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Performance Criteria for the Elementary School Principal in Curriculum Development

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PERFORMANCE CRITERIA FOR THE ELEMENTARY SCHOOL PRINCIPAL
IN CURRICULUM DEVELOPMENT



A Thesis
Presented to
the Graduate Faculty
Central Washington State College



In Partial Fulfillment
of the Requirements for the Degree
Master of Education



by
Harry H. Haney, Jr.

August, 1968

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

I. THE PROBLEM

Statement of the Problem

It was the purpose of this study to (1) examine current literature in the fields of curriculum development and elementary school administration to determine the role of the elementary school principal in curriculum development, (2) interpret this role into performance criteria, and (3) draw attention to areas of curriculum development in Washington State in which the elementary school principals should exert more leadership.

Importance of the Study

In a rapidly changing world, the curriculum of the schools cannot stand still. And no one is in a better position to initiate necessary curriculum changes and program development than the elementary school principal. The principal must step forward to accept the challenges synonymous with curriculum development if the elementary school is to accomplish the important tasks with which it is entrusted.

In order that he recognize and meet these challenges, the elementary school principal's role in curriculum development has to be clearly defined in terms of performance criteria. His role thus stated

provides the principal with a means to help him measure his success in curriculum development.

II. DEFINITIONS OF TERMS USED

Curriculum

All the educational experiences a student has under the guidance of the school.

Curriculum Development

The procedures for developing a curriculum for a particular school or school system. This procedure involves choosing general and specific aims of the program, selection of curricular materials, and decisions regarding the methods of instruction. Provisions are made for continuous study, evaluation, and improvement of the existing program.

Evaluation

A systematic process of determining to what extent the educational program or individual is achieving the desired outcomes.

Implementation

As used herein, this term refers to the procedure involved in enacting into the school program adopted curriculum changes.

Initiation Stage of Curriculum Development

The initial stage of curriculum development; the pre-planning period. Characteristic of this period is the discussion of educational problems and the search for provision of better means of educating children.

Performance Criteria

Criteria so stated that desired behavior is easily recognizable.

Planning and Procedural Stages of Curriculum Development

This period occurs after the initiation stage. It begins with the planning and ends with the official adoption of curriculum change.

Principal

The administrative head and professional leader of a school division or unit.

Supervision

The positive efforts of designated personnel to improve the learning situation through the growth of all persons involved.

III. PROCEDURE OF THE STUDY

An investigation of the elementary school principal's role in curriculum development requires a carefully developed procedure of study. Following is the plan used in this thesis.

Examination of the Literature

Current literature in the field of elementary school curriculum and administration was examined to determine the elementary school principal's responsibilities for curriculum development.

Interpretation into Performance Criteria

The elementary school principal's responsibilities in curriculum development were determined from current literature in the field. These responsibilities were then interpreted into performance criteria which enables the principal to evaluate his efforts in the curriculum process.

Analysis of the Survey

During 1967, Dr. William G. Gaskell conducted a survey in an attempt to determine the status of elementary education in Washington State. (See Appendix.) Some 1100 questionnaires were sent to elementary principals, of which 609 were completed and returned. Sections of the questionnaire were analyzed to illustrate curriculum areas in which the elementary school principals of Washington State should exert more leadership.

IV. ORGANIZATION OF REMAINDER OF THE THESIS

Chapter II summarizes the current literature in the fields of curriculum development and elementary school administration as it pertains to the elementary school principal. The elementary school

principal's role in curriculum development is defined in general terms, using the current literature as a guide.

Chapter III defines the elementary principal's role in curriculum development in terms of performance criteria. The current literature provides the basis for these criteria.

Chapter IV examines existing curriculum development practices within Washington State. From this examination, it was possible to suggest curriculum development areas in which elementary school principals should be exerting leadership for improvement of these practices.

Chapter V then summarizes the study, outlines the conclusions reached, and offers recommendations to the elementary school principals of Washington.

CHAPTER II

REVIEW OF THE LITERATURE

Much has been written on the role of the elementary school principal in curriculum development. These writings form the basis for the conclusions reached in this study. Current writings from both the field of curriculum development and elementary school administration were examined.

I. LITERATURE ON THE IMPORTANCE OF CURRICULUM DEVELOPMENT

Need for Continual Curriculum Development

There can be no doubt that today's world requires a constantly changing curriculum. The youth of today are growing up in a world characterized by continual change. If the schools are to adequately meet the needs of these children, the curriculum must be under constant surveillance in an effort to upgrade it.

The curriculum of the schools is affected by many factors, both inside and outside the education field. The population explosion, urban renewal, automation, and the knowledge explosion are profoundly affecting our society, along with increased leisure time and the Cold War with its resultant insecurity and apprehension. As these factors affect society, they in turn affect the curriculum of our schools (12:236).

Factors within the education profession also demand a changing curriculum. The concept of individual differences implies radical curriculum reform, as does the "whole-child" concept. As the importance of teacher-pupil planning becomes more widely recognized, modifications in curriculum will be necessitated. New discoveries about the learner and the learning process demand change, as do new materials and technology (12:236).

The democratic principles upon which America was founded also require that the curriculum of the schools be altered. The great inequities which exist in the educational opportunities of Americans can no longer be tolerated in this nation, if it is to remain strong and indivisible. Negroes, the poor, and the culturally disadvantaged must be given the same educational opportunities as their more fortunate fellow-Americans (1:5).

Fortunately, the need for educational reform seems to be recognized, and we are entering one of the most promising and active periods of educational reform in history (1:4). It is the responsibility of educators to recognize the need for these reforms and to strive for their completion. They must take the lead in shaping curriculum, which they have failed to do in the past (4:3).

Some Problems of Curriculum Development

There are many problems facing curriculum developers today. The explosion of new knowledge, obsolescence of old, an increasingly complex world, and the focus on thinking are but a few (13:2).

In such a rapidly changing world it is impossible to equip a youngster with "the right answers," in preparation for the varying situations he will encounter throughout his life. Indeed, much of the descriptive knowledge learned by the sixth grader will be out of date by the time he reaches high school graduation. Instead, schools must produce "self-starting, self-directed" citizens to meet the demands of today's world (3:373). Helping the student learn how to learn should be the primary objective of schools. Unfortunately, this has not been their goal in most cases. Right answers, and not processes of thinking, have been emphasized (7:275).

II. LITERATURE ON THE PRINCIPAL'S ROLE IN CURRICULUM DEVELOPMENT

A great deal has been written about the principal's role in curriculum development. His role will be discussed in the different areas of curriculum development, beginning with initiation, proceeding through planning and procedures, and ending with evaluation, which leads back into into initiation.

Initiating Curriculum Development

The principal is to provide leadership in all phases of curriculum development and program improvement. The leadership he exerts in these areas will significantly influence the quality of the educational program within the administrative unit to which he is assigned. His role cannot be overemphasized, for without the cooperation and leadership of the principal, no curriculum program can be effective (10:63).

The initiation stage of curriculum development requires a great deal of leadership on the part of the principal. It is the crucial stage--getting people involved in educational problems. The principal encourages involvement in these problems through the atmosphere he establishes in the school. The provision of an atmosphere conducive to continual curriculum development is discussed in the next section of this study.

This leadership role in initiating curriculum reform is becoming increasingly important for the principal. As teaching becomes a more complicated activity and curriculum reform moves into high gear, the person responsible for leadership in these fields faces a difficult task (1:125). How well the principal meets this task will largely influence the status of the elementary school principalship.

Establishing an Atmosphere for Continual Curriculum Development

The elementary school principal has a responsibility for providing an atmosphere conducive to continual curriculum development.

He does this in many ways. An establishment of educational priorities is necessary, and first priority must be accorded to the development of staff and program (1:125). Mere statement of the priorities is not enough, however. Action on the part of the principal must demonstrate his commitment. This action can be best demonstrated by a consideration of the time he spends on different tasks during the course of a day. If staff sees him involved in administrative details the majority of the time, they will find it hard to believe he is concerned with the major problems facing education today.

An educational atmosphere in which new and old ideas are constantly being evaluated is also essential, as is an environment in which there is "rational consideration and implementation of change" (6:10). The principal must also strive to create the feeling that new ideas are valued, and those that advance them are respected for their initiative.

There are many other ways in which the principal can help foster a climate for continual curriculum development. Communication with staff concerning curriculum developments both inside and outside the district is important (11:42). Provision of materials regarding curriculum development contributes, as does emphasis of major educational problems during inservice, faculty, and group meetings.

In summary, a great deal is demanded of the principal in providing the proper atmosphere for continual curriculum development. Essentially, it is a problem of establishing priorities, then meeting them. Attitude toward new ideas also contributes greatly to this atmosphere.

Planning and Procedures of Curriculum Development

Once the proper atmosphere has been established, and the principal has led his staff to the problem-solving stage, his attention turns to the planning and procedural aspects of curriculum development.

Working within the framework of district policy, the principal should have formulated, with assistance from building pupils and personnel, a handbook for the building. In this handbook should be information regarding curriculum development, as well as a philosophy by which the school operates (15:7-8).

If the program of curriculum development is to be successful, participation in the program must be encouraged. One writer in the field states that "participation in the process of solving educational problems will be a condition of employment as a member of the school's faculty" (6:14).

In planning any educational program, the principal, as well as all others concerned, must be cognizant of objectives. Educators must

know what they are attempting to achieve before they begin. Equally important must be their consideration for the students, in light of current educational practices. Improvement of the learning experiences for children has to be their prime concern (8:119).

In the planning and procedural stages of curriculum development, the principal serves as an advisor, providing the "know-how" (8:114). He must be aware of district and legal requirements, limitations of space, finances, materials, personnel, and time. In addition, he must know the precise steps to be taken to implement change.

The principal also serves as coordinator in this phase of curriculum development. Throughout the planning and procedural stages he should strive to secure needed materials and resources for the curriculum committee. He should utilize district, county, state, and college curriculum personnel to assist the committee, as well as arranging for time and funds as necessary (5:207).

During any phase of curriculum development the principal must provide stimulation, motivation, and coordination to help the group achieve its goals. The principal also has a responsibility of insuring that the adoption of any curriculum change is based on study, research, and evaluation (15:6).

Implementation of Curriculum Change

It is the principal's responsibility to insure that existing curricular programs are being enacted in the administrative unit for which he is responsible. When new programs are adopted, it is also his responsibility to help implement them. He plays a very crucial role in this stage of curriculum development.

Curriculum changes often are seen as a threat to some, and it is the principal's responsibility to recognize and assist these people in making curriculum adaptations. Carpenter suggests three ways in which the principal may help: (1) give encouragement and recognition, (2) make minor shifts in assignment, and (3) provide inservice training which will develop greater self-confidence (2:43).

The principal can also help in the implementation of curriculum developments through the staff-personnel program. Staff may be hired which will facilitate the program (11:44).

Since school-community relations is an important consideration of the principal, he should serve as the connecting link between the two (9:90). He can facilitate the implementation of curriculum by informing the community of new curriculum developments, as well as old.

Evaluation

No plan for continuous curriculum development can be complete without provisions for evaluation of the school program. It is not the

intent of this study to deal specifically with methods of evaluating the educational program within the school. However, due to its importance in curriculum development, general comments are advanced.

During any continuous curriculum development program the philosophy of the school district and the individual school must be examined. If possible, these philosophies should be interpreted into measurable objectives. After deciding upon basic objectives, present and future curriculum should be examined to determine if these goals are being worked toward. This involves evaluation of the school program.

In other phases of curriculum development, participation of staff was emphasized. Evaluation is no exception. The principal should strive to stimulate an atmosphere of continuous evaluation by all concerned.

CHAPTER III

PERFORMANCE CRITERIA FOR ELEMENTARY PRINCIPALS:

CURRICULUM DEVELOPMENT

Chapter II defined the role of the elementary school principal in curriculum development, using current literature in the field as a guide. This role was stated in general terms. Chapter III will interpret these general terms into performance criteria. Such an interpretation will help principals determine the role they should play in curriculum development and subsequently should assist them in self-evaluation.

These performance criteria were drafted using the ideas advanced in contemporary literature in the field. Credit must go to those sources cited in Chapter II.

I. INITIATION OF CURRICULUM DEVELOPMENT

In fulfilling his responsibilities in the initiation of curriculum development, the principal should do the following:

1. Make available to staff professional magazines and other sources which will provide information on current curriculum developments.
2. Provide time for and lead discussions of recent curriculum developments at faculty meetings.

3. Write up, and distribute to staff, information on curriculum programs within the district.
4. Provide time for members of the staff to attend educational conferences which will benefit the district and school through improvement of the individual attending.
5. Provide opportunities for individual staff members to visit other rooms and schools for inservice education.
6. Establish inservice education programs within the building to meet the needs of individuals and the school.
7. Formulate, with assistance from staff and students, a school handbook incorporating a philosophy by which the school operates.
8. Encourage innovation within the building. Programs under way in the school provide a basis for measuring success in this area.
9. Encourage staff participation on existing district committees.
If committees are in operation, membership from the school should be in proportion to total district staff.
10. Formulate policies with assistance from staff.

Satisfactory performance on the above criteria will provide evidence that the principal is concerned with providing an atmosphere conducive to a continual program of curriculum development. By

fulfillment of these performance criteria, he indicates priorities have been established in the operation of the school, and the highest priority is solving the major problems of education.

II. PLANNING AND PROCEDURAL STAGES OF CURRICULUM DEVELOPMENT

In fulfilling his responsibilities in the planning and procedural stages of curriculum development, the principal should do the following:

1. Provide information to staff regarding factors which influence curriculum development. This information may be in many forms. Books, magazines, and other printed materials are a few.
2. Provide information on district and legal requirements of curriculum. This information could be included in the school handbook.
3. Include staff in all aspects of curriculum development. Curriculum development, as defined in this study, includes planning, selection of materials, and selection of instructional methods.
4. Provide time, money, and facilities for curriculum meetings.
5. Secure needed resources and materials. Resources may include specialists from the district, county, state, and college levels.

6. Provide professional advice to curriculum committees as needed.
7. Assist staff members who have district level curriculum assignments.
8. Participate in district curriculum assignments.
9. Assist in the development and distribution of district curriculum materials.
10. Assist in organizing curriculum laboratories, resource files, testing materials, and equipment.
11. Cooperate with district, county, and state representatives, curriculum coordinators, and supervisors.
12. Recommend for hiring personnel who will complement the curriculum program.
13. Include lay people in developing purposes and goals, and in formulating curricular policies--within district policy.
14. Secure staff participation in school plant planning.

Adequate action in the above areas should demonstrate that the principal is well-versed in the planning and procedural phases of curriculum development, and is taking action to fulfill his role in this stage of curriculum development.

III. IMPLEMENTATION OF CURRICULUM DEVELOPMENT

To fulfill his role in implementing curriculum developments, the principal should do the following:

1. Provide inservice education for affected staff members as needed.
2. Confer with affected staff members.
3. Observe the classroom situation, offering assistance and professional advice when needed.
4. Discuss curricular developments at faculty meetings.
5. Assist in organizing materials centers, resource lists, and procedures for circulation of curricular materials, then detailing this information to staff.
6. Assist in establishing procedures for selecting materials.
Procedures are then made a part of the school or district handbook.
7. Assist staff in locating and selecting resources.
8. Involve staff in the selection of supplies and equipment.
9. Provide feedback to the Superintendent's office regarding curriculum programs.
10. Interpret the school program to lay people by:
 - a. Distributing materials which explain school curriculum and methods.

- b. Preparing handbooks for parents as necessary.
- c. Conducting group meetings as necessary.
- d. Holding parent-teacher conferences.
- e. Organizing school exhibits.
- f. Encouraging school visits by parents.
- g. Creating other means of disseminating ideas to fill gaps left by other means suggested. This may include parent clubs or study groups.

IV. EVALUATION OF CURRICULUM

The evaluation of curriculum is continuous. The principal should encourage continuous evaluation of both the new and old in curriculum development. To accomplish this he should:

1. Include staff and community in program evaluation by:
 - a. Conducting group meetings.
 - b. Conferencing with individual parents, teachers, and students.
2. Devise and utilize means of measuring the educational program.
3. Maintain a file on evaluative activities within the school and district.
4. Include in the school handbook, district or school procedures for evaluating all instructional materials and resources.

5. Survey community opinions about the effectiveness of the schools.
6. Cooperate with the Superintendent's office in programs of curriculum evaluation.
7. Forward recommendations from staff and community to the Superintendent.

CHAPTER IV

AREAS OF CURRICULUM DEVELOPMENT IN WHICH THE WASHINGTON STATE ELEMENTARY SCHOOL PRINCIPAL SHOULD EXERT MORE LEADERSHIP

Having investigated contemporary literature to ascertain the principal's role in curriculum development, existing curricular practices within Washington State were then studied. From this study of curriculum development procedures within the state, it was possible to suggest areas of curriculum development in which the elementary school principals should assume a stronger leadership role. Their leadership should be applied in an attempt to improve these curricular practices.

I. THE SURVEY

In 1967, Dr. William G. Gaskell conducted a survey of Washington State elementary schools in his effort to gain a better understanding of the status of elementary education in the state. (See Appendix.) The questionnaire which formed the basis of the survey was sent to some 1,100 elementary schools within Washington State. Of the questionnaires sent, 609 were returned, some incomplete.

Several of the items on the questionnaire were pertinent to this study; consequently, Dr. Gaskell generously offered the results for use herein.

II. RESULTS OF THE SURVEY

The survey is invaluable in providing clues to current curriculum practices in the state of Washington. The knowledge gained has far-reaching implications for elementary school principals within the state, as it provides a starting point for activities designed to improve curriculum development processes.

A major step in most theories of curriculum development is the formulation of the goals to be attained by the school's educational program (14:95). Ideally, these objectives would be determined by the philosophy of the district and the school. The majority of the schools reporting (471) indicated they had a stated philosophy of education. However, a large number (133) had none. Principals working within a district having no stated philosophy should strive for its formulation and adoption. They should also provide leadership in constructing a building philosophy of education (15:7). After adoption of the stated philosophy, commensurate aims and objectives should be composed.

Principal-Teacher Involvement in Curriculum Planning

The survey indicates that both principals and teachers are being involved in curriculum decisions in most districts, as shown in Table I. This means that both groups must be aware of their responsibility for knowledge related to curriculum development. If principals and teachers

are going to be responsible for curriculum decisions, it behooves them to be well informed.

TABLE I

RESPONSES TO WASHINGTON STATE ELEMENTARY SCHOOL SURVEY:
PRINCIPAL-TEACHER INVOLVEMENT IN CURRICULUM DECISIONS¹

Questions	Responses				
	Always	Usually	Sometimes	Seldom	Never
1. Principal is involved in curriculum decisions.	346 (55%) ²	207 (34%)	47 (8%)	8 (1%)	0 (0%)
2. Teachers are involved in curriculum decisions.	271 (45%)	261 (43%)	72 (12%)	5 (0%)	0 (0%)

¹Item 1: 605 replies received; Item 2: 609 replies received.

²Percentages in this and all following tables were rounded to the nearest one per cent.

Inservice Education

Inservice education programs within school districts in the state of Washington need revision. Less than one-fourth of the replies indicated that inservice education was always designed to meet the needs of individuals and schools. Table II also indicates the majority of the teachers were not being rewarded materially for their inservice efforts-- efforts which were being made mainly beyond the school day. As previously mentioned, inservice education is an integral part of curriculum development. It is one of the building blocks upon which curriculum

development is initiated, and it is an important aspect of curriculum adaptation. If programs of curriculum development are to be successful, time and money must be provided. This is an area of curriculum development in which elementary principals should exert positive leadership in their quest for improvement of education.

TABLE II
RESPONSES TO WASHINGTON STATE ELEMENTARY SCHOOL SURVEY:
INSERVICE PRACTICES

Questions	Responses				
	Always	Usually	Sometimes	Seldom	Never
Inservice education is tailored to the needs of individuals and schools	101 (17%)	250 (43%)	176 (30%)	41 (7%)	17 (3%)
Released time is provided for inservice education.	35 (6%)	52 (9%)	206 (34%)	190 (31%)	122 (20%)
Teachers are paid directly for their time spent in inservice education.	42 (7%)	52 (9%)	115 (19%)	139 (24%)	242 (40%)
Teachers earn salary schedule credits for inservice education	130 (21%)	171 (28%)	124 (20%)	40 (7%)	139 (22%)

Evaluation of the Program

A plan for continuous evaluation of the instructional program is an important aspect of curriculum development. Yet, the majority of the schools replying indicated there was no annual planned program of

instructional evaluation in their school. (See Table III.) If elementary schools are going to have any objectives or aims, they must take steps to determine to what extent these goals are being accomplished.

Principals must take the initiative to insure a continual evaluation of the educational program.

TABLE III

RESPONSES TO WASHINGTON STATE ELEMENTARY SCHOOL SURVEY:
INSTRUCTIONAL PROGRAM EVALUATION

Questions	Responses				
	Always	Usually	Sometimes	Seldom	Never
The instructional program is evaluated each year.	158 (26%)	243 (40%)	139 (23%)	59 (10%)	8 (1%)

Evaluation of Principal

The survey revealed this interesting fact: Few elementary school principals in Washington State are formally evaluated. (See Table IV.) Although not formally evaluated, many principals are encouraged to do regular self-evaluations. Performance criteria should assist the elementary school principal in these self-evaluations.

III. SUMMARY

The survey revealed a great deal of information regarding current curriculum development practices existing in Washington State

TABLE IV

RESPONSES TO WASHINGTON STATE ELEMENTARY SCHOOL SURVEY:
EVALUATION OF ELEMENTARY SCHOOL PRINCIPALS

Question	Number of Positive Responses
1. The principal is never made aware of an evaluation.	309
2. There is a regular procedure in which the principal meets with the superintendent or his agent for evaluation purposes.	154
3. The principal is encouraged to do regular self-evaluation	231

today. From the survey results, there can be no doubt that elementary school principals are being involved in curriculum decisions. The fact that they are being included makes it mandatory that principals strive for increased competency in the complex field of curriculum development.

The survey also indicated that certain educational practices within Washington State can be improved to help facilitate curriculum development. Inservice education needs to be redesigned to fit the needs of individuals and schools. If inservice is not made a part of the teacher's work day, efforts should be made to reward their extra efforts financially.

Districts and schools operating without a workable philosophy of education should be encouraged to formulate and adopt a philosophy. Plans for continuous evaluation of the instructional program are conspicuous

by their absence in Washington State elementary schools. These are areas of curriculum development in which elementary principals must exert positive leadership to improve existing practices.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study to (1) examine current literature in the fields of curriculum development and elementary school administration to determine the role of the elementary school principal in curriculum development, (2) interpret this role into performance criteria, and (3) draw attention to areas of curriculum development in Washington State in which the elementary school principals should exert more leadership.

It is important that the role of the elementary school principal in curriculum development be defined in terms of performance criteria. Such a definition permits the principal a means of determining specific steps he should be taking in curriculum development, as well as a means for measuring his effectiveness.

There can be little doubt about the need for a program of continuous curriculum development. Today's world is characterized by rapid change, and if students are going to meet the needs of tomorrow, the curriculum offered them cannot be static.

Few are in a better leadership position for curriculum development purposes than the elementary school principal. His close contact with

learners and teachers permits an intimateness with the problems of education which is unattainable by other administrators. He works where curriculum improvements should begin--in the classrooms of the schools. If the principal effectively uses his position and skills, he can see these beginnings evolve into curriculum improvements.

This study utilized current literature to illustrate the responsibilities of the elementary school principal in curriculum development. After stating this role in performance criteria, a 1967 survey of Washington elementary schools was examined to gain information about curriculum development practices existing in the state today.

II. CONCLUSIONS

Current literature abounds with information concerning the principal's role in curriculum development. Most of the information is stated in very general terms. Few sources are available which actually spell out, in behavioral terms, what the elementary school principal should be doing in curriculum development.

The majority of the literature emphasized the importance of the principal in curriculum development programs. Without his cooperation, such programs would be haphazard at best. The educational atmosphere he establishes in the school provides impetus for the curriculum development program.

The principal is crucial to all stages of curriculum development. After establishment of an atmosphere conducive to curriculum development, he assumes an important role in the planning and procedures of curricular reform. He serves as coordinator, marshalling resources and materials as necessary, and providing time and encouragement to staff involved in programs of development. Once curriculum changes are adopted, the principal is crucial to their implementation into the educational program. The inservice education he provides, along with resources, materials, and encouragement, largely influences the success of the program.

There is no doubt about it. The elementary school principal is essential to a good program of curriculum development. Principals must realize their responsibilities and strive to match them. How well they do will reflect largely on the status of the elementary school principalship.

After defining the role of the elementary school principal in curriculum development, it is only logical to examine curriculum development practices within Washington State in an attempt to suggest areas of curriculum development in which principals should exert more leadership. This examination revealed curricular practices contrary to modern educational theory. Thus, recommendations are made to the elementary school principals of Washington State.

III. RECOMMENDATIONS

The Washington Elementary School Principals Association has formulated an excellent handbook designed for use in evaluating the elementary school [Evaluating Your Elementary School] (15). It provides a philosophical outline, indicating a general direction that each elementary school should be following. From the results of this study, it is recommended that the elementary principals now extend this handbook to include performance criteria for the principal. Just as the EYES handbook is designed for self-evaluation, so should be this recommended extension.

It is further recommended that the Washington Elementary School Principals Association carry on their programs designed to better the schools of Washington. The evidence indicates that efforts should be made to improve certain existing curriculum development practices within the state, particularly in the areas of inservice education and evaluation of the school program.

It is also recommended that further study be made to determine to what extent the elementary school principals of Washington State are fulfilling their responsibilities in the area of curriculum development.

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APPENDIX

HEBELER CAMPUS-LABORATORY SCHOOL
(A Department of CWSC)

Dear Principal,

This is a request for your help in an attempt to "find out where we are" in the elementary schools in Washington State. If most of the elementary principals of the state can somehow find the time to complete the survey, we will all have gained. A report on this survey will be prepared and you will receive a copy of it. Please try to clear a block of time and do what you can with the various items. Your effort is appreciated, and be assured it will contribute significantly to elementary education in Washington State. Please use the enclosed envelope to return the survey.

Sincerely,

Wm. G. Gaskell
Associate Professor of Education
Director, Hebeler Campus-Laboratory
School

I. Information About Your School

(Please check)

School Setting: city, town, suburb, rural
School Size: to 100, 100-300, 300-600, 600-900,
 over 900
Organization: graded, nongraded, both
If graded: teachers do some exchanging, totally self-
contained
Consultant and Specialist: Assistance with music, art,
 PE, reading, FLES, social studies,
 science, curriculum, other (specify)
Number of secretaries and clerks _____
Number of teacher aides _____
Do you use volunteer help for teachers? yes no

II. Please check the column that best describes the situation in your school and district.

	A	B	C	D	E
	Always	Usually	Sometimes	Seldom	Never
1. The principal is involved in curriculum decisions.					
2. The teachers are involved in curriculum decisions.					
3. Central office personnel are involved in curriculum decisions.					
4. The principal is involved in district administrative policy decisions.					
5. Teachers are involved in district administrative policy decisions.					
6. The principal is involved in the ordering of supplies and equipment.					
7. Teachers are involved in the ordering of supplies and equipment.					
8. Inservice education (or training) for teachers is a district-wide function.					
9. Inservice education is tailored to the needs of individuals and schools.					
10. Released time is provided for inservice education.					

	A	B	C	D	E
	Always	Usually	Sometimes	Seldom	Never
11. Teachers are paid directly for their time spent in inservice education.					
12. Teachers earn salary schedule credits for inservice education.					
13. The local professional staff is free to make decisions about what to teach and how to teach it within state and local requirements					
14. The local district regularly budgets for support of research, experimentation, and innovation.					
15. Individual differences among pupils are adjusted for, in the instructional program in planned ways					
16. The instructional program is evaluated each year.					
17. Children are grouped for instruction on the basis of achievement.					
18. Children are grouped for instruction on the basis of ability.					
19. Children are grouped for instruction in a flexible pattern with the task involved and the needs of the individuals used as the bases for grouping.					

III. Please check the appropriate responses:

1. School uses: _____ standardized achievement tests, _____ group intelligence tests, _____ individual intelligence tests, _____ school or district-wide achievement tests, _____ personality tests, _____ aptitude tests, _____ other (specify)
2. In reporting pupil progress to your parents, your school uses: _____ report cards, _____ conferences, _____ both.
3. If letter grades or marks are used, they are in terms of: _____ the pupil, _____ the class, _____ the school, _____ the community, _____ other (specify)
4. In the area of teacher evaluation:
 - a. _____ The principal is primarily responsible.
 - b. _____ Visitations are made by central office personnel for evaluation purposes.
 - c. _____ The principal observes each teacher about once a week.
 - d. _____ The principal observes each teacher about once a month.
 - e. _____ The principal observes each teacher about once a semester.
 - f. _____ The principal observes each teacher about once a year.
 - g. _____ Teacher-principal conferences are held to discuss the evaluation.
 - h. _____ The teacher receives a copy of an evaluation form with no conferences unless requested.
 - i. _____ The teacher receives no information about the evaluation.
5. In the area of administrative evaluation:
 - a. _____ The principal is never made aware of an evaluation.
 - b. _____ There is a regular procedure in which the principal meets with the superintendent or his agent for evaluation purposes.
 - c. _____ The principal is encouraged to do regular self-evaluations.
6. In the area of guidance, counseling, and testing:
 - a. _____ There is a person assigned to the school for these purposes.
 - b. _____ A central office person(s) is in the school on a regular schedule.
 - c. _____ A central office person is available on request.
 - d. _____ All pupils receive periodic counseling attention.
 - e. _____ Counseling and/or guidance is by referral only.

7. Do you have a library in your school? ___ yes ___ no.
8. If so, is it staffed by a librarian? ___ yes ___ no.
9. Full time? ___ yes ___ no.
10. If there is a library, is it used for more than book shelving and check out? ___ yes ___ no.
11. If there is a librarian, is the individual involved instructionally with children? ___ yes ___ no.
12. Does the elementary teacher in your community have the same status as the high school teacher? ___ yes ___ no.
13. Does your district have a written statement of philosophy? ___ yes, ___ no.
14. If "yes" to No. 13, has the statement of philosophy been supplemented by specifically worded aims and objectives? ___ yes ___ no.

IV.

1. Please list "newer" activities, such as inquiry training, team teaching, structural linguistics, etc., that are taking place in your school.
2. What texts do you use for reading? (Listing by company is adequate.)
3. What texts do you use for language arts?
4. What texts do you use for arithmetic?

5. What texts do you use for science?

6. What texts do you use for social studies?

7. Approximately what percent of school time is scheduled for:

- Reading
- Other Language Arts
- Arithmetic
- Science
- Social Studies
- P. E.
- Music
- Art
- Other (specify)

V. On an average over a year's time, approximately what percent of your time each week is spent:

- Away from the building at meetings, on district business, etc.
- Teaching
- Supervising
- In the office doing administrative work
- In professional reading
- Counseling
- Talking with parents
- Talking with teachers
- Planning