

The Myth of the Superprincipal



Though experimentation with changing leadership roles is still in the early stages, new conceptions of leadership have the potential to replace at least some of the functions traditionally handled by the principal, Mr. Copland observes. If these emerging models can be made to work with new supports for principals, we may be able to turn the current shortage of principals into a momentary blip on the radar screen.

BY MICHAEL A. COPLAND



Position Opening: School Principal, Anytown School District. *Qualifications:* Wisdom of a sage, vision of a CEO, intellect of a scholar, leadership of a point guard, compassion of a counselor, moral strength of a nun, courage of a firefighter, craft knowledge of a surgeon, political savvy of a senator, toughness of a soldier, listening skills of a blind man, humility of a saint, collaborative skills of an entrepreneur, certitude of a civil rights activist, charisma of a stage performer, and patience of Job. Salary lower than you might expect. Credential required. For application materials, contact . . .

WHILE this job description intentionally exceeds the bounds of the ridiculous, one need not retreat too far from parody to authentically capture the current set of demands facing our nation's school principals. Consider the following excerpt from an actual job listing recently posted for an elementary principalship in a large, urban school system:

- Under the general direction of a "cluster leader," the elementary school principal provides direction and leadership within the assigned school. This involves overseeing the management of the educational program, decision-making and communication processes, business operations, staff and community relations programs, and the physical plant.
- The principal directs the establishment and maintenance of a school climate conducive to student achievement and learning, including overseeing the enforcement of school rules and regulations, the implementation of disciplinary measures, when necessary, as well

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as serving as a catalyst to motivate and empower staff, students, and parents to become active participants in the efforts to increase student achievement by improving the educational experience and program.

- The principal facilitates and coordinates the implementation of various cluster initiatives, including school participation in the cluster council; the development and implementation of an effective school council; the development of small learning communities; and the planning, implementation, and administration of decentralization plans.

- The principal's responsibilities include the improvement of instruction; assessment of student and program success; classroom visitations; the rating of professionals and paraprofessionals; staff orientation and staff development; program planning, monitoring, and evaluation; identification of school needs in terms of personnel and programs; providing staff development for teachers, paraprofessionals, and parent/community volunteers; establishing close working relationships with the Home and School Association; serving as a member of the instructional support team; fostering parent involvement in school activities; establishing and maintaining communications with business, civic, and religious leaders; working with community groups; interpreting existing school programs to the community; developing new and revised school programs to meet community needs and concerns; identifying social and emotional needs of students; ensuring the provision of programs to meet the needs of students beyond the basic skills and basic curricular areas; and performing related duties as required.

- The responsibilities described above are to be seen in the context of a shared governance model which supports consultation, collaboration, and consensus among the various constituent groups within the school.¹

Yes, prevailing expectations associated with the principal's role are excessively high, and this trend may be at the root of a pressing problem for education.

A Shortage of Principals

Growing anecdotal evidence suggests that it is increasingly difficult to find school principals at a time when the demand for them is on the rise. A recent survey jointly commissioned by two national princi-

pals' groups indicates that fewer and fewer qualified people want the principal's job.² In the state of Washington during a recent school year, roughly 30 elementary and secondary principalships were held by retired educators who had been called back to "fill in" because of districts' inability to staff the positions with new faces.³ Several articles in *Education Week* have reported that school districts in various locales are experiencing difficulty attracting candidates for principal openings.⁴ In my community, a recent vacancy for an assistant principal at a comprehensive high school that is recognized as one of the top public high schools in America yielded a pool of three candidates.⁵ These indicators appear to constitute an emerging trend. Moreover, if a shortage of principal candidates is a problem now, the issue is only likely to grow. The U.S. Bureau of Labor Statistics projects a 10% to 20% increase in vacancies for educational administrators through 2008.⁶

Provided that the reports of an impending shortage are accurate, the problem can be understood in at least two different ways. First, there may simply be a shortage in the number of candidates: too few prospective principals to fill too many openings. Framing the problem in this way directs one to a host of possible underlying causes. We know, for example, that school administrator retirements alone will account for a moderate increase in openings for the next several years.⁷ Further, recent reports point to shifting educational demands, huge workloads, and lack of job security as major issues that may be fueling the growing shortage.⁸ Familiar issues of limited compensation, inadequate preparation options, high stress, and lack of respect associated with the work of school administration surely make entering the field less attractive. Yet one can argue that these issues are not new; many have plagued the profession in some form for years.

Judging from recent reports, the problem can also be framed as one of declining candidate quality. If quality is at issue, what factors contribute? Again, it's easy to jump to familiar conclusions. It is well known, for example, that students of school administration historically score near the bottom of the Graduate Record Examinations (GRE) rankings of professional fields.⁹ Indeed, failure to recruit top-quality students into the field is an issue that has frustrated educational administration

for many years. Moreover, the inadequacy of administrator preparation programs is bemoaned time and again, a long-standing lament in the literature.¹⁰ Yet, as with the familiar rhetoric about a supply problem, these constraints on quality, while perhaps genuine, are not new and so can't be wholly blamed for a dearth of qualified candidates, whether real or perceived.

No, something is different about the current educational landscape, something that exacerbates both the problem of the limited supply of candidates and the perceptions of their declining quality. Expectations for the principalship have steadily expanded since the reforms of the early 1980s, always adding to and never subtracting from the job description. As expectations have grown, the principal's role has come under more and more scrutiny. Now, two decades into the current age of school reform, one can argue that we have reached the point where aggregate expectations for the principalship are so exorbitant that they exceed the limits of what might reasonably be expected from one person.

Analysis of the current situation through the lens of excessive expectations leads to a hypothesis different from those commonly cited, yet one that sheds light on the two problems we have been discussing. First, this view raises the possibility that it is precisely the overwhelming expectations that currently deter those who otherwise would have aspired to the principalship — hence enlarging the supply problem. Moreover, it is possible that school district leaders and school board members, swept up by the wave of monumental expectations, may be searching for principals who simply don't exist — further intensifying notions of a widening problem of candidate quality.

Great Expectations

If prompted, veteran principals will tell you that the expectations associated with the principalship have mushroomed over the past 20 years. Principals are now commonly portrayed as the key actors in school-level reform and face an audience of multiple constituencies who are ever more critical of their craft. Held accountable by superintendents, school boards, staff members, parents, the media, and community members, today's principals are charged with "big picture" responsibilities to strike

a vision, lead from the center, and build a community of learners. They must share decision making, link with external partners, and generally broaden the involvement of the community in shaping a vision for the school. In forging this shared vision, however, they remain centrally accountable for the ultimate success of any plans that are made. They are counted on to ensure learning for every pupil in an increasingly diverse student population, while at the same time they are charged with infusing new technologies throughout their schools and fostering the professional growth of faculty and staff members.

Embedded just a notch below the call to visionary leadership is the expectation that principals will manage the day-to-day operation of schools. They craft budgets and engineer staff and student schedules. As key players in personnel decisions, principals hire, supervise, and evaluate dozens of employees, who are represented by many different collective bargaining units, each with a unique set of contractual concerns. They handle manifold facilities issues, from light bulbs to boilers, and are expected to understand and adhere to often rigid poli-

cy edicts issued by their supervisors.

Other demands of the principalship do not fall under the categories of visionary and manager. For instance, principals are counselors, regularly called on for guidance of various kinds by employees, students, and families. They must deal swiftly and unerringly with student discipline and ensure a safe and productive school environment in a media climate obsessed by incidents of school violence. And increasingly, principals are action researchers, mandated to collect, analyze, interpret, and communicate various forms of school assessment information ranging from data at the level of the individual classroom to data on nationally normed standardized tests.

This list of principals' duties would not be complete without mention of the mundane, yet consequential, demands of everyday administrative life, characterized elsewhere as "a life filled with minor things, short-term horizons, and seemingly pointless (and endless) commitments."¹¹ Beyond efforts to catalyze a vision and manage the enterprise, principals also supervise bus lines, cafeterias, and basketball games; han-

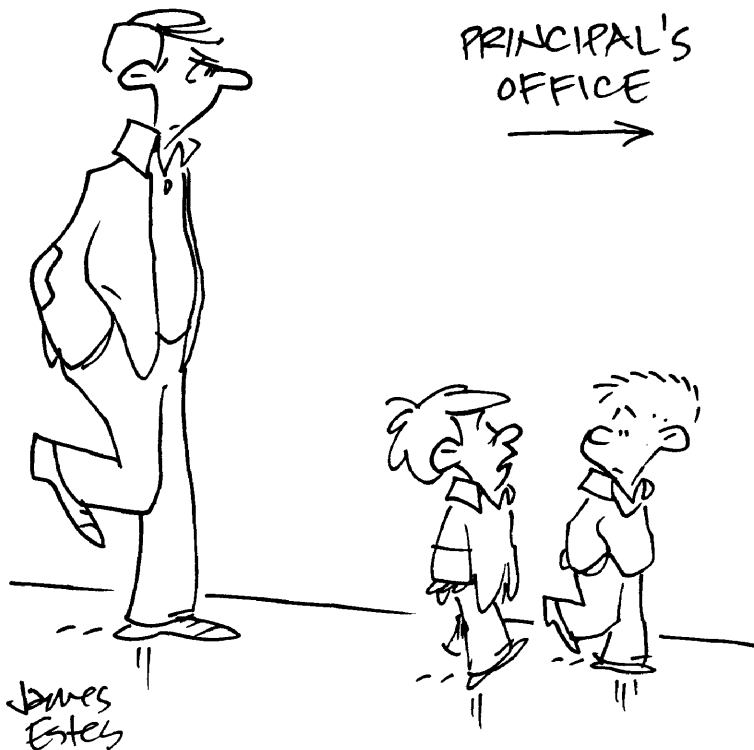
dle a legion of daily complaints from the minor to the life-threatening; participate in a host of miscellaneous meetings; chase unwelcome visitors off campus; call substitutes; unstick stuck student lockers; and follow up on such niggling concerns as the student sent to the office by his classroom teacher for lack of a pencil. Such a list could go on ad infinitum.

How is it that expectations for the principal's role have reached such gargantuan proportions? One might be tempted to argue that principals brought the problem on themselves by their thirst for control or their inability to let go of duties that might be delegated to others within the organization. Certainly such cases exist. Conversely, heightened expectations might be said to grow from the general school reform trends that push decision making away from district offices and into school sites. This phenomenon undoubtedly contributes to the growing demands associated with the role. However, the systemic roots of the exaggerated expectations go deeper. A serious examination of the question suggests that expanding *expectations* ensue in large part from expanding *conceptions* of the role of the principal that were established over the last two decades by those who might seem the least likely culprits — scholars within the field of educational administration.

Literature-Based Conceptions Of Principal Leadership

The belief that principals have an impact on schools is long-standing in the folk wisdom of education.¹² However, it was not until the dawn of the reform and accountability movements of the early 1980s that much empirical attention was paid to school leadership. Since that time, researchers in the field of educational administration have devoted considerable time and energy to cultivating and shaping conceptions of the principalship, and they have viewed it through many different interpretive lenses.

Scholars have proceeded with worthy intentions, for the literature lacks a clear understanding of school leadership,¹³ and each new conception offers a fresh way to think about the principalship. Some models emphasize the connections between principal leadership and school performance outcomes. Others are designed to guide the preparation of prospective school ad-



"It's like my grampa always says: 'We're born naked, wet, and hungry — then things get worse.'"

ministrators and thus offer more prescriptive definitions of the principal's role. Yet each new formulation implies a set of expectations for those who work as principals, and these expectations accrete and persist in our collective understanding.

Most discussions of *instructional leadership*, for example, stress that a principal's authority and influence are partly inherent in the role but also derive from the principal's expert knowledge.¹⁴ Perhaps the most fully articulated and best-tested conception of principal instructional leadership was developed by Philip Hallinger and his associates.¹⁵ This model consists of three broad categories of leadership practice: defining the school's mission, managing the instructional program, and promoting school climate. Twenty-one more specific functions suggested as central to principals' instructional leadership, such as the supervision of instruction, are embedded within these three broad categories. Considered by itself, this conception of the principal's role seems reasonable enough. Many would agree that the core technology of schools is teaching and learning, and what could be more important for school principals than to focus on such issues? But wait, there's more.

Another line of thinking in the literature suggests that school leaders are primarily responsible for providing *moral leadership*. As Daniel Duke has noted, the normative aspects of leadership have constituted one of the fastest-growing areas of leadership study in the 1990s.¹⁶ One oft-cited description of moral leadership concludes with a short list of moral admonitions for school leaders.¹⁷ The advice deals with everything from psychology to personal conduct to administrative skills, including mastery of parliamentary procedure.

Still another conception of the principal's role hails from the literature on *managerial leadership*. This model focuses on the functions, tasks, or behaviors of the leader and assumes that if these functions are carried out competently the work of others in the organization will be facilitated.¹⁸ One major review of leadership literature identified a relatively comprehensive set of 10 school management dimensions or functions.¹⁹ Among them were providing adequate financial and material resources, managing the school facility, accommodating policies and initiatives passed down from the district office, acting as a

buffer for staff members, and mediating conflicts and differences in expectations.

Another line of thought centers on conceptions of *participative leadership*. Site-based management (SBM), which some consider to be the centerpiece of the past decade's school restructuring initiatives,²⁰ offers one well-developed and widely accepted form of participative leadership. An illustrative book on SBM captures five domains of decision making through which power is pushed down to the local school site.²¹ These domains include the determination of the organization's purpose and goals; budgeting; hiring and development of staff; selection of curriculum and instructional materials; and decisions about organizational structure, such as the configuration of the school day. Under typical SBM reform strategies, the principal is called on to provide leadership in each domain, while operating under a collaborative arrangement that actively seeks to involve various individuals from the school community in the decision-making process.

Conceptions of the *transformational leader* originate in James Burns' classic book on leadership.²² This form of leadership aims to enhance the resources of both the leader and the led by raising their levels of commitment to mutual purposes and by further developing their capacities for achieving these purposes.²³ The most fully developed conception of transformational leadership as it applies to principals and schools has been provided by Kenneth Leithwood and his colleagues.²⁴ This model conceptualizes such leadership along several dimensions: building school vision, establishing school goals, providing intellectual stimulation, offering individualized support, modeling best practices, and important organizational values, demonstrating high performance expectations, creating a productive school culture, and developing structures to foster participation in school decisions. This conception of transformational leadership focuses on visionary concerns while tacitly ignoring routine managerial concerns.

The principal's role has elsewhere been likened to that of minister or steward,²⁵ visionary,²⁶ potter or poet,²⁷ and architect or commissar,²⁸ to name but a few. These conceptions trickle down from academe to influence writing on the principalship that appears in well-respected and widely read mainstream education publications such as *Education Week* and the *Kappan*.²⁹ Pro-

fessional practitioner journals such as the *NASSP Bulletin*, *Principal*, and *American School Board Journal* routinely feature pieces that focus on understanding the principal's role. Articles exploring various aspects of the principalship even turn up in national news magazines and newspapers.³⁰ Arguably, this trend has some merit, for the dissemination of various translations of principals' work adds value to our collective comprehension of a complex and challenging role.

Yet one can also contend that, when considered en masse rather than separately, these myriad views create unintended dark consequences that fuel the current problems of supply and quality in the principalship. Distinct understandings continually graft new fragments onto a comprehensive definition of the principal's role. To the extent that these various conceptions commingle and contribute to overwhelming expectations for principals, they may serve as a deterrent to those considering entry into the field. Furthermore, the numerous conceptions may lead to unrealistic standards for judging principal quality. Through continual attempts to "name the baby," academics contribute to an ever-expanding rubric by which principals are held accountable and evaluated. Indeed, one can reason that it is these multiple *conceptions* of principal leadership that have shaped the ever-growing set of *expectations* about what constitutes "excellence" in the principalship. The result? A largely unattainable ideal of mythological proportions — the *superprincipal* — a role that fewer and fewer aspire to and for which few appear qualified.

One final example from the literature provides a vivid illustration of how various conceptions of the principalship and high expectations for principals get blurred in practice. Allow me to introduce Fran Washington, a "bifocal" principal who performs as both *artist* and *technician*. Washington is highlighted in *The Leadership Paradox*, by Terrence Deal and Kent Peterson.³¹ The authors present her as a stirring example of the prototypical superprincipal — one who possesses all the skills of the technician as well as the artistic attributes that are so valuable in leading a community of learners. As the authors sketch her typical day, week, and year, a portrait emerges of excellence in school leadership, not so subtly reinforcing the notion that, if Ms. Washington can do it all as

principal, surely others can, too.

However, there is one small caveat buried in the footnotes accompanying this portrayal. Superprincipal Fran Washington doesn't exist. She is a fictitious composite drawn from observations of and discussions with hundreds of principals across many different settings. None of the examples used to illustrate Washington's work is out of the ordinary, yet when combined, they paint a picture of extraordinary leadership, thereby perpetuating the myth.

Now it is certainly possible, even probable, that a Fran Washington, or someone like her, exists somewhere. As certainly as there are a small number of .350 hitters in baseball, there are undoubtedly a small number of extremely gifted school leaders (or would-be leaders) who possess all the knowledge, skills, abilities, characteristics, and attitudes portrayed in various scholarly conceptions. However, we squander enormous potential resources by setting the bar so high. Not only are we likely to fail to attract such rare persons, but they will never exist in the numbers necessary to staff the principals' offices of even a small percentage of America's schools. Rather, most of those positions will be filled by mere mortals who will fail periodically, who will recognize that they won't be able to do it all, and who shouldn't be expected to do so.

Debunking the Myth

Capable principals are critical providers of leadership for schools, and it is important to construct models of excellence that guide and inspire practice. But it is no longer reasonable or intelligent to assume that every principal can or should be able to do it all — living up to every expectation that falls out of our literature-based conceptions. If America's schools are going to deal affirmatively with the problems of candidate supply and attract strong, competent leaders into the ranks of school administration, we must deflate the pervasive myth of principal as everything to everyone. At the same time, districts can foster quality by finding ways to help principals cope with the high expectations and by encouraging other forms of leadership within schools. Just as it has been influential in shaping conceptions of the principal's role over the past 20 years, research and scholarship that tackles these issues will be centrally important in mak-

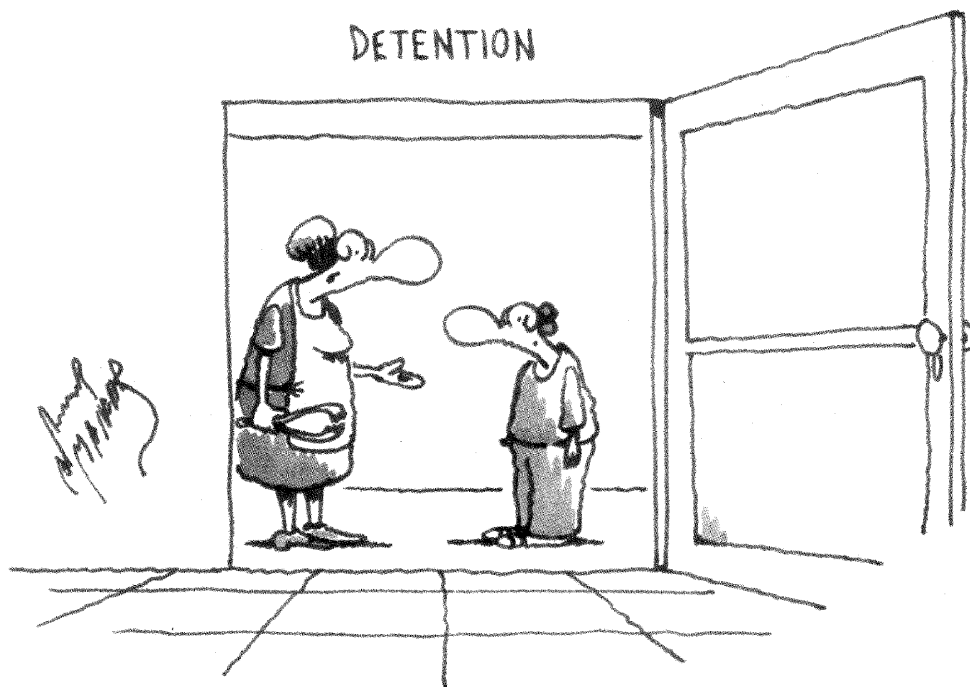
ing this shift. We are beginning to see some important signs that this can and will occur.

First, there is a growing understanding that leadership is embedded in various organizational contexts within school communities, not centrally vested in a person or an office. To illustrate, a recent study that examined principals' effects on teachers' community, instructional practices, and careers found no instances of leaders who created extraordinary contexts for teaching by virtue of their own unique visions; nor did the study reveal any common patterns of strong principals' characteristics.³² Successful principals turned out to be men and women with varied professional backgrounds who worked in collaboration with teacher leaders and showed respect for the teaching culture. They found various ways to support teachers in getting the job done. The leadership of these principals was not superhuman; rather, it grew from a strong and simple commitment to make the schools work for their students and to build teachers' determination and capacity to pursue this collective goal.

Second, scholars focusing on school reform are beginning to perceive a need for policy that supports effective school

leadership. For instance, a recent piece summarizing a study conducted in five urban schools pointed out the important role of school-level leadership in the development of professional community.³³ However, the article also lamented the fact that in only two of the five cases was building-level leadership up to the task of understanding and promoting professional community. Instead of blaming the individuals in those roles, the researchers concluded that the systems of recruitment and support for school-level leadership were woefully inadequate. Such criticism is useful in that it situates the problem systemically and thereby creates an opportunity to consider policy-oriented solutions that attack the problem from an organizational perspective.

Third, exciting work is under way that explores specific ways in which schools might distribute leadership more broadly.³⁴ The rise of research and scholarship advancing teacher leadership, for example, signals a growing understanding of the need to identify and support aspects of leadership beyond the role of the principal. Efforts to place teachers more centrally in charge of teaching concerns through such processes as peer review and early career



"The 'meatball surprise.' What are you in for?"

mentoring offer a hopeful change in the distribution of leadership, power, and accountability in schools.

Finally, there is emerging evidence that some school systems are heeding the need to promote supports designed to help principals deal affirmatively with high expectations. Some districts are taking action to head off potential "principal disasters" through the support and mentoring of new administrators.³⁵ Superintendents and boards, in recognition of the difficult nature of the work, are beginning to build systemwide supports for principals — for example, hiring early-career mentors and establishing mandatory periods of rest and reflection throughout the year.³⁶ Such strategies acknowledge that the expectations for the principalship are high and underscore the need for professional development, growth, and reflection in the process of becoming more skilled at leading. They also deal directly with principals' need to maintain a balance between their professional and personal lives in the face of such overwhelming expectations.

Through positive changes such as these, we may see a turning of the tide regarding the impending shortage of principal candidates. Current trends appear to indicate that, while principal leadership remains crucial for schools and school improvement, other conceptions of leadership in schools continue to evolve. While experimentation with changing leadership roles is still in the early stages, new conceptions of leadership have the potential to replace at least some of the complex of functions traditionally handled by the principal. This development presents a welcome change from conceptions built over the past 20 years that have only added to the expectations for principals. If these emerging models can be made to work with new supports for principals, we may be able to turn the current shortage into a momentary blip on the radar screen.

1. City of Philadelphia Public Schools, online job posting.

2. Telephone survey jointly sponsored by the National Association of Elementary School Principals and the National Association of Secondary School Principals, cited in Bess Keller, "Principal's Shoes Are Hard to Fill," *Education Week*, 18 March 1998, p. 3.

3. Sandra L. Barker, "Is Your Successor in Your Schoolhouse? Finding Principal Candidates," *NASSP Journal*, vol. 81, 1997, p. 592.

4. See, for example, Keller, op. cit.; Caroline Hendrie, "Tenured Principals: An Endangered Species,"

Education Week, 4 March 1998, pp. 1, 17; and Lynn Olson, "The Push for Accountability Gathers Steam," *Education Week*, 11 February 1998, pp. 1, 12-13.

5. Personal conversation with local school administrator, October 1999.

6. U.S. Bureau of Labor Statistics, "Education Administrators," in *2000-01 Occupational Outlook Handbook*, available at <http://stats.bls.gov/oco-home.htm>.

7. Ibid.

8. Lisa Richardson, "Principal: A Tougher Job, Fewer Takers," *Los Angeles Times*, 23 June 1999, pp. A-1, A-15.

9. Comparing recent GRE results with those from a decade earlier suggests that the situation is not improving and might even be worsening. See *Graduate Record Examinations: 1985-86 Guide to the Use of Scores* (Princeton, N.J.: Educational Testing Service, 1985); and *Graduate Record Examinations: 1996-97 Guide to the Use of Scores* (Princeton, N.J.: Educational Testing Service, 1996).

10. See, for example, Philip Hallinger and Joseph Murphy, "Developing Leaders for Tomorrow's Schools," *Phi Delta Kappan*, March 1991, pp. 514-20; Daniel Griffiths, Robert Stout, and Patrick Forsyth, *Leaders for Tomorrow's Schools* (Berkeley, Calif.: McCutchan, 1988); Joseph Murphy, "The Reform of School Administration: Pressures and Calls for Change," in idem, ed., *The Educational Reform Movement of the 1980s: Perspectives and Cases* (Berkeley, Calif.: McCutchan, 1990), pp. 277-303; and idem, *The Landscape of Leadership Preparation* (Newbury Park, Calif.: Corwin Press, 1992).

11. James March, "How We Talk and How We Act: Administrative Theory and Administrative Life," in Thomas Sergiovanni and John E. Corbally, eds., *Leadership and Organizational Culture* (Urbana: University of Illinois Press, 1986), pp. 18-35.

12. Ronald H. Heck and Philip Hallinger, "Next Generation Methods for the Study of Leadership and School Improvement," in Joseph Murphy and Karen Seashore Louis, eds., *Handbook of Research on Educational Administration*, 2nd ed. (San Francisco: Jossey-Bass, 1999), pp. 141-62.

13. A number of scholars have observed that definitions of leadership are somewhat arbitrary. For example, see Bernard M. Bass, "Leadership Traits 1904-1947," in Ralph Melvin Stogdill, ed., *Stogdill's Handbook of Leadership* (New York: Free Press, 1981), pp. 43-72; Warren Bennis, "Leadership Theory and Administrative Behavior: The Problem of Authority," *Administrative Science Quarterly*, vol. 4, 1959, pp. 259-60; and Gary Yukl, *Leadership in Organizations*, 3rd ed. (Englewood Cliffs, N.J.: Prentice-Hall, 1994).

14. Kenneth Leithwood and Daniel Duke, "A Century's Quest to Understand School Leadership," in Murphy and Louis, pp. 45-72.

15. See Philip Hallinger and Joseph Murphy, "Assessing the Instructional Management Behavior of Principals," *Elementary School Journal*, vol. 86, 1985, pp. 217-47; and Philip Hallinger and C. E. McCary, "Developing the Strategic Thinking of Instructional Leaders," *Elementary School Journal*, vol. 91, 1990, pp. 89-107.

16. Daniel L. Duke, "Perception, Prescription, and the Future of School Leadership," in Kenneth Leithwood et al., eds., *The International Handbook of Educational Leadership and Administration* (Dordrecht, The Netherlands: Kluwer Academic Publishers, 1996), pp. 841-72.

17. Christopher Hodgkinson, *Educational Leadership: The Moral Art* (Albany: SUNY Press, 1991).

18. Leithwood and Duke, op. cit.

19. Daniel Duke and Kenneth Leithwood, *Management and Leadership: A Comprehensive View of Principals' Functions* (Toronto: OISE, 1994), mimeo.

20. Leithwood and Duke, op. cit.

21. Joseph Murphy and Lynn G. Beck, *School-Based Management as School Reform* (Thousand Oaks, Calif.: Corwin Press, 1995).

22. James MacGregor Burns, *Leadership* (New York: Harper & Row, 1978).

23. Leithwood and Duke, op. cit.

24. See, for example, Kenneth Leithwood, Diana Tomlinson, and Maxine Genge, "Transformational School Leadership," in Leithwood et al., pp. 785-840.

25. Thomas J. Sergiovanni, *Leadership for the Schoolhouse* (San Francisco: Jossey-Bass, 1996).

26. Roland Barth, *Improving Schools from Within* (San Francisco: Jossey-Bass, 1990).

27. Anne W. Hart and Paul V. Bredeson, *The Principalship: A Theory of Professional Learning and Practice* (New York: McGraw-Hill, 1996).

28. Larry W. Hughes, "The Leader: Artist? Architect? Commissar?," in idem, ed., *Principal as Leader* (Upper Saddle River, N.J.: Prentice-Hall, 1999), pp. 3-24.

29. See, for example, Bess Keller, "Principal Matters," *Education Week*, 11 November 1998, p. 1; and Anne C. Lewis, "Standards for New Administrators," *Phi Delta Kappan*, October 1997, pp. 99-100.

30. See, for example, Richard Stengel, "Walking the Hallways in Some Big Shoes," *Time*, 31 May 1999, p. 8; Dale Mezzacappa, "Strong Principals," *U.S. News & World Report*, 18 January 1999, pp. 64-67; and Erik Larsen, "It's Not the Money, It's the Principal," *Time*, 27 October 1997, pp. 92-93.

31. Terrence E. Deal and Kent D. Peterson, *The Leadership Paradox: Balancing Logic and Artistry in Schools* (San Francisco: Jossey-Bass, 1994).

32. Milbrey W. McLaughlin and Joan E. Talbert, *High School Teaching in Context* (book manuscript in progress, 2001).

33. Karen Seashore Louis and Sharon D. Kruse, "Getting There: Promoting Professional Community in Urban Schools," in idem, eds., *Professionalism and Community* (Thousand Oaks, Calif.: Corwin Press, 1995), pp. 208-27.

34. See, for example, Thomas J. Sergiovanni, *Building Community in Schools* (San Francisco: Jossey-Bass, 1994); and James P. Spillane, Richard Halverson, and John B. Diamond, "Distributed Leadership: Toward a Theory of School Leadership Practice," paper presented at the annual meeting of the American Educational Research Association, Montreal, 1999.

35. A number of examples of mentoring strategies can be found in practitioner journals from the field of educational administration. See, for example, Allan Walker et al., "Mentoring Programs for Aspiring Principals: Getting a Solid Start," *NASSP Bulletin*, January 1994, pp. 72-77; and Elaine L. Wilmore, "It's Not Easy Being Green: Mentoring for the First-Year Principal," *NASSP Bulletin*, April 1995, pp. 91-96.

36. Mentoring strategies for new principals are being used in the Cambrian School District in San Jose, Calif., and four-day reflection weekends have been instituted in the San Carlos (Calif.) School District. K