes swirling all around" (Carnegie Council, 1989, p. 14). He further calls upon the schools to implement necessary changes to meet these needs and give these students a chance to succeed.

Erik Erikson describes adolescence as the fifth of eight stages in personality development, the age of identity versus role confusion (James, 1980). It is an age of transition from childhood to adulthood, from elementary school to high school. The elementary self-contained classroom in a small, local building gives way to departmentalized classes in a large, populated campus. The junior high school, grades 7-9, dominated 1960 as the transition school between six years of elementary school and three years of high school. William Alexander, John Lounsbury, and Donald Eichorn were among the early leaders in the middle school movement of the 1960s, the
reorganization of schools containing grades 5-8 or 6-8 so as to be responsive to student needs (Cawelti, 1988). A middle school is characterized as including a guidance system, transition/articulation coordination, block time schedule/interdisciplinary teams, appropriate teaching strategies, exploratory courses, and core curriculum/learning skills appropriate to the middle years of schooling.

The term middle level was first introduced to define all junior high, intermediate, and middle schools in the 1981 Geraldine R. Dodge Foundation study for the National Association of Secondary School Principals (NASSP), The Middle Level Principalship. Volume I: A Survey of Middle Level Principals and Programs (Clark, 1990). Interest in the national middle level movement is increasing as witnessed by the trends in school organization, national organizational membership, and national studies. According to 1988 U.S. Department of Education figures, the number of middle schools nationwide equaled the number of junior high schools in 1980-81 and continues to increase, while the number of junior high schools decreases (Cawelti, 1988). Membership in the Middle Level Programs division of the National Association of Secondary School Principals more than doubled from April 1985 to January 1990 according to the Manager of Membership Services (Simpson, 1991). The
National Middle School Association membership figures increased from 1,667 in June 1980 to 7,959 in January 1991 (Wilson, 1991).

Middle level schools have been the focus of national studies such as the two-volume study conducted between 1980-1983 for the National Association of Secondary School Principals with support from the Geraldine R. Dodge Foundation describing middle level principals and programs (Valentine & Kirkham, 1985). A Study of the Demography of Schools for Early Adolescents was conducted in 1983 by the National Institute of Education (George & Oldaker, 1985, 1986), while the Association for Supervision and Curriculum Development surveyed 672 middle grade schools nationwide to determine how they met the needs of students aged 10-14 (Cawelti, 1988). Schools in the Middle was a study conducted for NASSP in 1989 (Alexander & McEwen, 1989). NASSP has also published studies of the sixth, eighth, and ninth grades (Lounsbury & Johnston, 1988; Lounsbury & Clark, 1990). There is continuing research being conducted by the Center for Research on Elementary and Middle Schools at Johns Hopkins University (Epstein & MacIver, 1990). Interest in the middle level movement may be increasing, but as the Carnegie Council stated in Turning Points, "Perhaps the greatest challenge, then, is to make the case
to the American public for transforming middle grade schools" (1989, p. 85).

A dedicated staff and the positive leadership of the principal are characteristics of an effective middle level school (Lipsitz, 1984). Administrators or principals help to bring about changes in middle level programs when they are seen by the faculty, parents, and the community as the facilitators of change and staunch supporters of developmentally responsive programs (Clark & Clark, 1981; Valentine, Clark, Nickerson, & Keefe, 1983). Their positive leadership role is apparently necessary to facilitate each phase of planning, implementing, and evaluating the program (Sergiovanni, 1984). Clark and Clark (1989) suggest that a middle level administrator requires certain leadership characteristics, skills, and knowledge to meet the demands of restructuring a middle school.

The Carnegie Task Force (Carnegie Council, 1989) recognized university undergraduate and graduate course work in understanding young adolescents as an essential principle for teachers of young adolescents. The Task Force also cited middle grade endorsement for teachers as recognition of expertise, incentive for university programs specializing in middle level education, and justification of middle level education as a viable and recognized field.
Considering the vital role of all staff in a middle school, including the principal, universities might explore similar offerings of middle level principal preparation courses, and states might explore endorsement and/or certification of middle level principals. Young adolescents and middle level schools have particular characteristics and needs and require new dimensions in the field of education. The various competencies that a middle level principal utilizes may be obtained through educational administration courses or past experiences (Clark & Clark, 1989). A focused university preparatory program could provide future middle level principals with a knowledge base in middle level education that would assist them in providing positive leadership (Thomson, 1989).

An examination of middle level school characteristics and the background and preparation of the middle level principal and recommendations for university programs and state administrative certification regulations may offer a union between the practitioners, the universities, and the states. Recommendations may then be forthcoming for state certification or endorsement requirements for middle level administration and for creating a middle level emphasis in educational administration programs.
Statement of the Problem

This study ascertained middle level principals' perceptions of their leadership role, their background preparation and experience, and their recommendations for middle level administrative preparation programs. State administrative certification and endorsement requirements were studied to ascertain their possible impact on university preparation programs for middle level principals.

Research Questions

1. What leadership characteristics, knowledge, and skills are deemed important by middle level school principals?

2. What educational preparation have middle level principals received to prepare them for leading a middle level school?

3. What teaching and administrative experience do principals bring to their middle school position?

4. What middle level courses, if any, have middle level principals taken in their university administration programs or in other areas of education?

5. What university course studies specific to middle level administration are recommended by middle level principals?
6. Do the states where respondents work have middle level certification or endorsement requirements for middle level principals?

Limitations

Principals of outstanding junior high, intermediate, and middle schools acknowledged by the U.S. Department of Education in the 1987-88 Elementary School Recognition Program and the 1988-89 Secondary School Recognition Program were surveyed. The geographic area of the study included a cross-section of the United States, with 29 states plus the Department of Defense Dependents Schools and the District of Columbia represented. Results are applicable to all areas of the United States only as they are similar to the population studied. The select nature of the population samples and the limited number may have influenced the findings of the study.

Definition of Terms

1. **Certification.** The educational and experience standards required by states for educational administration licensing.

2. **Developmental Responsiveness:** A school's response to the personal, social, emotional, and intellectual developmental needs of early adolescents (Lipsitz, 1984).
3. **Early Adolescents.** Young people between the ages of 10 and 15 years (Carnegie Council, 1989).

4. **Endorsement.** Supplemental educational certification for an area of specialty, such as middle level.

5. **Leadership.** "Principalship efforts and behaviors directed more specifically toward defining the school's mission and purpose; identifying and setting goals and objectives; marshaling and directing the human resources needed for committed action toward achieving these goals and objectives; contributing creative ideas and solutions to school programs; and providing that dash of excitement and vigor that makes living and working in a particular school meaningful, fun, and more productive" (Sergiovanni, 1987, p. 296).

6. **Middle Level.** Schools with an organizational structure of 5-6-7-8 grade combinations with characteristics and programs focused on the needs of young adolescents (Cawelti, 198).

7. **Practices.** The tasks and functions performed by the building level principal.

8. **Preparation.** The means by which a principal gains knowledge to fulfill his/her position as administrator of a school program to include but not be limited to university educational programs of study, specialized training, field experience, and literature review.
9. **Principal.** The certified building level administrator charged with the responsibility to coordinate, direct, and support the work of others (Sergiovanni, 1987).

10. **Recommendations.** The advise deemed appropriate by those surveyed based on their personal views and expertise.

11. **Young Adolescence.** The period of life between the ages of 10 and 15 years (Carnegie Council, 1989).
CHAPTER 2

REVIEW OF LITERATURE

Introduction

The object of this study was to examine the leadership role of the middle level principal, the preparation and experience they have acquired to prepare them for this role, the nature of university administrative preparation programs, and the regulations and requirements for state administrative certification. The review of literature, therefore, incorporates three main divisions of investigation. The first section delves into the unique nature of the middle school: the characteristics and developmental needs of the early adolescent and the organizational and curricular structure of the middle level school. The second section examines literature on the nature of effective educational leadership and the role of the middle level principal. The last section reviews literature pertaining to the preparation of educational administrators, university educational administration programs, and the types of state educational administration certification with specific interest in the middle level principalship.
Early Adolescence

Literature and services have focused on the young child and on the adolescent teenager, but the early adolescent, or the child in the middle, was the least understood as recently as 1977. Joan Lipsitz reviewed research and programs concerning early adolescents for The Ford Foundation in 1977 and reported her findings in *Growing Up Forgotten*. She confirmed her fears that young adolescents between the ages of 12 and 15 were "the most overlooked age group among minors in America" (p. xv). The following fourteen years has witnessed expanding research and knowledge of this age group called the early adolescent.

Hershel Thornburg (1980) referred to early adolescents as people between the ages of 10 and 15. The Carnegie Council on Adolescent Development, in *Turning Points*, concurred, describing early adolescents as 10 to 15 years old (1989). Young people experiencing pre-adolescence are at other times referred to as "squirrley," "tweenagers," "middlers," "transescence," "sensitive," or going through a "stage." Although this age group may have numerous titles, similar characteristics of early adolescents reappear in past and current literature.
Michael Jones (1980) often referred to the 1976 works of Rothenberg when trying to understand early adolescents. According to the Rothenberg works (1976), three manners of thinking were necessary to assimilate the emotional growth of early adolescents. First, oppositional thinking is necessary when two or more variables are conceived and utilized simultaneously. Second, when two or more discrete entities are considered in the same domain, homospatial thinking is needed. The third manner of thinking, Janusian thinking, is required when opposing directions are grasped simultaneously. To comprehend the characteristics of early adolescence, one must be able to view conflicting emotions at the same time.

These young people are experiencing a period of transition, a period of conflict, a period of identity crisis. During these years, early adolescents are leaving childhood and entering puberty: physically, socially, and emotionally. They are leaving the intellectual protective confines of elementary school and preparing for the independent rigors of high school. A major conflict in the lives of early adolescents is identity versus identity diffusion (James, 1980). Douglas and Barbara Schave (1989) describe the early adolescent's "search for self," an identity of their own removed from the family.
Jon Wiles and Joseph Bondi included a poem written by an unknown eighth-grade middle school student in their 1981 publication, *The Essential Middle School*, which describes the conflicting nature of the early adolescent or the middle schooler:

What is a Middle Schooler?

What is a middle schooler?
I was asked one day.
I knew what he was,
But what should I say?

He is noise and confusion.
He is silence that is deep.
He is sunshine and laughter,
Or a cloud that will weep.

He is swift as an arrow.
He is a waster of time.
He wants to be rich,
But cannot save a dime.

He is rude and nasty.
He is polite as can be.
He wants parental guidance,
But fights to be free.

He is aggressive and bossy.
He is timid and shy.
He knows all the answers,
But still will ask "why."

He is awkward and clumsy.
He is graceful and poised.
He is ever changing,
But do not be annoyed.

What is a middle schooler?
I was asked one day.
He is the future unfolding,
So do not stand in his way (p. 95).
Children today are exposed to various forms of media, values, and family units which influence their perceptions of life and how they should interact with life. Some stimulate curiosity and strong moral values, while others stimulate violence and deviant behavior. These conflicting messages only compound the identity crisis early adolescents experience in determining "What is expected of me?" and "What should I do?"

Television is a powerful medium which is found in most homes and is introduced to children at a very young age. The news offers insights into world affairs from the Nobel Peace Prize and medical research advances to the War in the Gulf and violence on the streets. Serials depict families ranging from harmonious ("The Cosby Show") to dysfunctional ("Dallas"). Movies, advertising, radio, music, and other forms of media convey similar confusing information to adolescents in their "search for self."

The values of American adolescents were the focus of a study conducted by the Search Institute. Three value orientations were found important for the good of the children and the society (Values of America's adolescents, 1986): (1) self-restraint or upholding traditional and cultural values of self-conduct, (2) compassion or concern for the welfare of others, and (3) commitment or loyalty. The study expressed concern for the values of young people
today in all three areas. The report revealed that students acknowledged the following actions during the previous 12 months:

* Two-thirds of the ninth-graders cheated on tests.

* Eighty-eight percent of the ninth-graders lied to their parents.

* Forty-two percent of ninth-grade boys and 22 percent of ninth-grade girls admitted to vandalism (Values of America's adolescents, 1986).

The value for helping people was reportedly decreasing, with only 25 percent of young adolescents donating one hour a week or more to helping others. The report also expressed a lack of commitment on the part of adolescents as a contributing factor to the rise of adolescent suicides among 15 to 19 year olds.

The Search Institute (Values of America's adolescents, 1986) and other researchers (e.g., Cole, 1990; Jones, 1991; Brazee, 1991) cite societal factors that influence the impressionable early adolescent. There is a strong concept of "individualism" as modeled by adults and society. One of every four American children lives in poverty, and the United States spends less on support services for young people than other industrialized nations (Values of America's adolescents, 1986). A decline in American family unity finds only 5 percent of American families with a working father and a mother at home with two or more school-aged children, and only 41 percent of our children
will have lived in "normal" family conditions until the age of 18 (Toepfer, 1988). Making Middle Schools Work (Wiles & Bondi, 1986) reports statistics of social problems affecting young adolescents: 16 percent of American households have a mother at home and a working father; 30 percent of students are latch-key children; one in four middle school graduates completes high school; suicide is the second leading cause of death among teenagers, reportedly as the result of apathy, rejection, and family insecurity; 20 percent of Americans aged 7 to 11 have serious health problems; ten is the average age to begin smoking; alcoholism among teenagers has increased by 800 percent in the past ten years; teenaged pregnancies have increased more among those under age 15; teenaged boys committed 15,000 murders in 1985; and fourteen is the peak age for committing a violent crime (pp. 91-93).

Early adolescents are faced with a multitude of societal problems that affect their transitional years. Literature (e.g., Carnegie Counci, 1989) calls upon parents, educators, and youth workers to assist these young people by acting as a significant adult who nurtures and supports adolescents' self-esteem and aspirations.
Developmental Characteristics and Needs of Early Adolescents

Literature written on the early adolescent (e.g., Arth, Bergmann, Johnston, Lounsbury, Toepfer, & Melton, 1989; Georgiady & Ramano, 1977; Lipsitz, 1977; Thornburg, 1980) generally classifies the growth characteristics during this period into three main categories, physical, emotional/social, and intellectual. These developmental traits, inherent to children from 10 to 15 years old, create special needs to "make the successful transition away from childhood and into adolescence" (Thornburg, 1980, p. 216).

Historically, the stages of development have progressed from broad generalizations to more precise understandings of human development and early adolescence in particular. Freud in the 1920s gave us a conceptual framework of personality development. In the late 1920s and early 1950s, Piaget described intellectual development but lacked insight into the transitional thought processes of the early adolescent. Havighurst in 1952 expanded the concept of developmental tasks, including developmental, social, and behavioral characteristics. Stages of moral development dealing primarily with abstract thought at the level of early adolescence were discussed by Kohlberg in 1964 (Thornburg, 1980).
Erik Erikson formulated "eight states of man" and his personality development in 1968. He believed that role confusion would occur if each preceding stage were not resolved. Stage One was the Incorporation Stage, which took place during infancy, the crisis of trust versus mistrust. The Retentive-Eliminative Stage or Stage Two generally occurred during early childhood and involved the development of autonomy versus shame and doubt. The third stage or Intrusive Stage found the play age resolving initiative versus guilt. School-aged children experienced the Productive Stage, the fourth stage of personality development. This was the time for discovery and acquiring deductive reasoning or industry versus inferiority. The fifth stage of Adolescence or Early Adolescence involved identity versus role confusion. Erikson stated, "In no other stage of the life cycle are the promises of finding oneself and the threat of losing oneself so closely allied" (James, 1980, p. 247).

The existing literature on the developmental characteristics of early adolescents is analogous although the category titles may differ slightly. The physical growth of the early adolescent is characterized by a rapid growth spurt and sexual maturation. There are variations in the onset and degree of growth and maturity, although girls begin their growth spurt and mature 12 to 24 months
before boys. During this period, early adolescents are restless, have poor coordination, and exhibit energy level extremes. They often experience "asynchrony" or split growth where the bones, legs, and arms grow faster than their muscles and trunk. Their hands and feet mature before their arms and legs. Because of this, the growing youth is often awkward and displays poor posture. This is also a period when a child's physical image is maturing. The age at which an early adolescent physically develops can have psychological ramifications on his or her self-concept and self-esteem (Clark, 1984; Georgiady & Ramano, 1977; James, 1980; Thornburg, 1980).

The emotional/social developmental characteristics of the early adolescent are at times divided into two separate categories or may be called psychological development. The greatest emotional need involves a search for self-identity and sex-role identification. During this time, the early adolescent looks to role models to establish their values. Feelings about parents and peers change. Belonging to a group is important. There is an increased awareness of the opposite sex, girls maturing before boys leading to a preference for mixed parties. There is a tendency to have fears mixed with a sense of rejecting those fears. Early adolescents worry about their self-image, school, home, and friendships. They believe in
fairness and simple justice in adults but may not reciprocate in like degree. The emergence of self-identity leads to a desire for independence from parents but a dependence on the group. There is an enthusiasm for responsibility that may decrease in later adolescence. The emphasis on physical sports is competitive in nature during the onset of early adolescence but later changes in importance according to personal preference (Georgiady & Ramano, 1977). "Early adolescents experience exceptionally turbulent emotions and tremendous flexibility in self-concept" (James, 1980, p. 246).

The early adolescent socially seeks independence with boundaries, structured freedom, and responsibility. Peer groups expand to include both sexes but do not replace parents or teachers. These children find it difficult to separate fiction from reality and can be more violent and insensitive. But they are also capable of great compassion. Girls form deeper, bonded friendships that result in more traumatic break-ups.

Intellectually, early adolescents have a shortened attention span and are easily distracted but have a heightened curiosity level. They are moving from concrete to abstract thinking but need more practical, hands-on experiences to learn. This age group is more product oriented than task oriented. There is an increase in
intellectual power, but their intellectual goals are predominately set by their peers (James, 1980).

The developmental growth characteristics of early adolescents presented by Georgiady and Ramano (1977) were summarized into three main categories containing subgroups. They are

* **Physical Growth:** body growth, health, and body management;

* **Emotional and Social Growth:** emotional status, feelings of self and others, tendency to have fears, personal ideals and values, independence, and play; and

* **Mental Growth:** intellectual development, interests, and creative ability and appreciations.

Early adolescence is "The Wonder Years," a time of great change, a time of discovery, a time of identity. "They [early adolescents] can be redirected or at least strongly influenced at this strategic time" (Lipsitz, 1977, p. 207) to make the transition from childhood to adolescence and eventually adulthood successfully. Early adolescents need the opportunity to achieve the seven tasks set forth by Thornburg (1980) to meet their developmental needs:

* Becoming aware of increased physical changes,

* Organizing knowledge and concepts into problem-solving strategies,

* Learning new social/sex roles,

* Recognizing one's identification with stereotype,
Developing friendships with others,
* Gaining a sense of independence, and
* Developing a sense of morality and values (p. 216).

The Carnegie Council on Adolescent Development (1989) declared a need to help these young people "to acquire durable self-esteem, flexible and inquiring habits of mind, reliable and relatively close human relationships, a sense of belonging in a valued group, and a sense of usefulness in some way beyond the self" (p. 12). The Task Force challenged the educational system to help early adolescents meet their developmental needs.

There has been an expanding awareness and knowledge base of the characteristics and needs of the early adolescent as witnessed in the increased research and literature focused on this age group (e.g., Carnegie council, 1989; Georgiady & Ramano, 1977; James, 1980; Lipsitz, 1983). This greater understanding and concern has resulted in the increasing numbers of middle level schools and subsequent literature. The literature pertaining to the characteristics of the middle level school is presented in the following section.

Characteristics of Middle Level Schools

"A volatile mismatch exists between the organization and curriculum of middle grade schools, and the intellectual, emotional, and interpersonal needs of young
adolescents. . . . Many middle grade schools pay little attention to the emotional, physical, and social development of their students" (Carnegie Council, 1989, p. 32). George Melton, the past Executive Director of the National Association of Secondary School Principals, described the Carnegie Council on Adolescent Development's study, Turning Points, as not the goals of middle schools but the lack of response (Melton, 1990). Melton stated, "Anything can be accomplished except for the lack of commitment or lack of belief" (1990). He concurred with research that each school has distinct characteristics and needs that require individual philosophies and programs to benefit ultimately the early adolescent (Melton, 1990; Fibkins, 1985; Arth et al., 1988). Literature based on research has addressed these issues and has made recommendations for successful middle schools.

The turn of the century found schools in the United States patterned into elementary schools, grades 1-8, and high schools, grades 9-12. The establishment of the junior high school, grades 7-9, in 1909-1910 grew in popularity. By 1960, four of five high school graduates had attended six years of elementary school, three years of junior high school, and three years of high school (Alexander & McEwin, 1986; Alexander, 1988). Advocates of the junior high school movement believed in the unique characteristics of
early adolescents and the need for a three-level system of education below the college level, as do proponents of middle schools (Levy, 1988). According to Melton (1991), the junior high organization did not fail; the clients changed. It is commonly accepted that William Alexander conceived the concept of contemporary middle level education in 1963, a concept that focused on the needs of adolescents (Kanthak, 1991).

The movement to a middle school system has increased since the 1960s. Alexander and McEwin (1989) statistically compared the middle schools of 1968 with those of 1988 in *Schools in the Middle: Status and Progress*. They report the increase of schools containing grade configurations of 5-8 and 6-8 from 1,101 in 1968 to 5,466 in 1988. According to Melton (1991), the U.S. Department of Statistics reports that there are currently 10,000-12,000 middle level schools as compared to fewer than 1,000 grade 7-9 schools, commonly known as junior high schools. The Alexander and McEwin (1989) study further cites that the reason for establishing a middle school had changed from a priority to eliminate crowded conditions in 1968 to providing programs designed for the age group in 1988. Middle level schools will need to explore the changing demographics of early adolescents and provide for them accordingly to be a "bona fide" middle school (Cole, 1990).
To be appropriate, middle level schools need to be developmentally responsive to the needs of early adolescents (Lipsitz, 1984). According to *Middle Level Education's Responsibility for Intellectual Development*, published by NASSP (Arth et al., 1989), the elements of middle level education were described in the 1940s by William Gruhn as "integration, exploration, guidance, socialization, articulation, and differentiation" (p. 8). The Center for Early Adolescence recognizes the work of Dorman (1981) and Lipsitz (1984) in identifying seven ways schools can respond to these developmental needs:

1. **Diversity.** A variety of experiences and ways of doing thing.

2. **Self-Exploration and Self-Definition.** Exploratory courses of varying fields.

3. **Meaningful Participation in School and in the Community.** Create a feeling of being needed.

4. **Positive Social Interaction with Peers and Adults.** Non-instructional level of communication.

5. **Physical Activity.** Noncompetitive physical education.

6. **Competence and Achievement.** Positive expectations with honest rewards and praise.

7. **Structure and Clear Limits.** Rules of appropriate behaviors and consequences at their level of understanding (Dorman, Lipsitz, & Verner, 1985).

William Alexander and Paul George provided the essential features of a middle school, which are used by the
Association for Supervision and Curriculum Development. These features include guidance, transition/articulation, block time schedule/interdisciplinary teams, appropriate teaching strategies, exploratory, and appropriate core curriculum/learning skills (Cawelti, 1988). A recent national study on middle level education has corroborated these findings (Clark & Clark, 1990).

The implementation of such features in a middle level education setting could result in the positive effects identified by George and Oldaker (1986) in *A National Survey of Middle School Effectiveness*. The positive changes school recognized when moving to a middle school organization included (1) a rise in student achievement, (2) a decrease in discipline problems, (3) an enhancement of students' personal development, (4) a positive school learning climate, (5) an improvement in faculty morale, (6) effective staff development, (7) a strengthening of parental involvement and support, and (8) favorable community involvement and coverage.

Research and subsequent literature have focused on the elemental features of middle level education and effective means of implementation. One aspect of middle level schools is the grade configuration. Research conducted by the Johns Hopkins University Center for Research on Elementary and Middle Schools classified middle schools
into six categories of varying grade spans (Epstein, 1990). The most common pattern was the elementary/middle combination (K-8) (32.1 percent), followed by the middle school pattern (6-8) (25.3 percent). Research overwhelmingly denounces ability grouping or tracking, even though it is still commonly practiced. Grouping students with similar academic abilities has not been shown to improve student achievement, while it has been shown to contribute to the lack of self-esteem, an essential need of early adolescents (Johnston & Markle, 1983; George, 1988; Braddock, 1990).

Another feature associated with middle level education is interdisciplinary teaming. Teams are characterized "as two or more teachers from different subject areas working together to plan, instruct, and evaluate groups of students in two or more classrooms while using a variety of instructional strategies and learning resources in large group, small group, and directed study settings" (Clark & Clark, 1987, p. 1). Teachers work collaboratively to build identity and child-centered communication, a feeling of unity and belonging (George & Stevenson, 1989). This sense of unity and belonging is experienced by teachers through cooperative planning and shared decision making. Children can model these behaviors in cooperative learning, designed
to promote "prosocial development" (Schaps & Solomon, 1990, p. 39).

"Currently there simply is no middle school curriculum, only a collection of separate curricula" (Lounsbury, 1991, p. 94). Key to developing a responsive middle level curriculum is a program that focuses on the developmental needs of the early adolescent learner. Literature has explored the developmental needs of early adolescents and their implications on curriculum issues. A hands-on application approach to teaching science is recommended (Hurd, 1986), while multiple approaches to teaching language arts are recommended to match the varying cognitive levels of this age group (Brazee, 1981). Middle level social studies is seen as an opportunity to help students develop a value system to become responsible citizens and community advocates. Other elements found in middle level programs include co-curricular activities, intramural sports, community projects, exploratory classes, daily physical education, health education, advisor/advisee programs, individualized programs, and a basic skills emphasis. The curriculum is adapted to meet the multiple concrete/formal cognition needs of early adolescents. The emotional needs of this age group are met through activities and reward systems designed to build self-esteem and a sense of worth.
The restructuring of the middle grades to a middle school philosophy has developed numerous programs developmentally responsive to the needs of early adolescents. Schools in Winona, Minnesota, found they needed a clear purpose to drive restructuring for an outcome-based education where "all students can succeed and schools control the conditions of success" (Sambs & Schenkat, 1990, p. 72). Chiron Middle School in Minnesota implemented rotating "learning centers" within the community (O'Neil, 1990). Thomas Harrison Junior High School changed not only to a new building and a new name, Thomas Harrison Middle School, but to a new transformation of ideology. They now open their doors as the buses arrive, have no bells, use team-teaching, have four awards assemblies yearly, support "success breeds success" (failing grades--F--have been replaced with an indication that improvement is needed--unsatisfactory), and show belief in "respect people, respect property" (Raebeck, 1990). Shoreham-Wading River Middle School promotes contact between students and teachers and a sense of community (Maeroff, 1990). The Outcomes-Driven Developmental Model used in New York City's Central School District calls for administrative, community, and teacher support to develop and evaluate policies, practices, and proposals (Vickery, 1990). The roles of the teachers and
administrators in six North Carolina schools were enhanced through Project Design. By legislative endorsement, innovations included school-based management, resource flexibility, accountability modeling, and transformational team leadership (MacPhail-Wilcox, Forbes, & Parramore, 1990). The restructuring of the middle level school to meet the developmental needs of early adolescents involves curricular and program changes as well as changes in the roles of the teachers and administrators.

The rising awareness of middle level education and how we educate young adolescents is witnessed by the extensive research conducted on these issues. The National Governors Association developed a four-point framework for the restructuring process, including curriculum and instruction, authority and decision making, new staff roles, and accountability systems (O'Neil, 1990). The National Council for Accreditation of Teacher Education has been working with the National Middle School Association (NMSA) in developing guidelines for middle level teacher preparation programs (Dickinson, 1991). NMSA is also working with the National Board for Professional Teaching Standards on developing national certification standards for middle level teachers (Jenkins & Jenkins, 1991). NMSA commissioned a national Delphi study that identified 16 priority events predicted to occur within the next 20
years. The major themes included making middle level schooling "legitimate," the uniqueness is the curriculum, and building productive partnerships (Jenkins & Jenkins, 1991). The 1989 publication of Turning Points: Preparing American Youth for the 21st Century was the culmination of the findings of the Carnegie Council on Adolescent Development Task Force. The Task Force recommendations for transforming middle grade schools included the following eight essential principles:

2. Teach a core academic program.
3. Ensure success for all students.
4. Empower teachers and administrators to make decisions about the experiences of middle grade students.
5. Staff middle grade schools with teachers who are experts at teaching young adolescents.
6. Improve academic performance through fostering the health and fitness of young adolescents.
7. Reengage families in the education of young adolescents.

Research and literature during the past few years have focused on the developmental needs of early adolescents and the role of the middle level school, providing a knowledge base for understanding and implementation. Although there is an increased body of knowledge, application has not been
fully applied. John Lounsbury and Donald Clark published the results of an eighth-grade shadow study in the 1990 publication *Inside Grade Eight*. They found that while progress was evident in the climate of the schools, curriculum progress was not. Similar findings were reported in their 1962 eighth-grade shadow study and their 1977 seventh-grade shadow study (Lounsbury & Clark, 1990). Lounsbury and Clark asked, "Does the middle level program experienced by students adequately reflect our increased understanding of the nature of young adolescents?" (Kanthak, 1991, p. 4).

The Carnegie Council on Adolescent Development prefaced their study with what they believed to be the five characteristics associated with being an effective human being, the characteristics a 15 year old should possess upon exiting early adolescence. "Our 15-year-old will be

* An intellectually reflective person,
* A person enroute to a lifetime of meaningful work,
* A good citizen,
* A caring and ethical individual, and
* A healthy person" (Carnegie Council, 1989, p. 15).

The schools are vested with the responsibility to meet the developmental needs of these young people so they may one day be an effective human being. "A school is not
significant because it has a guidance program, and an exploratory program, and an academic program; it is significant because of what it is in its totality" (Lounsbury, 1991, p. 91).

Nature of Effective Leadership

If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success (Lipham, 1981, p. ix).

James Lipham prefaced his book, Effective Principal, Effective School (1981), with this quotation referenced to the U.S. Senate, 1979. The link between effective or successful schools and the role of strong leadership is one frequently made in research and literature (e.g., Clark & Clark, 1989; Lipham, 1981; Lipsitz, 1983; Merenbloom, 1982; Shockley, Holt, & Meichtry, 1985). Purkey and Smith (1983) listed "instructional leadership" as the second of nine organization-structure variables key to effective schools. The following section explores the history of educational administration, the roles and characteristics of effective principals, and the roles and characteristics of an effective middle level principal.

History of Educational Administration

Unless otherwise indicated, for the purposes of this section, information on the history of educational
administration is taken from *Managers of Virtue* by David Tyack and Elisabeth Hansot, published in 1982.

The history of the American school system, specifically educational administration, has progressed from administration by a church leader to administration by a professional manager/leader of a complex enterprise. The role of the educational administrator has changed from being apolitical to applied scientist to administration as we know it today.

Around the turn of the century, educational administration was viewed as an applied social science with specific management techniques. Ellwood Cubberley brought recognition to the field of educational administration as a viable profession. Through his efforts, a university training program for school administrators was started at Stanford. Cubberley, in 1947, referred to Edward Thorndike as having developed the science of school administration in 1904 (Blumberg, 1987). Thorndike later teamed with Dr. Strayer at Teachers College, Columbia University, where they published their findings "in the application of quantitative methods to school problems" (Blumberg, 1987, p. 39) in the 1913 publication *Educational Administration: Quantitative Studies*. Strayer held the title of the "placement baron" due to his direct influence in procuring the most desirable positions in educational administration
for his research assistants. This practice created an elite group of educational administrators who were primarily Protestant, white, male social scientists. In 1909, Ella Flagg Young became the first woman to enter this elite group as the superintendent of the Chicago schools.

Schools at one time enjoyed an atmosphere of near isolation from politics. The church first led the educational trail with a common school following. Early educational leaders related education to class needs, a conflict theorist view of stratification. The 1950s saw an era of McCarthyites and the fear of communism invading our schools, where the American Association of School Administrators (AASA) banned any person with a communist affiliation from being employed by a school. As the chief executives of the educational system, the administrators enforced these views. Reform issues, legislative mandates, and judicial decisions have since increased educational regulations and the responsibilities of administrators. Today, highly trained administrators approach education not only as a science but as a contingency of many techniques, at times referred to as an art.

**Effective Principals**

The role of the educational administrator or the principal has become a complex position requiring managerial and leadership qualities. Research and
literature (e.g., Lipham, 1981; Lipsitz, 1983; Manasee, 1985; Purkey & Smith, 1983) have explored the various roles of an "effective principal," and characteristics associated with effective principals and effective schools have been published.

The role of the building principal varies from school to school, but a consensus can be reached from research (e.g., Clark & Clark, 1987; Clark & Clark, 1989; Valentine & Kirkham, 1985) that these roles are numerous and ever-changing. As a manager, the role of the principal is one of a facilitator. The managerial functions of the principal include scheduling; developing policies, rules, and norms; hiring personnel; supervising personnel; coordinating pupil services; managing staff development; and budgeting (Donmoyer & Wagstaff, 1990). The current movement is to site-based management where the principal takes a more active role in the financial and decision-making process. Cawelti (1984) described alternative uses of funding, team operation, advisory committees including parents and students, and increased latitude in personnel selection and curriculum modification as some key elements of site-based management. The role of the principal then changes from bureaucratic regulation to professional responsibility (David, 1989).
The principal functions as the leader of a team that should emphasize "pride, cooperation, and communication in the school" (Pellicer, Anderson, Keefe, Kelley, & McCleary, 1990, p. 60). Sergiovanni (1984) described the leadership forces of the principal as "technical" or involving management techniques, "human" or social and interpersonal sources, "educational" or educational and schooling expertise, "symbolic" or focusing attention on matters important to school, and "cultural" or building a unique school culture (p. 6). As the educational or instructional leader, the principal addresses the curriculum issues of the amount of content, academic focus, sequence of course work, length and extent of content, diversity of curriculum, homework as related to content, curricular alignment, and quality of course objectives (Murphy, 1990).

The principal needs to have a vision of what his or her school should be and develop goals accordingly. These goals and their purposes then need to be communicated to all concerned, followed by monitoring the school's climate and effectiveness. James W. Gardner, former Secretary of Health, Education, and Welfare, defined leadership as "judgment in action," an appropriate descriptor of a principal (Hannaway & Crowson, 1989).

In addition to the various roles a principal plays, problems do exist that require the supervision of the
building administrator; discipline, student rights, legal and ethical considerations, resource allocations, principal/teacher relations, and time allocation are but a few. Principals need to develop a level of trust with their teachers while also acting as their formal evaluator. It is "naive and arrogant to assume that principals . . . can acquire and maintain a higher level of teaching expertise than teachers engaged in teaching" (Goodlad, 1984, p. 303), while assuming their other duties. Principals must also manipulate between normative and descriptive time allocation to achieve the seven tasks of planning, decision making, organizing, coordinating, communication, influencing, and evaluating (Sergiovanni, 1987).

Educational administrators are looking more to techniques utilized in business to manage and lead their schools effectively. "To be effective and efficient, we need rigorously enforced standards, quality control, discipline and order" (Rogers, Talbot, & Cosgrove, 1984, p. 40); these are the recommendations of the best-run companies. Business also views initiators as "more successful than managers or responders in facilitating change" (Hall, Rutherford, Hord, & Huling, 1984, p. 22). While this literature compares business and education, it also warns against making blanket comparisons. Education
deals in a human commodity with unique needs and individual behaviors. The building principal may utilize some of the recommendations may be big business, e.g., listen to the consumer, but must recognize and exercise constraint. Principals need people skills and the ability to exercise good judgment (Troisi & Kidd, 1990).

Principals, then, must possess the skills and qualities necessary to achieve the various roles demanded by their position effectively. They should possess personal traits and beliefs, experiences, and training that are influential factors affecting educational decisions and activities (Dwyer, 1984). Principals from the 1988-1989 Recognized Secondary Schools reported in the U.S. Department of Education's survey that successful principals need to model the "5 C's": commitment, caring, common sense, communication, and courage (School Leadership, 1989). Dr. David Lee (1991) suggested to principals attending the 1991 National NASSP Convention that they follow the "Four R's to Administrative Success": risk, reflect, revise, and reform. According to Manasse (1985), effective principals have a vision or goals, strong cognitive abilities, good time management, a good self-image, good interpersonal communications, and rituals around student achievement. NASSP summarized more than 75
research studies and found nine behaviors attributable to successful principals:

1. Demonstrating a commitment to academic goals,
2. Creating a climate of high expectations,
3. Functioning as an instructional leader,
4. Being a forceful and dynamic leader,
5. Consulting effectively with others,
6. Creating order and discipline,
7. Marshalling resources,
8. Using time well, and

The National Association of Secondary School Principals' Assessment Center conducted a shadow study of exemplary principals and identified 12 skills associated with these educational administrators:

1. Problem analysis,
2. Judgment (decision-making process),
3. Organizational ability,
4. Oral communication,
5. Written communication,
6. Decisiveness,
7. Leadership (requiring staff support),
8. Sensitivity,
9. Stress tolerance,
10. Personal motivation,
11. Range of interests, and

Research and literature (e.g., Bevoise, 1984; Carter &
Klotz, 1990; Cawelti, 1984; Keefe, Clark, Nickerson, &
Valentine, 1983) have explored the role and characteristics
of the effective educational administrator or principal,
offering concise interpretations. John W. Gardner stated
that "even the best institutions--those with a clear sense
of mission, excellent internal communications, and
spectacular technical abilities--will fall short in the
long run without effective leadership" (Hannaway & Crowson,

Middle Level Principal

Research (e.g., Lipham, 1981; Lipsitz, 1983; Cawelti,
1984; Keefe, Clark, Nickerson, & Valentine, 1983) has shown
that strong leadership is crucial to a successful school,
but in what way are the roles and characteristics of the
middle level principal unique? The philosophy of the
middle level school and the developmental needs of its
pupils require a building administrator who possesses not
only the characteristics associated with effective
principal but a leader who is a "people person" (Valentine
& Kirkham, 1985), a leader of leaders (Clark & Clark,
1989), and knowledgeable about the developmental needs of
young adolescents. George Melton described middle level
principals as "the gate keepers of the school" at a keynote address for the Middle Level Education Luncheon at the 1990 National NASSP Convention.

Restructuring to a middle level school places added demands on the building administrator. To bring about change to a middle level school philosophy successfully, the principal needs to possess a passion for middle level education, be willing to share decision making, display a concern for the well-being of all persons in the school, provide opportunities for new approaches, have a good self-concept, and be a model of school norms (Clark & Clark, 1989).

The nature of a middle level school promotes increased collaboration and cooperation between the administration and teachers, where the principal is a true instructional leader. The principal is a "generalist," raising important questions and acting as a catalyst to bring all concerned parties together to build a collaborative school (English & Hill, 1990; Smith & Scott, 1990). The middle level administrator has the greatest influence on both the formal and informal relationships among adults in the school (Smith & Scott, 1990). Although the middle level school centers on a team approach with strong teacher empowerment, ultimately the principal stands alone and is accountable for the operation of the school.
If a principal is involved in the initial restructuring of a junior high school to a middle level school format, he or she needs to know the community, faculty, and staff; know about early adolescents and their developmental needs; be familiar with successful middle level school programs; be prepared to defend the uniqueness of the middle school; be aware that each middle level school is different; be aware of the process of change and how to involve others; be an example; plan; and work hard (Clark & Clark, 1989). The middle level principal needs to explore research and national commission reports of effective schools thoroughly to avoid making broad generalizations that may not be developmentally responsive to the early adolescent (Clark & Clark, 1987).

As a cultural leader, the principal can create a feeling of belonging, a feeling of ownership, by planning and implementing each phase of restructuring by involving the faculty, students, parents, and the community. It is essential that all parties share a vision of the unique identity and needs of young adolescents. Although the team approach is characteristic of a middle level school, it is important that the principal conveys the vision of the ideal school, makes known the school's goals, sets the expectations for teachers and students, and visibly represents the school (Glatthorn & Spencer, 1986).
Crucial to successful middle level restructuring is staff development. A comprehensive staff development plan needs to focus on the individual needs of the faculty with provisions made for training. Of prime importance is a firm knowledge base of the early adolescent and the components of successful middle schools.

The principal also needs to address other areas of concern when restructuring or supervising the operation of a middle level school. He or she should make available ample equipment and facilities, including areas for large and small groups. The budget should be set with priorities for resource and time allocations. Teachers should be directly involved in the block scheduling with time allotted for team planning. Evaluation of the program is an integral responsibility of the principal (Clark, 1981). Although most principals find themselves spending more time on school management, most would prefer to devote more emphasis to program development (Valentine & Kirkman, 1985).

Joan Lipsitz (1983) explored the role of the principal in four successful middle level schools by conducting impressionistic case studies in 1980-1981. These principals had a driving vision of what was needed for early adolescents and placed an emphasis on why and how things were to be done. They were practical and knew how
to delegate power. Their competency was acknowledged, and they were able to keep good teachers. Instructional leadership was viewed as their major function. These principals were able to secure curricular and governance autonomy for their schools. They were described by others as charismatic, entrepreneurial, and able to make people feel special; however, they were also driven and possessive.

NASSP conducted a national study of exemplary middle level principals between 1980 and 1983. The Middle Level Principalship: Volume II (1983) reported that effective middle level principals were people-centered and were clearly dedicated to middle level needs. They practiced participatory management in decision making and in-service and program development. Communication with staff members was deemed important, and they created their "good faculty members" as a source of strength. One-to-one contact and a good working relationship with their staff were cited as integral parts of the school's climate.

The Carnegie Council on Adolescent Development's (1989) report, Turning Points, stated that "teachers and principals have the major responsibility and power to transform middle grade schools" (p. 36). But they also cite the principal as having the ultimate responsibility for the overall operation and performance of the middle
level school. Turning Points saw a change in the role of the principal with a change in the school organization. The principal would be responsible for the safe and efficient functioning of the entire school, creating a new environment, equitably allocating resources, and accountability. They would now need some attributes similar to those of the superintendent, the ability to employ political skills, to articulate a broad educational vision, to visualize and plan based on broader trends, and to understand and deal with the civic and political community.

For a middle level school to be truly responsive to the developmental needs of early adolescents, the leadership of a strong principal is crucial. "Without this leadership our middle level schools will be susceptible to the traditional forces in our society and profession that would make the school in the middle a miniature high school or an elaborate elementary school, ill-defined and inappropriate to the developmental and academic needs of the age group" (Schockley, Holt, & Meichtry, 1985, p. 3).

School Leadership Preparation and Certification

Effective middle level principals, like all educational administrators, are not inherently born leaders. They receive training and preparation through university educational administration programs and
practical experience. Teacher accountability and professional preparation programs have been under scrutiny for several years, but as the literature reports (Haller & Strike, 1988; Hammond, 1989; Tougher standards urged, 1989), the preparation of school administrators, particularly principals, is currently receiving a great deal of attention. This section examines the findings and recommendations of research and literature on principals' preparation and its correlation with state certification and licensing.

University Educational Administration Programs

Research findings and conclusions pertaining to university educational administration preparation programs denote three recurring themes. The first step deemed important is the screening and selection of quality people to enter the field of educational administration. The second step involves a union between state certification boards, universities, and school districts. The third step places value on field experience as a preparatory step to becoming an effective educational administrator. Various programs incorporating these principles have been implemented throughout the United States. Applications have also been made specifically for middle level principals preparation and certification programs.
Recommendations for reform in educational administration preparation programs include the suggestion for a National Policy Board of Educational Administration and separate state licensure boards to establish and enforce the standards of admission and professional practice. It is even suggested that the administration preparation programs at some 300 institutions be eliminated because of the mediocrity of the programs (Hannaway & Crowson, 1989). Carter and Klotz (1990) suggested abolishing the instructional leadership role of the principal rather than reforming state certification requirements or university preparatory programs since principals appear not appropriately prepared to assume this role. Research further reports low standards for admission to administrative programs of study; a lack of structure, sequencing, and focus in programs of preparation and certification; many administrators unprepared upon leaving a training program; and university programs "out-of-touch with practical reality" (Hannaway & Crowson, 1989, p. 9).

Recruiting bright students with those qualities associated with proven leadership is the focus of assessment centers for admission to educational administration preparation programs. Wendel and Uerling (1989) outlined five components deemed important for an Assessment Center: curriculum, instruction, personnel,
standards, and research. As teaching opportunities become more attractive, fewer outstanding people enter the field of administration (Rossmiller, 1986). Research and literature (e.g., Hannaway & Crowson, 1989; Thomson, 1989a) advocate stringent guidelines and assessment procedures for admission to administration preparation programs.

There is an undeniable link between certification requirements and university preparation programs (Miklos, 1983). The added momentum or opposition given at the state level for program reform directly influences the implementation of program changes at the university level. The best models of educational administration preparation programs are driven by state requirements (Griffiths, Stout, & Forsyth, 1988). Likewise, the changing role of the building principal necessitates university preparation reforms and suggested certification revisions. The National Association of Elementary School Principals (NAESP) presented skills considered important for principals of the twenty-first century and implications for preparation program reform. They proposed a less generic approach to preparation programs, abolishing the internship, obtaining a knowledge of effective instructional practices and child growth and development, gaining a wider range of site-level skills and an expertise in teacher evaluation, possessing the ability to
communicate and apply technology to management, acquiring and understanding leadership theories and skills, learning how to utilize the political process and develop a vision, and developing a knowledge of effective schools (Smith & Greene, 1990).

Research professors and school administrators form a circle of poor results, hostility/distrust, frustration, and neglect (Thomson, 1989). What is needed, according to Thomson, is a partnership between the schools and the universities. Field experience and classroom management were seen as vitally important by middle level educators (Clark & Jones, 1986). Active participation in ongoing school renewal was discussed by Edmundson (1990). Reavis (1990) called for more hands-on activities in the areas of curriculum, classroom practice, culture, and climate.

At the 1991 NASSP Convention, Scott Thomson discussed the recommendations of the National Policy Board for a major reworking of preparation programs to include functional, programmatic, interpersonal, and contextual domains. He also called for the emphasis of programs to be placed more on practice than on theory. Thomson (1989) had written earlier that administrative preparation programs should select research topics of the "real-world" context. University formal degree programs need to become realistic and meet the needs of principals and schools (Houlihan,
1988). According to Thomson (1989), "Professional knowledge is created when unique and changing problems are faced in applied settings" (p. 217).

The restructuring of university preparation programs has produced many innovative models of training. The seven training models described in *Leaders for America's Schools* (Griffiths, Stout, & Forsyth, 1988) were Assessment Centers with NASSP, the National Academy of School Executives, Bush Public Schools Executive Fellows Program, the Florida Academy for School Administrators, the Project Results-Oriented Management in Education, Project Leadership, and Research-Based Training for School Administrators. Murphy and Hallinger (1987) discussed the APEX Center, which features codification of practical knowledge; administrative certification at the mid-management, instructional supervisor, and superintendency levels on the basis of the AASA Guidelines; and the Harvard Principal's Center, which utilizes the knowledge of school leaders in workshops and summer institutes. Murphy and Hallinger (1987) conclude that there is a need to connect theory and practice.

The University Alliance Project is working with the Danforth Principal Preparation Program and NASSP to formulate a leadership training program of cohort groups working collaboratively with the universities and the
school districts. The East Tennessee State University alliance plan includes a regional steering committee, performance-based screening, a developmental focus and personal development profiles, problem-based instruction, a year-long internship, and a portfolio development and presentation (West, 1991). According to Glen Ovard (1991), Curriculum Director, The Danforth Program at Brigham Young University places emphasis on the interpersonal skills of the principal to manage daily demands.

Two other programs lend themselves to the improvement of educational administration preparation programs. In 1981, Florida enacted The Management Training Act requiring excellence in principals. The resulting Human Resource Management and Development plan calls for a systematic approach to provide experiences for principals and matching their strengths with school needs. The program targets selection, site analysis, appraisal, training, and support of the principals as essential elements (Mosrie, 1990). NASSP supports two programs, Springfield and Leader 1-2-3, that view the ideal situation of assessment of the candidates; coordination of state, university, and local efforts; and opportunities to practice skills on the job.

The literature (e.g., Jenkins & Jenkins, 1991; Clark & Jones, 1986; Carnegie Council, 1989) frequently calls for specialized preparation of middle level teachers. The
Carnegie Council on Adolescent Development (1989) asked universities to provide appropriate training programs for middle level teachers and to work with the middle schools to facilitate reform. The Task Force stresses the urgency for drastic change in university teacher preparation programs to create an understanding of adolescent development. No mention is made of specialized training of middle level administrators, even though administrators are seen as essential in designing and coordinating school-wide programs (Carnegie Council, 1989). Alexander and McEwin (1986) stated that adequate special preparation of personnel will ensure quality programs at the middle level. They found that 17 percent of the institutions responding to their survey had specialized training for middle level principals in 1986. In 1990, McEwin reported that 13 percent of the responding institutions had special classes or programs in middle level administration. "If we are to continue the gains we have made in middle level education we must take a leading role in the reform of teacher education" (Swaim, 1991, p. 51). Others (e.g., Carnegie Council, 1989; Keefe, Clark, Nickerson, & Valentine, 1983) write that principals and other staff, as well as teachers, are in need of specialized training in early adolescents and middle level school philosophy.
The University of Nebraska-Lincoln (UNL) and the University of Cincinnati have programs especially designed to meet the needs of middle level administrators. The Nebraska Middle Level Leadership Program includes endorsement, certification, and doctoral studies that address ten points inherent to middle level education. According to Alfred Arth, professor of education at UNL Teachers College, the program has a four-point philosophy: middle-level educational philosophy, curriculum, and instruction; school building effectiveness; educational psychology; and leadership (Rzewnicki, 1991). The University of Cincinnati has a program offering required skills for middle level principals as set forth by the Guideline of Middle Level Principal Competencies, NASSP (English, 1991). This, then, meets the needs for middle level principals' certification in Ohio.

Changes are being made in educational administration preparation programs. The National Policy Board for Educational Administration (1989) published an agenda for nine changes recommended for institutional reform in preparation of school administrators. Among the recommended changes are higher entrance standards, creation of a national certification exam, a doctorate in educational administration as a prerequisite for national certification, one full-time year of academic residency for
Ed.D.s, and withholding national accreditation of programs failing to meet suggested standards (Tougher Standards, 1989). For educational administration preparation programs to be deemed salutary, reform and restructuring will be needed. "Accountability is provided by rigorous training and careful selection, serious and sustained internships for beginners, meaningful evaluation, opportunities for professional learning, and ongoing review of practice" (Darling-Hammond, 1989, p. 78).

**Educational Administration Certification**

Certification or licensing or educational administrators varies from state to state. Some states have one certification for all principals (grades K-12), while others have certifications for specific grade combinations.

The National Policy Board for Educational Administration has published a new "Statement of Purpose" for professional certification and program standards (Professors of Secondary, 1991). They propose two levels of certification by a professional body in addition to state licensing. The entry level would require three years of teaching experience and 30 semester hours beyond a Master's Degree. The advanced level would also require a doctorate with one year of full-time study on campus.
The Educational Testing Service (ETS) is working with NASSP and NAESP to establish a national educational administrators exam (Anrig, 1990). Currently, they have developed the following viewpoints: Principals are professionals; they believe in an assessment approach and on-site observations; principals should possess a depth of knowledge and skill, especially in instructional leadership; and NASSP and NAESP may want to explore national certification for their members (Anrig, 1990).

The number of states having middle level teacher certification and/or endorsements has increased from 2 in 1969 to 15 in 1978, 25 in 1982, and 28 in 1990 (Alexander & McEwin, 1986; McEwin, 1990). While three states reportedly had middle level principal certification in 1990 (McEwin, 1990), several additional states have added middle level principal certification or are currently reviewing its implementation. A survey indicated that middle level teachers and principals supported middle level teacher certification, while only the teachers supported middle level principal certification. Both teachers and principals believed that special certification should be attained through added course work rather than a degree (DeMedio & Mazur-Stewart, 1990).

Turning Points supports special endorsements for middle level teaching (Carnegie Council, 1989). In 1993
voluntary certification through the National Board for Professional Teaching Standards will be available in five areas. Middle level teachers may select Early and Middle Childhood (grades K-6), Middle Childhood and Early Adolescence (grades 4-9), Adolescence and Young Adulthood (grades 7-12), or Early Childhood through Young Adulthood (grades K-12). The Middle Childhood and Early Adolescence certification concentrates on the developmental characteristics of pre-adolescents and adolescents. Option 1 is a generalist, and Option 2 is a specialist (National Board for Professional Teaching Standards, 1989). The National Council for Accreditation of Teacher Education in association with the National Middle School Association has established guidelines for middle level teacher preparation and certification (National Council, 1989).

The call for specialized middle level teacher preparation and certification is strong and clear. Therefore, should there not also be university preparation programs and state certification for the leaders of middle level schools, the principals?

Summary

The review of literature has focused on the unique nature of the early adolescent and the middle school; effective leadership and the middle level principal; and
educational administration university preparation programs and state certifications.

The early adolescent, aged 10 to 15 years, experiences a period of transescence from childhood to adolescence. During these years, they face conflicting emotions and roles, searching for an identity of their own. Although early adolescents seek independence, they look for structured freedom and guidance in determining their values. The early adolescent physically undergoes rapid growth and sexual maturation. These changes can often cause energy extremes, asynchrony, awkwardness, and a denial of self-worth. Their attention span is shortened, and they move from concrete to abstract thinking. The early adolescent possesses unique characteristics with emotional/social, physical, and intellectual needs.

The early adolescent is not a young child, as found in an elementary school, or an adolescent, as found in a high school. They are children in the middle with special developmental needs. It is the role of the middle level school to provide a learning atmosphere developmentally responsive to these needs. There has been a dramatic increase in the number of middle level schools found in the United States. This movement is not only a change in grade configuration but a change in philosophy. The middle level school attempts to meet the needs of these 10 to 15 year
olds with an organizational and curricular structure conducive to their emotional/social, physical, and intellectual needs. A school operating with a middle level philosophy may include interdisciplinary teaming, advisor/advisee programs, exploratory classes, intramural sports, block scheduling, daily physical education, health/sex education, cooperative learning, community involvement, and recognition programs. As stated by the Carnegie Task Force (Carnegie Council, 1989):

It [the middle grade school] focuses squarely on the characteristics and needs of young adolescents. It creates a community of adults and young people embedded in networks of support and responsibility that enhance the commitment of students to learning (p. 36).

Key to the operation of an effective middle level school is the strong leadership of the principal. The middle level principal needs not only the managerial and leadership qualities associated with effective principals but the added leadership characteristics associated with middle level education. Successful principals are found to act as an instructional leader, possess good oral and written communication skills, manage time well, have a vision and goals, have a good self-image, and be decisive in solving problems and making decisions. In addition, middle level principals need a knowledge base of the developmental needs of early adolescents. They need to be a "people persons" working closely with the students,
parents, the community, and staff. They need to be instructional leaders fostering change and providing staff development for the faculty. The middle level principal works directly with the teachers sharing decision making and increasing teacher empowerment. The role of the middle level principal differs from that of their contemporaries due to the unique needs of the students and the unique nature of the middle level school.

The restructuring of university educational administration programs has witnessed a move to selecting quality candidates; an alliance between state certification boards, universities, and school districts; and practical field experience with mentors. The move to middle level schools has increased the demand and need for middle level teacher preparation programs and enhanced the desire for middle level teacher certification or endorsement due to the special needs of early adolescents. With this increased awareness of the developmental needs of early adolescence, popularity of middle level schools, and demand for teacher preparation programs and certification, is it not reasonable to assume that the leader of these students, programs, and teachers should likewise receive specialized training and certification in middle level education?
CHAPTER 3

METHODOLOGY

Introduction

A questionnaire survey was sent to principals of nationally recognized middle, junior high, and intermediate schools in October of 1990. The Middle Level Principal Study (MLPS) was conducted to determine the role of the middle level principals, their preparedness, and the requirements for certification in their state.

Research Questions

1. What leadership characteristics, knowledge, and skills are deemed important by middle level school principals?

2. What educational preparations have middle level principals received to prepare them for leading a middle level school?

3. What teaching and administrative experience do principals bring to their middle school position?

4. What middle level courses, if any, have middle level principals taken in their university educational administration programs or in other areas of education?
5. What university course studies specific to middle level administration are recommended by middle level principals?

6. Which states did respondents identify as having certification or endorsement requirements for middle level teachers and principals?

Design of the Study

This study utilizes a Survey Research Design. With this design, all subjects meeting specified criteria were selected as respondents, not randomly assigned to groups as in controlled experimentation. Data were obtained through direct responses on a written questionnaire.

The Research Sample

A total of 77 middle, junior high, and intermediate school principals were selected for this study. They were identified from the U.S. Department of Education's (USDE) (1987) list of outstanding middle, junior high, and intermediate schools in the 1987-88 Elementary and 1988-89 Secondary Recognition Programs. The principals of these recognized schools were requested to complete the questionnaire for the Middle Level Principal Study.

The U.S. Department of Education (1987) established stringent guidelines for the school recognition program. The purpose of the program is to identify as outstanding
those schools that effectively meet their goals and address the intellectual, social, and moral growth of their students. While the attainment of basic skills is recognized, age-appropriate courses meeting the development needs of students are deemed important. Middle schools may participate in only one program, either the Elementary or the Secondary School Recognition Program. The selection of schools for recognition is based in part on six conditions of effective schooling as set forth by USDE: (1) leadership, (2) teaching environment, (3) learning environment, (4) institutional vitality, (5) parental and community support, and (6) indicators of success. The review process requires a nomination by state school officers, review by the National Review Panel, a two-day site visit, and a second review by the Review Panel. No selection quotas are established for public or private schools or for geographic locale. One basic premise undergirding the selection process is "For any school to be judged deserving of recognition, there should be strong leadership and an effective working relationship among the school, the parents, and others in its community" (p. i).

The schools selected were classified as 43 middle schools, 27 junior high schools, and 7 intermediate schools. Of these, 66 were recognized in the Secondary School Recognition Program, and 11 were recognized in the
Elementary School Recognition Program. A cross-section of the United States was represented, including 29 states, the Department of Defense schools, and the District of Columbia.

Instrumentation

The Middle Level Principal Survey (MLPS) is based on research conducted by Keefe, Clark, Nickerson, and Valentine for the 1983 National Association of Secondary School Principals' study, *The Middle Level Principalship, Volume II: The Effective Middle Level Principal*. NASSP conducted the 1983 survey using a questionnaire and on-site interviews to explore the traits and roles of effective middle level principals, characteristics of their school programs and personnel, and specific middle level educational issues. The Middle Level Principalship Survey contributed to a better understanding of middle level school programs and middle level principalship as evidenced by frequent citing of the study in subsequent research and literature. "Contemporary research stresses the importance of the principal's role in effective schooling and emphasizes the central position of the principal as planner, leader, facilitator, and decision maker for the school" (Keefe et al., 1983, p. vii). The 1983 Middle Level Principalship Survey made major contributions to understanding better the functions of effective middle
level principals; therefore, the study was adapted for the purposes of this MLPS survey. The MLPS was expanded to solicit the middle level university courses taken and recommended by the respondents. The principals were also asked to describe their administrative certification and the types of professional certification held by teachers in their school. The types of requirements for administrative certification in the respondents' states, as well as the respondents' recommendations, were elicited. The questionnaire was developed in consultation with Dr. Donald Clark, coauthor of The Middle Level Principalship (Keefe et al., 1983). The final version of this modified MLPS was derived following a pilot study in August 1990 by five middle level principals.

The Middle Level Principal Survey, as modified, consisted of 57 questions divided into four major areas: the nature of the school (24 items), the personal and professional background of the principal (15 items), the preparation of the principal to become an administrator (10 items), and the types of certification held by the principals and their teachers and the requirements in their state (8 items). The question response categories included closed-ended, open-ended, ratings, rankings, and simple categorization. (See Appendix A for a copy of the cover
letter requesting the principals' participation in the study and Appendix B for a copy of the questionnaire.)

Procedures

The Middle Level Principal Survey, accompanied by a cover letter, was sent to the principals of the 77 selected middle, junior high, and intermediate schools in October, 1990. Follow-up telephone calls were made with nonrespondents in an effort to contact principals of states not yet represented by returns. An additional copy of the survey questionnaire was sent to those requesting it.

Analysis of Data

The frequencies of responses for each item of the MLPS were tabulated. Open-ended questions were recorded, and cross-tabulations were analyzed by placing similar responses into categories. Categories were created from the data analysis by grouping similar responses according to the discretion of the researcher. Ratings and rankings were prepared by the rate or rank frequency of each selection. Categorization responses were recorded and averaged.

Summary

Chapter 3 reviewed the research questions, design of the study, survey sample, the questionnaire instrument, procedures followed, and the data analysis of this study.
Criteria for sample selection were given. The formation of the Middle Level Principal Survey was described, and evidence of validity was presented. Data analysis was described through the preparation of frequencies and cross-tabulations of the data.
CHAPTER 4
THE FINDINGS

Introduction

Chapter 4 presents the findings obtained from the Middle Level Principal Survey (MLPS) in three sections. The response rate and the distribution of the responding schools are reported in the first section. The second section identifies the demographics of the schools served by the responding principals. The last section provides an informational data analysis for each of the six research questions. The chapter concludes with a brief summary of the findings.

Response Rate

A total of 77 questionnaires were sent to principals of 43 middle, 27 junior high, and 7 intermediate schools. Of these, 40 were returned, a response rate of 52 percent. Of the principals responding, 21 represented middle level schools, 17 junior high schools, and 2 represented intermediate schools. The 1987-88 Elementary School Recognition Program was represented by 5 responding schools, and the 1988-89 Secondary School Recognition Program was represented by 35 schools (U.S. Department of
Education, 1987). Responses were received from 22 states representing a cross-section of the United States.

Demographic Characteristics

Principals were asked to respond to questions pertaining to the size of their schools and community as well as questions about the programs and policies inherent to their schools.

The number of staff members included as many as 104 teachers and 70 counselors to as few as 13 teachers and no counselors. Table 1 shows the means of staff members, including teachers, counselors, assistant principals, deans, activity directors, and others, as well as the means of male and female staff members.

The population of the locale ranged from a town or rural area with under 4,999 to a city with more than 1,000,000 inhabitants. Forty-five percent of the reporting principals were from middle level schools in suburban areas related to a city with a population of 150,000 or more.

Although the size of the districts ranged from 500 to more than 20,000 students, 13 principals were from districts with 2,000 to 3,999 students and 9 were from districts of 20,000 or more students. Eighteen principals reported having only one middle level school in their district, ten reported having two middle level schools, and seven districts had eight or more middle schools.
Table 1. Mean Number of Staff Members.

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>48.3</td>
<td>15.3</td>
<td>33.00</td>
</tr>
<tr>
<td>Counselors</td>
<td>6.5*</td>
<td>1.6</td>
<td>4.90</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>1.4</td>
<td>0.8</td>
<td>0.60</td>
</tr>
<tr>
<td>Deans</td>
<td>0.2</td>
<td>0.1</td>
<td>0.10</td>
</tr>
<tr>
<td>Activity Directors</td>
<td>0.2</td>
<td>0.2</td>
<td>0.04</td>
</tr>
<tr>
<td>Others</td>
<td>1.7</td>
<td>0.3</td>
<td>1.40</td>
</tr>
</tbody>
</table>

* Reflects part-time as well as full-time counselors.
While the student enrollment of the recognized schools ranged in size from 200-399 to 1,200-1,399 students, 42 percent of the principals responding were associated with schools of 600-799 students. The most frequent teacher-to-pupil ratio was 1:26-30, with a ratio of 1:21-25 second. The lowest teacher-pupil ratio was 1:11-15, and the highest teacher-pupil ratio was 1:36-40.

School Organization

The grade configuration of the responding schools included 52 percent of the schools with grades 6-7-8, 2 percent with grades 7-8, 20 percent with grades 7-8-9, 7 percent with grades 5-6-7-8, and 2 percent with grades 6-7. Only one of the 40 principals reported sharing buildings with an elementary or high school, and only 12 indicated utilizing block schedules with several periods blocked together to facilitate modes of instruction.

Instructional Programs

Grouping at all grades with restrictions in certain subject areas was reportedly practiced in 53 percent of the schools. Grouping at certain grade levels with subject-area restrictions was reported in the schools of 25 percent of the responding principals. Only 10 percent of the principals indicated no use of ability grouping.
The most commonly used programs for gifted/talented students were enrichment within the regular class situation and release time "pull-out" during the regular school day. More than half of the principals responding thought intramural rather than interscholastic activities should receive greater emphasis at all middle level grades.

Principals were asked whether their schools incorporated certain characteristics associated with middle level education. They overwhelmingly included students' participation in community service activities, programs that recognize student accomplishments, and interdisciplinary teaming. Complete data are listed in Table 2.

The responding middle level principals ranked the importance of the following educational purposes. They are listed according to the frequency of response from (1) the statement considered the most important to (11) the statement considered the least important.

1. Acquisition of basic skills.
2. Development of positive self-concept and good human relations.
4. Development of moral and ethical (spiritual) values.
5. Preparation for a changing world.
Table 2. Middle Level School Characteristics Incorporated.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interdisciplinary Teaming</td>
<td>32</td>
<td>8</td>
</tr>
<tr>
<td>Common Planning Period</td>
<td>25</td>
<td>9</td>
</tr>
<tr>
<td>Student Recognition Program</td>
<td>39</td>
<td>1</td>
</tr>
<tr>
<td>Advisor/Advisee Programs</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>Community Service Activities</td>
<td>39</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: These results were obtained from questions 12-17 of the MLPS.
6. Development of the skills to operate a technological society.

7. Understanding of the American value system.

8. Appreciation for and experience with the fine arts.

9. Physical fitness and useful leisure time sports.

10. Knowledge about and skills in preparation for family life.

11. Career planning and training in beginning occupational skills.

The Community

Ninety-five percent of the principals indicated that parents and the community were regularly involved in school activities. They were also involved in a planning or advisory capacity in the following areas. These areas are listed according to the frequency of response.

Student Activities (35)
Finance and Fund Raising (31)
Objectives and Priorities for the School (28)
Program Changes and New Programs Being Considered (27)
Evaluation of Programs (26)
Student Behavior, Rights, and Responsibilities (21).

While 63 percent of the principals indicated an increase in parental involvement, 73 percent indicated an increase in community involvement.
Job Characteristics

When filling teacher vacancies, 65 percent of the principals stated that they make the decision and the central office endorses it. Only 20 percent recommended a person to fill the vacancy, with the central office making the final decision. While 18 of the 40 principals played an active role in budget allocations for their school, 7 had no participation.

The Next Five Years

Principals were asked to speculate as to the specific needs of the early adolescent in their school five years hence. All responses were tabulated and then grouped into similar categories. These categories are listed according to the frequency of response.

1. Adapting to multicultural, global issues and a changing society.
2. Developing critical thinking skills.
4. Coping with family issues.
5. Functioning in a technological world.
6. Resisting at-risk behaviors.
7. Preparing life skills and values.

Principals were also asked to indicate what changes they see coming to their school in the next five years. Their responses were tabulated, grouped into similar
categories, and ranked according to the frequency of response. In the next five years, they see the following changes:

1. Increased population.
2. Diverse teaching strategies and curriculum.
3. Increased technology
4. School organization.
5. Meeting student special needs.
6. Teaching staff.
7. Budget cuts.
8. Diverse student population.

Results of Data Analysis

Research Question 1

What leadership characteristics, knowledge, and skills are deemed important by middle level school principals?

Middle level principals responded to the question asking for personal and professional characteristics they see successful middle level principals possessing. Responses to this open-ended question were varied and grouped according to similar characteristics. A sense of humor and a positive attitude were deemed as the number one personal characteristic a principal should have to be successful at the middle level. Principals viewed knowledge, training, and experience as the professional
characteristics most needed by middle level principals. A complete listing of the personal and professional characteristics seen as important for a middle level principal to be successful are reported in Table 3.

Research Question 2

What educational preparations have middle level principals received to prepare them for leading a middle level school?

Literature (e.g., Jenkins & Jenkins, 1991; Clark & Jones, 1986; Carnegie Council, 1989) recommends specialized preparation for teachers to work effectively in middle level schools. The middle level principals surveyed were, therefore, asked to respond to the preparation of their teachers for working with early adolescents. They reported that inservice programs were the most common method used for training their teachers for instruction at the middle level. University courses that focused on middle level education was the second most common method of preparation for teachers. Of the 40 principals responding, 16 stated that 26-50 percent of their teachers did their student teaching at the middle level, and 12 reported that 25 percent or fewer had middle level student teaching experience. Ninety-five percent of the principals indicated that their schools cooperated with a teacher training institution by providing teaching experience for
Table 3. Personal and Professional Characteristics of Successful Principals (listed in order of frequency).

<table>
<thead>
<tr>
<th>Personal</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sense of Humor/Positive Attitude</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Flexible</td>
<td>Well-Trained</td>
</tr>
<tr>
<td>People Person</td>
<td>Experience</td>
</tr>
<tr>
<td>Caring</td>
<td>Middle Level Teaching Experience</td>
</tr>
<tr>
<td>Energetic</td>
<td>Leadership/Management Skills</td>
</tr>
<tr>
<td>Child Centered</td>
<td>Organized</td>
</tr>
<tr>
<td>Communicator</td>
<td>Concern/Understanding Children</td>
</tr>
<tr>
<td>Commitment</td>
<td></td>
</tr>
</tbody>
</table>

Note: These results were obtained from Question 38 of the MLPS.
future teachers. The psychology of the middle level student was ranked as the most important area of preservice, followed by teaching methods for the middle level, curriculum for the middle level, and student/practice teaching at the middle level.

The degrees obtained and the fields of study pursued by the respondents varied. A majority of the principals surveyed possesses either a Master's degree plus some additional graduate work or an Educational Specialist degree from a six-year program or the equivalent. Six of the reporting principals have a doctorate. Educational administration and supervision were the major fields of graduate study for 60 percent of the respondents.

Only two of the principals had an undergraduate major in middle level education. Most principals had an undergraduate major in elementary education, social sciences, or humanities.

Research Question 3

What teaching and administrative experience do principals bring to their middle school position?

Of the middle level principals responding, 24 were male and 16 were female. A majority of the respondents were white, aged 40 to 49 years of age, and appointed to their first principalship between the ages of 35 and 39 years.
While 24 respondents had held only one position as a principal, 12 had held two such positions. Of the 40 principals responding, 18 had served as an assistant principal of a middle level school prior to becoming a middle level principal. Five had been the principal of an elementary school, three had been a middle school teacher, and three had been an assistant principal of a high school. The number of years served as a principal varied from 1 to more than 25 for those surveyed. The number of years served as a middle level principal also varied, but a majority of the principals had 4 to 7 years experience as a middle level principal. For complete informational data, refer to Table 4.

Seventy-five percent of the principals questioned indicated having between 4 and 14 years of teaching experience. One principal reported having no teaching experience. Twenty-five percent of the principals had one year or less experience as a middle, junior high, or intermediate teacher, while 48 percent had between 4 and 14 years of teaching experience at this level. Table 5 reports the data on the teaching experience of the middle level principals responding.
Table 4. Principal Experience.

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>Principal</th>
<th>Middle Level Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2 or 3 years</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4 or 5 years</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>6 or 7 years</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>8 or 9 years</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>25 or more years</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: These results were obtained from Questions 30 and 31 of the MLPS.
Table 5. Teaching Experience.

<table>
<thead>
<tr>
<th>Years Experience</th>
<th>Teaching</th>
<th>Middle Level Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>1 year</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>2 to 3 years</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>4 to 5 years</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>7 to 9 years</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>10 to 14 years</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>15 to 19 years</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>20 to 24 years</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>25 or more years</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: These results were obtained from Questions 33 and 34 of the MLPS.
Research Question 4

What middle level courses, if any, have middle level principals taken in their university educational administration programs or in other areas of education?

Principals were asked to indicate the university, year, department, and course title of university courses they had taken specific to middle level education. There were 19 principals who indicated no university course work in middle level education. Only 1 course was taken in the 1950s, while 3 were taken in the 1960s, 12 in the 1970s, 22 in the 1980s, and 5 in the year 1990. The courses taken were in the Departments of Education (29), Educational Administration (4), Educational Psychology (2), Psychology (2), Curriculum (1), Social Work (1), and Business (1). The exact titles of the courses varied, but they could be classified under the general titles of Adolescent Psychology/Development (9), Middle School Curriculum/Methods (8), Middle School Administration (7), and Middle School Philosophy/Theory (4). The numbers in parentheses indicate the number of responses in each category. The universities offering middle level courses were varied and encompassed various locations throughout the United States.
Research Question 5

What university course studies specific to middle level administration are recommended by middle level principals?

The middle level principals indicated a multitude of courses they believed should be offered by universities in middle level administration. All responses were recorded and grouped into categories with similar characteristics. In order of frequency of response, the middle level principals surveyed recommended university middle level administrative courses in

1. Psychology of the early adolescent/developmental needs.
2. Middle level teaching strategies.
3. Middle level leadership skills.
4. Middle level curriculum.
5. Middle level philosophy/methodology.
7. Public relations.
8. Experience-based application.

Research Question 6

Which states did respondents identify as having certification or endorsement requirements for middle level teachers and principals?
Principals were asked to respond to several questions pertaining to the certification of their teachers. Nineteen principals indicated that a majority of their teachers held secondary certification, while eight indicated middle level certification, and twelve elementary certification. Fifty-eight percent of the principals said their states did not have middle level teacher certification or endorsement, while 22 percent had middle level certification, and 20 percent had middle level endorsement for teachers.

The administrative certifications of the principals were categorized as follows: 18 with K-12, 16 with secondary, 3 with elementary, 1 with middle, and 2 with other types of administrative certifications. State administrative certifications were represented by three types: 16 respondents said their states had only K-12 administrative certification, 14 were either secondary or elementary, and 10 indicated secondary, middle, or elementary administrative certifications. Ninety-five percent of the principals reported no middle level teacher certification or endorsement was necessary to be certified as a middle level principal in their state.

When asked their opinion, 58 percent said they believed there should be middle level administrative certification for principals. The same number of
principals positively indicated support for levels of certification for principals, including middle level.

Only four principals indicated that their states had any requirements for middle level principal certification or endorsement. North Carolina required a Master's Middle Level Education, Ohio required one course, Georgia specified one course entitled "Nature and Curriculum of the Middle Grades Learner," and the issue was under consideration in the State of Massachusetts.

Summary of the Findings

Chapter 4 has presented the results of the Middle Level Principal Survey according to the response rate, demographic data, and research question data.

Informational data on the schools of the responding principals were provided in the first section. There was a 52 percent response rate with more than half of the 40 schools named as a middle level school. Eighty-eight percent of the schools had been deemed outstanding schools by the 1988-89 Secondary School Recognition Program (U.S. Department of Education, 1987). A cross-section of the United States was represented in the MLPS.

Demographic data on the schools and communities, school organization, instructional programs, and the principal's job characteristics and opinions were given in section two. The largest number of schools was located in
suburban communities related to cities of 150,000 or more in population and had from 600-799 students with 2,000-3,999 students in the district. The schools had on average 48 teachers. The most common grade configuration was 6-7-8. Grouping was implemented on a restrictive basis, and middle level programs were implemented in all but a few of the schools. Parents and the community were actively involved in school activities and participated in a planning and advisory capacity with the schools. Principals saw an increase in the population as a concern in five years and adapting to a multicultural world within a changing society as a major need of students.

The third section discussed the MLPS's findings as they applied to the six research questions. A sense of humor and a knowledge base were characteristics deemed important for a middle level principal to be successful. A majority of the principals responding had a Master's degree plus additional graduate work or a Specialist degree in educational administration or supervision. Most of the principals had five or more years of teaching experience with at least some experience at the middle level. Forty-five percent of the principals had served as a middle level principal for four to seven years. About half of those principals surveyed had taken university courses in middle level studies. These were generally taken in the area of
Education and included a variety of courses from adolescent psychology and development to middle school philosophy and theory. These same areas were recommended as university courses of study in middle level administration. While 58 percent of the principals indicated that their states had middle level teacher certification, only three states were identified as having requirements for middle level principal certification. Just over half of the responding principals felt there should be administrative certification specific to the middle level.

This chapter presented each of the research questions and supporting data analysis obtained from the MLPS. Additional information obtained from the MLPS was presented with applicable tables.
CHAPTER 5
SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The Problem

This study was primarily concerned first with the experience and university preparation middle level principals brought to their role as leader of a school for early adolescents and then with the types of state administrative certification and/or endorsements required, particularly middle level administrative certification.

Procedures of the Study

A total of 77 middle, junior high, and intermediate school principals were sent the Middle Level Principal Survey to assess the nature of their school, their personal and professional background, their preparation to become an administrator, and the types of state certification they and their teachers held. The principals selected were the building administrators of outstanding middle, junior high, and intermediate schools identified in the 1987-88 Elementary and 1988-89 Secondary School Recognition Programs (U.S. Department of Education, 1987).
Of the 40 principals who responded to the survey, 21 were administrators of middle level schools, 17 of junior high schools, and 2 of intermediate schools. Those responding represented 22 different states.

The frequency of response for each item of the MLPS was tabulated. Open-ended questions were tabulated, and cross-tabulations were analyzed, grouping similar responses into categories. Ratings and rankings were prepared by the rate or rank frequency of each selection. Categorization responses were recorded and averaged.

The Findings

Principals of recognized outstanding middle level, junior high, and intermediate schools identified those characteristics they believed inherent to successful middle level principals. The personal qualities of a sense of humor and a positive attitude were associated with successful middle level principals. They were also seen as flexible, caring, energetic, and people persons who were child centered. Professionally, they were knowledgeable, well-trained, and experienced. Middle level teaching experience was viewed as an important requirement to being a successful middle level principal.

The principals ranked the psychology of the middle level student and middle level teaching methods as those areas most important for teacher preservice. Likewise,
they recommended the same two areas as most important in preparation for being a middle level principal. Adolescent psychology/development and middle school curriculum/methods were the two middle level university courses most frequently completed by the responding principals. Only 52 percent of the principals had completed any university studies in middle level education.

All but six of those principals surveyed had a Master's degree or an Educational Specialist. The other six had completed their doctoral studies. Over half of these principals majored in educational administration and supervision. Only one principal indicated a major field of study in middle level education. Most undergraduate majors were in some specialized area of secondary education with the greatest concentration in the areas of social sciences and elementary education. Only two principals reported having completed an undergraduate major in middle level education.

All but one of the principals had at least two years of teaching experience; the majority had between 10 and 14 years of teaching experience. However, seven principals reported having no middle level teaching experience. More than half of the principals were serving in their first position as a principal, and most had been a middle level principal for more than four years.
While 58 percent of the principals reported the existence of middle level teaching certification in their state, only one principal actually had middle level administrative certification. Three states were indicated as having requirements for middle level administrative certification, and one state was currently considering middle level administrative certification.

Conclusions

Middle level education is often associated with either elementary or secondary education. This study found middle level education primarily associated with secondary education. A majority of the principals surveyed had undergraduate majors in some area of secondary education. By far, more principals belonged to the National Association of Secondary Principals than belonged to the National Association of Elementary School Principals. Of those who held administrative certification at a particular level, most were secondary certified. Middle level schools were clearly identified with secondary schools as evidenced by 66 schools linked with the Secondary School Recognition Program and only 11 linked with the Elementary School Recognition Program (U.S. Department of Education, 1987). The close association of middle level education with secondary education may be due in part to the original
conception that the traditional junior high school would be just that, a junior version of the high school.

The study indicated that middle level principals were not in agreement as to the necessity or desirability of specialized middle level principal certification. They did agree, though, that teachers and principals alike should have a background in early adolescent psychology and development and in middle level teaching methods. These two areas were listed as the most recommended university courses for middle level administrators and preservice areas for middle level teachers. Likewise, the principals recommended experienced-based training both for administrators and teachers, the latter indicated by their cooperation with teacher training institutions in providing teaching experience for future middle level teachers. The MLPS indicated that the responding principals saw the need for similar preparation programs for teachers and administrators of middle level education.

Based on the MLPS, all of the responding principals had teaching experience. Most had middle level teaching experience, but seven had none at all.

Surprisingly, three principals indicated having been a middle level principal for 20 to 24 years. Therefore, they were a middle level principal during the beginning years of the middle level movement. Most of the respondents had
served as an assistant middle level principal prior to becoming a middle level principal. They also indicated that they hoped to remain in the same position. An enduring dedication to early adolescents and middle level education among these principals could be inferred from this information.

The study determined that those characteristics associated with successful middle level principals were humanistic. These principals had a sense of humor, were caring people persons, and were concerned for and understanding of children. In addition to a commitment to middle level education and the ability to communicate with people, the other natural attributes associated with successful middle level principals were the ability to be flexible, energetic, and organized. The study also determined that a knowledge base of leadership and management skills, middle level education, and early adolescent psychology and developmental needs were characteristics linked with successful middle level principals.

The number of female middle level principals responding to the MLPS far exceeded the number of female principals responding to the 1983 Middle Level Principalship study (Keefe et al., 1983). Only 4 percent of the principals participating in the 1983 study were
women, but 40 percent were women in the 1990 MLPS. While this may be attributable to the dramatic increase in the number of female middle level principals, it may also be due to the willingness of women to apply for the Recognition Programs (U.S. Department of Education, 1987) and to complete the MLPS. The study also had a disproportionately low number of minority respondents.

The principals participating in the Middle Level Principal Survey appeared dedicated to the middle level philosophy and specialized preparation programs for middle level personnel. However, no conclusive deductions could be made concerning specialized middle level principal certification.

Implications

The principals responding to the Middle Level Principal Survey were in general agreement as to those qualities inherent to successful middle level principals and the university courses educational administrators should have to prepare them for their role as a middle level principal. There also was a pattern of teaching and administrative experience principals brought to their position. The only disparity appeared in the types of administrative certification currently utilized by individual states and the views of those surveyed toward specialized middle level principal certification.
The data gathered indicated diverse characteristics associated with successful middle level principals, but they were personality characteristics and therefore developed over time and not manipulable in university preparation programs. There were, however, several areas deemed important that could lend themselves to university educational administration preparatory programs. The importance of a background in middle level teaching strategies, curriculum, philosophy, methodology, and leadership skills was evident. A clear understanding of early adolescents and their developmental needs was the area most frequently recommended as a university middle level administrative course by the responding principals. Other recommendations included university courses dealing with guidance issues and public relations and experience-based application.

The principals participating in the MLPS were all building administrators of recognized outstanding middle level schools. They each had teaching experience, and most had teaching experience at the middle level. All but a few of these principals had prior administrative experience, a majority as an assistant principal. Prior teaching experience at the middle level may be seen as an indicator of future success as a middle level principal. Working
with a mentor administrator may also be seen as a process requirement for middle level principalship.

While most states had either middle level teacher certification or endorsement, most did not have middle level administrative certification or endorsement. The principals surveyed were not in agreement as to implementing specialized middle level certification. They were almost evenly divided on the issue.

The implications of the data collected through the MLPS indicate a need for those responsible for the education of early adolescents to receive specialized preparation in middle level education. But the need for an expanded certification division to include the middle level principal was in question.

Recommendations

In examining the findings and conclusions of this study, the following recommendations seem appropriate.

1. Universities should explore the needs and requirements of the middle level administrator when implementing modifications or restructuring of educational administration preparation programs.

2. State certification boards considering middle level principal certification or
endorsement should collaborate with university preparatory programs and middle level administrators in establishing requirements.

3. One of the major limitations of the study was the select population sampled and the limited number surveyed. This study should be replicated including each state in the United States and a diverse sample of middle level, junior high, and intermediate schools.

4. A similar study should be conducted at the elementary and high school levels to determine the requirements of principals at the various levels.

5. Additional research should address the need for administrative certification or endorsement at the middle level and, if deemed appropriate, the requirements for such certification or endorsement.
APPENDIX A

LETTER TO PRINCIPALS
October 5, 1990

Dear Middle Level Colleague:

The Carnegie Council for Adolescent Development report, *Turning Points: Preparing American Youth for the 21st Century*, explored issues that confront early adolescents and the role middle schools play in preparing them to face the challenges of today and the 21st century. An effective middle level school program requires a dedicated staff and the positive leadership of the principal to be developmentally responsive to the needs of early adolescents.

In order to determine the role of the middle level principals, their preparedness, and the types of state certifications, we are asking all middle, junior high, and intermediate principals of schools selected for the 1988-89 Secondary and 1987-88 Elementary School Recognition Programs to complete the enclosed questionnaire. The questionnaire focuses on the nature of your school, your personal and professional background, your preparation to become a principal, and your personal and state's certification types.

We appreciate your commitment to middle level education and the time you will take to complete the questionnaire. Please return the questionnaire in the enclosed stamped envelope by October 22. The information gathered will provide vital data for schools, districts, state universities, and departments of education in their cooperative efforts to develop better education programs for early adolescents.

Sincerely,

Donald C. Clark, Professor  
Secondary/Middle Level Education  
Principal Investigator

Sharyn S. Graf  
Research Associate
APPENDIX B

MIDDLE LEVEL PRINCIPAL
SURVEY QUESTIONNAIRE
MIDDLE LEVEL PRINCIPAL
SURVEY QUESTIONNAIRE

Please complete the following information about you and your school (please print).

Name of Principal
School Name

School Address

Telephone, Office

City State Zip

Number of staff in your school

Teachers
Counselors
Assistant Principals
Deans
Activity Directors
Others

CIRCLE APPROPRIATE RESPONSES

SCHOOL

1. Which of the following population categories best describes the locality of the middle level school of which you are principal?
   (1) City, more than 1,000,000
   (2) City, 150,000 to 999,999
   (3) Suburban, related to city of 150,000 population or more
   (4) City, 25,000 to 149,999 population district from a metro area
   (5) City, 5,000 to 24,999, not suburban
   (6) Town or rural area under 4,999

2. How many students were enrolled in your school district as of September 15, 1990?
   (1) Less than 500  (5) 2000-3999  (9) 10,000-15,999
   (2) 500-999       (6) 4000-5999  (10) 16,000-19,999
   (3) 1000-1499     (7) 6000-7999  (11) 20,000 or more
   (4) 1500-1999     (8) 8000-9999
3. How many middle level schools are in your district?
   (1) one    (4) four    (7) seven
   (2) two    (5) five    (8) eight or more
   (3) three   (6) six

4. How many students were enrolled in your school as of September 15, 1990?
   (1) Less than 200    (5) 800-999    (9) 1600-1799
   (2) 200-399    (6) 1000-1199    (10) 1800-1999
   (3) 400-599    (7) 1200-1399    (11) 2000 or more
   (4) 600-799    (8) 1400-1599

5. In your school, what is the classroom teacher-to-pupil ratio for the 1990-91 school year?
   (1) 1 teacher for 10 or fewer students    (5) 1 teacher for 26-30 students
   (2) 1 teacher for 11-25 students    (6) 1 teacher for 31-35 students
   (3) 1 teacher for 16-20 students    (7) 1 teacher for 36-40 students
   (4) 1 teacher for 21-25 students    (8) 1 teacher for 41 or more students

6. What grades are included in the middle level school of which you are principal?
   (1) 7-8-9    (4) 5-6-7-8    (7) 6-7
   (2) 6-7-8    (5) 6-7-8-9    (8) 7-8
   (3) 5-6-7    (6) 5-6    (9) 8-9
   (10) Other: __________________________

7. Is your middle level school housed in a separate building, i.e., is the actual physical plant located in a different building from that of a local elementary or high school?
   (1) Yes    (2) No

8. If you do not have a single subject schedule, do you have
   (1) Elementary - self-contained schedule (one teacher with one group of students for most of the day)?
   (2) Block schedule (several periods blocked together to facilitate modes of instruction)?
   (3) Combination of self-contained and block schedules?
   (4) Other? Specify: __________________________
9. Which one of the statements below best describes your school's operating policy toward "ability" grouping of pupils for instruction?
   (1) Grouping is carried out at all grade levels and in all subjects.
   (2) Grouping is carried out at all grade levels but is restricted to certain subject areas.
   (3) Grouping is carried out at only certain grade levels, but the grouping is done in all subject areas at those levels.
   (4) Grouping is carried out only at certain grade levels and is restricted to certain subject areas at those levels.
   (5) We have a grouping system different from the alternatives above. Specify: _______________________
   (6) We do not have ability grouping.

10. What best describes the opportunities provided for gifted/talented students in your school (select only one)?
    (1) Released time "pull-out" during regular school day.
    (2) Enrichment within the regular class situation.
    (3) After school, evening, or weekend program.
    (4) Summer program.

11. Identify any grade levels at which you feel greater emphasis should be placed upon intramural rather than interscholastic activities.
    (1) All middle level grades  (4) Grades six and below
    (2) Grades eight and below  (5) Grade five
    (3) Grades seven and below

12. Do you have interdisciplinary teaming in your school?
    (1) Yes  (2) No

13. Do members of each team have a common planning period?
    (1) Yes  (2) No

14. Do you have a program and/or programs to recognize student accomplishments?
    (1) Yes  (2) No

15. Do you have an advisor/advisee or teacher advisor program in your school?
    (1) Yes  (2) No
16. Do students participate in community service activities (i.e., food drives, fund-raising for charities, tutoring young children, assistant senior citizens)?
   (1) Yes (2) No

17. Are community members/parents regularly involved in school activities?
   (1) Yes (2) No

18. Please identify the areas in which you involve parents or the community in a planning or advisory capacity in your school. Circle all appropriate responses.
   (1) Objectives and priorities for the school.
   (2) Program changes and new programs being considered.
   (3) Student activities.
   (4) Student behavior, rights, responsibilities.
   (5) Finance and fund-raising.
   (6) Evaluation of programs.

19. In your opinion, what is occurring with regard to parent and community involvement in your school?
   A. Parents
      (1) Increasing
      (2) Decreasing
      (3) Remaining about the same
   B. Community
      (1) Increasing
      (2) Decreasing
      (3) Remaining about the same
20. Please rank the following 11 statements according to your belief about their relative importance as educational purposes. Assign a rank of "1" to the statement you consider most important, a rank of "2" to the next most important, until you assign a rank of "11" to the statement you consider least important.

___ Acquisition of basic skills (reading, writing, speaking, computing, etc.).
___ Appreciation for and experience with the fine arts.
___ Career planning and training in beginning occupational skills.
___ Development of moral and ethical (spiritual) values.
___ Development of positive self-concept and good human relations.
___ Development of skills and practice of critical intellectual inquiry and problem solving.
___ Development of the skills to operate a technological society (engineering, scientific, etc.).
___ Knowledge about and skills in preparation for family life (e.g., sex education, home management, problems of aging, etc.).
___ Preparation for a changing world.
___ Physical fitness and useful leisure time sports.
___ Understanding of the American value system (its political, economic, social values, etc.).

21. How much authority do you have to fill teacher vacancies (select only one)?
(1) I make the selection, and the central office endorses it.
(2) I make the selection within limited options given by the central office.
(3) I recommend a person to fill the vacancy, and the central office makes the decision.
(4) The central office selects the teacher to fill the vacancy.

22. To what extent do you participate in determining the budget allocation for your school (select only one)?
(1) High participation     (3) Little participation
(2) Moderate participation (4) No participation
23. Looking ahead five years, what do you anticipate will be the specific needs of the early adolescents enrolled in your school?

________________________________________________________________________
________________________________________________________________________

24. What changes do you see coming to your school in the next five years?

________________________________________________________________________
________________________________________________________________________

PERSONAL/PROFESSIONAL

25. What is your sex? (1) Male (2) Female

26. What is your age?
   (1) 23 or under (4) 35-39 (7) 50-54
   (2) 24-29 (5) 40-44 (8) 55-59
   (3) 30-34 (6) 45-49 (9) 60 or older

27. With what ethnic group would you identify yourself?
   (1) White (3) Chicano/Hispanic (5) Asian
   (2) Black (4) American Indian (6) Other ______

28. At what age were you appointed to your first principalship?
   (1) 23 or under (4) 35-39 (7) 50-54
   (2) 24-29 (5) 40-44 (8) 55-59
   (3) 30-34 (6) 45-49 (9) 60 or older

29. How many principalships have you held, including your present one?
   (1) one (4) four (7) seven
   (2) two (5) five (8) eight or more
   (3) three (6) six

30. How many years have you served as a principal, including this current year?
   (1) 1 year (4) 6-7 years (7) 15-19 years
   (2) 2-3 years (5) 8-9 years (8) 20-24 years
   (3) 4-5 years (6) 10-14 years (9) 25 or more years

31. How many years have you served as a middle level principal?
   (1) 1 year (4) 6-7 years (7) 15-19 years
   (2) 2-3 years (5) 8-9 years (8) 20-24 years
   (3) 4-5 years (6) 10-14 years (9) 25 or more years
32. How long have you been a principal in this school, including this current year?
   (1) 1 year  (4) 4-5 years  (7) 12-14 years
   (2) 2 years  (5) 6-8 years  (8) 15-17 years
   (3) 3 years  (6) 9-11 years  (9) 18 or more years

33. How many years of teaching experience did you have prior to taking your present position? Do not include years as a full-time administrator or supervisor.
   (1) none  (4) 4-6 years  (7) 15-19 years
   (2) 1 year  (5) 7-9 years  (8) 20-24 years
   (3) 2-3 years  (6) 10-14 years  (9) 25 or more years

34. Of these, how many years of teaching experience did you have at the middle, junior high, or intermediate level?
   (1) none  (4) 4-6 years  (7) 15-19 years
   (2) 1 year  (5) 7-9 years  (8) 20-24 years
   (3) 2-3 years  (6) 10-14 years  (9) 25 or more years

35. What was the last position you held prior to becoming a middle level principal (select only one)?
   (1) Elementary teacher
   (2) Middle level teacher
   (3) High school teacher
   (4) Assistant principal of an elementary school
   (5) Assistant principal of a middle level school
   (6) Assistant principal of a high school
   (7) Principal of an elementary school
   (8) Principal of a high school
   (9) Guidance counselor
   (10) College administrator or instructor
   (11) Other, education, specify __________________
   (12) Other, non-education, specify __________________
36. Do you hope to move eventually to another position in the profession of education?
   (1) Yes, to a middle level principalship in a larger district.
   (2) Yes, to a middle level principalship in a smaller district.
   (3) Yes, to a high school principalship.
   (4) Yes, to an elementary school principalship.
   (5) Yes, to a superintendency or central office position.
   (6) Yes, to a junior college, college, or university position.
   (7) Yes, to some other position.
       Specify: ________________________________
   (8) I am undecided.
   (9) No, I hope to remain in my present position.
   (10) No, I hope to take a position outside the profession of education.

37. During the school year, on the average, how many hours a week do you work at your job as principal?
   (1) less than 40 hours
   (2) 40-49 hours
   (3) 50-59 hours
   (4) 60-69 hours
   (5) 70 or more hours

38. What characteristics should a middle level principal possess in order to be successful?
   Personal          Professional
   ____________________________  ____________________________
   ____________________________  ____________________________
   ____________________________  ____________________________

39. Please indicate the professional educational organizations of which you are a member. Circle all appropriate responses.
   (1) NASSP   (2) NAESP   (3) NMSA   (4) ASCD
   (5) Other, specify: ____________________________
PREPARATION

40. Which of the following best describes the most common method(s) by which your teachers have been prepared to teach, specifically at the middle level? You may circle more than one.
   (1) Inservice programs
   (2) Preschool workshops
   (3) Student/practice teaching at the middle level
   (4) Courses at the university that focus on middle level education
   (5) Teaching methods for the middle level
   (6) Teaching reading
   (7) History, purposes, and functions of the middle level school

41. Please rank the following preservice areas. Assign a rank of "1" to the course work area below you consider most important in the preparation of middle level teachers, a rank of "2" to the next most important, until you assign a rank of "7" to the least important of the choices provided.
   _____ (1) Curriculum for the middle level
   _____ (2) Guidance/counseling for the middle level
   _____ (3) Psychology of the middle level student
   _____ (4) Student/practice teaching at the middle level
   _____ (5) Teaching methods for the middle level
   _____ (6) Teaching reading
   _____ (7) History, purposes, and functions of the middle level school

42. Does your middle school cooperate with a teacher training institution by providing teaching experiences for future teachers?
   (1) Yes   (2) No

43. According to your best estimate, what percentage of your regular teachers did their student teaching at the middle level?
   (1) 25 percent or less
   (2) 26-50 percent
   (3) 51-75 percent
   (4) 76-100 percent
44. In which of the following areas did you major as an undergraduate?
   (1) Elementary education
   (2) Middle level education
   (3) Physical education/coaching
   (4) Humanities (literature, languages, etc.)
   (5) Physical or biological sciences
   (6) Social sciences (sociology, history, etc.)
   (7) Mathematics
   (8) Fine arts
   (9) Business
   (10) Vocational-Technical
   (11) Other, specify: ____________________________

45. What is the highest degree you have earned (select only one)?
   (1) Bachelor's Degree
   (2) Master's Degree in Education
   (3) Master's Degree not in Education
   (4) Master's Degree plus some additional graduate work
   (5) Educational Specialist, six-year program or equivalent
   (6) Master's Degree plus all course work for a doctorate
   (7) Doctor of Education
   (8) Doctor of Philosophy
   (9) Other, specify: ____________________________

46. What is your major field of graduate study (select only one)?
   (1) Educational administration and supervision
   (2) Secondary education, curriculum and instruction
   (3) Middle level education, curriculum and instruction
   (4) Elementary education, curriculum and instruction
   (5) Guidance and counseling
   (6) Some other educational specialty
       Specify: ____________________________
   (7) Humanities, social sciences, or fine arts
   (8) Math or sciences
   (9) Business
   (10) Other, specify: ____________________________
   (11) No graduate study

47. To what extent have you studied at higher educational institutions (summer school, extension courses, evening classes, etc.) during the past two years?
   (1) Very extensively
   (2) Extensively
   (3) Slightly
   (4) Not at all
48. What areas of emphasis do you feel should be included in university course studies specific to middle level administration?


49. What university courses have you taken specific to middle level education, including early adolescents?


CERTIFICATION

50. Is the professional certification of the majority of your teachers
(1) Secondary? (2) Middle level? (3) Elementary?

51. Which of the following best represents the teacher certification types in your state (select only one)?
(1) Middle level certification
(2) Middle level endorsement
(3) No certification or endorsement specific to middle level

52. Which of the following best represents your administrative certification for the principalship (select only one)?
(1) Secondary (4) K-12 certification
(2) Middle (5) Other
(3) Elementary Specify: ________________

53. Which of the following best represents the administrative certification types in your state (select only one)?
(1) Secondary or elementary
(2) Secondary, middle, or elementary
(3) K-12 certification
(4) Other, specify: ______________________

54. In your opinion, should there be administrative certification specifically for middle level principals?
(1) Yes (2) No
55. Do you believe there should be levelized certification of principals, including middle level?
   (1) Yes  (2) No

56. Are principals required to hold middle level teacher certification or endorsement to be certified as a middle level principal in your state?
   (1) Yes  (2) No

57. If your state requires middle level principal certification or middle level endorsement for principals, what are the requirements?

________________________________________________________________________________________
________________________________________________________________________________________
REFERENCES


