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Table of Contents

A Message from the Editor

Frederick Dembowski
Lynn University

The lead article, "Educational Leadership Programs Lag Behind Other College of Education Programs in Adopting Distance Learning Strategies," by Cheryl C. McFadden, raises a number of issues that I feel should be addressed by the profession. Besides the main issue discussed regarding the lag in the implementation of distance learning programs, another issue is the trade-off of requiring professor position applicants to have prior administrative experience. At the risk of being "tarred and feathered," this trend also has some negative aspects such as the one Professor McFadden raises about the lack of the use of technology and the inability of the "second career" professors to implement technology into their courses. Another issue is the potential for these second career professors to "tell it the way it was"; that is, basing their courses on their experiences rather than on theory or research based instruction. This topic would be an interesting subject for a research study. A third issue is the "graying" of the professoriate. Hiring retired administrators likely exacerbates this concern, and limits the opportunities for hiring younger full-time faculty. There needs to be a balance between scholarship and practice, not only in the curriculum, but also in the faculty.

In his article "Workaholism: Praised or the Plague of School Administrators?" Jack McKay states that 43 percent of the administrators in his sample consider themselves to be workaholics. This contributes to

(continued on page 2)

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A Message from the Editor
(continued from page 1)

the perception of many potential school administrators that the job is overly demanding and "not worth it." McKay points out some strategies in coping with this problem. Changing the behavior of workaholic administrators might also have the secondary benefit of encouraging more qualified persons to consider becoming an administrator.

Another factor in the decision of many people to apply for the position of principal is the perception of relatively low compensation for the position. "Developing a Fair Salary Policy for Principals" by Fred Hilling addresses this important issue and offers some steps on how to manage the policies and practices of salary determination of school administrators.

The commentary "Learning and the Brain: How Administrators Can Improve Teacher Effectiveness Through Instruction on How the Brain Learns," by Judith Willis, offers an interesting perspective on a topic which has received a great deal of interest in the last few years in the profession. With the work of Howard Gardner, Mel Levine and others on Multiple Intelligences, this article fills in some of the gaps.

Finally, this issue contains information and request for proposals for the "Conference-Within-a-Conference" to be held in conjunction with the 2005 AASA Conference, San Antonio, Texas, February 17-20, 2005. Note the September 15, 2004, deadline for proposals.

Educational Leadership Programs Lag Behind Other College of Education Programs in Adopting Distance Education Strategies

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Distance education might be a viable alternative to preparing principal candidates amid a national shortage of qualified applicants. Distance education has the potential of preparing more candidates in less time than the traditional method of face-to-face instruction. Distance education allows institutions to reach candidates in rural areas that otherwise may not have pursued this career path. The emergent need to have a pool of qualified candidates for the principalship is a growing national concern. Forty percent of the nation's 93,000 principals are expected to retire within the next five years (Goldstein, 2001). Districts across the country are already feeling the burden of finding qualified candidates. In a recent study, 70 superintendents were surveyed across the United States and 40 percent agreed that hiring qualified principals was a challenge (Roza, 2003). Distance education might be a solution or at least provide principal preparation programs with an alternative system of delivery.

The purpose of the study was to examine the use of distance education strategies in principal preparation programs across the country. The study was limited to institutions whose preparation programs have completed the National Council for Accreditation of Teacher Education (NCATE) accreditation process and have gained "National Recognition" by the Educational Leadership Constituent Council (ELCC) for one or more of their administrator training programs. Representatives of ELCC approved programs were contacted to determine the level of participation in distance education.

Literature Review

Distance education is defined as instruction delivered over a distance to one or more individuals in one or more venues (Phillips & Merisotis, 1999). Rapid changes in technology continue to alter the ways in which distance education is defined and applied to a multitude of programs, participants and technology (Lewis, Levin & Greene, 1999). Distance education has allowed institutions to create and service new markets because of its utilitarian nature and versatility. In an effort to reduce program costs and increase enrollments of nontraditional students, distance education appears to be a viable solution. Distance education also benefits students. Many students who would otherwise not be able to obtain a degree because of geography, time, finances, job and family responsibilities have benefited from distance education (Sherron & Boettcher, 1997).

Distance education offerings at institutions have grown rapidly since 2000. In 2002-2001, 56 percent of all postsecondary institutions (22 percent at the graduate level) offered distance education courses. Twelve percent of all institutions planned to begin offering distance education courses in the next three years (National Center for Educational Statistics, 2003).

During the past three years, a distinct pattern has emerged for graduate students. Graduate students who were white, financially independent, older, married or having dependents and who were enrolled part-time had higher participation rates in distance education. Graduate students with demanding jobs ($50,000 or more) and enrolled in master's rather than doctoral degree programs at public institutions were more likely to participate in distance education (Sikora & Carroll, 2002).

Statement of the Problem

Distance education is viewed by many not only as an opportunity to increase access to postsecondary education but also as an opportunity to revolutionize higher education by changing the overall appearance of institutions. The traditional route to obtaining a postsecondary degree is fast becoming the exception and not the norm. Graduate programs that just a few short years ago had a small distance education component are moving toward integrating more technologically-supported distance education. Graduate students completing degrees and/or licensure requirements in educational administration often pursue their studies while teaching or serving in a leadership role. As a result, they are adult learners who are most likely to choose courses that reduce the number of on-campus meetings by utilizing distance education strategies. Therefore, the problem of this study was to ascertain the distance learning components in ELCC approved university-based training programs.

Methodology

This study consisted of a twofold data collection process. In the first phase, an electronic survey was administered to the deans of education at the 96 institutions with ELCC approved university-based administrator training programs. These institutions were categorized into the four regions (northeast, southeast, central and west) based on the National Assessment of Educational Progress definitions of region. The surveys were administered during a four week period and participants received a follow-up letter. Participants were asked to complete two sections: (a) Section I—Personal data and name of institution; and (b) Section II—Percentages of courses delivered by distance education, online, mixed and face-to-face. Section II included operational definitions for the participants. Distance/online delivery was defined as programs delivered by the web without any face-to-face delivery with class members present simultaneously. Mixed delivery was defined as programs delivered by the web with face-to-face sessions and class members present simultaneously. Finally, face-to-face delivery was defined as programs delivered with face-to-face sessions and all class members present simultaneously.

Findings

Thirty-six percent of the 96 surveys administered were completed. Although this response rate appears to be low, the average response for e-mail surveys is 31 percent (Sheehan, 2001). The greatest percent of respondents (36 percent) represented institutions in the central region of the United States. Thirty-one percent and 26 percent of the respondents represented institutions in the southeast and northeast regions respectively. Only six percent of the respondents represented institutions in the west.

Seventy-four percent of the programs that responded offered no courses through distance education. These representatives reported that all of the courses in the program were offered exclusively on their main campus. Seventeen percent of the programs reported that 10 percent or less of their courses were offered through distance education. Only two programs reported that 60 percent of their courses were offered through distance education.

Seventy-seven percent of the programs that responded offered no online courses. There were two notable exceptions. One program in the southeast reported 60 percent of their courses were offered through distance education and online courses. Another institution in the southeast reported that 43 percent of their courses were offered online.

Sixty-nine percent of the programs that responded offered courses through mixed delivery. Two programs reported that 100 percent of their courses were offered through mixed delivery and three programs offered 50 percent of their courses using this method. Finally, 49 percent of the programs that responded offered only face-to-face courses.

In the second phase of data collection, telephone interviews were conducted with program advisors, department chairs and deans from 12 institutions representing the four regions. Demographic information was collected about the faculty in the program such as education, certification and employment status (tenured, tenure-track, fixed term, part time). Interviewees were asked specific questions related to the use or lack of use of distance education/online, mixed and face-to-face delivery of courses.

The telephone interviews revealed that most faculty in the programs were retired principals, central office administrators, superintendents and state employees. During one of the interviews, a department chair referred to his faculty as "second career" faculty. Their first career was as a site or central office administrator in the public school system. Further data revealed that many of these individuals (as many as 50 percent in some departments) were employed as "fixed term" or in an equivalent type of position. These positions involved a yearly contract and required faculty to teach a certain number of courses per semester. The number of tenured and tenure-track faculty was almost equal in each of the programs.

When asked about the use of distance education in their program, most interviewees said that their "second career" faculty preferred to teach on campus with face-to-face delivery. One dean commented that the "department of educational leadership commanded the highest salaries in the school of education yet most of these faculty were unwilling to venture off the main campus to teach at satellite sites or to even integrate technology into their classes." He continued saying, "it was ironic that faculty in undergraduate programs and other graduate programs infused more technology into the content than then the faculty in the department of educational leadership yet they were supposed to be the instructional leaders in a school." His remark may point to the need for faculty in educational leadership programs to take the lead in the use of distance learning strategies as a way to model for principal candidates who will become the instructional leaders in their schools.

When asked about the use of online and mixed delivery of courses, many interviewees cited the previous employment of the faculty as the reason for lack of use in courses. Most of these individuals were at least the principal level in their former career and either did not have the time or interest to develop technology skills. They relied heavily on their support staff to integrate technology into their schools and offices. Consequently, when they arrived at the institution, they were often reluctant to acquire the necessary skills to infuse technology into their classes.

There were some notable differences among the tenured and tenure-track faculty. All of the interviewees stated that the tenure-track faculty were significantly more likely to participate in distance education and develop online and mixed courses. When asked for the rationale, the interviewees cited their institution's push to increase distance education enrollments. One program advisor remarked that the tenure-track faculty were part of the "new regime" that is required to travel to satellite locations and integrate more technology into their courses. These expectations were made at the onset of their employment.

Conclusions

The age and previous level and type of employment of the faculty were a direct factor in the use of distance education, online, mixed and face-to-face delivery of instruction. Many of the faculty in ELCC approved university-based administrator training programs are in their "second" career and value face-to-face dissemination of course content over the use of technology. These individuals have spent their first career perfecting their oral and written communication skills and have grown accustomed to this form of delivery. Their profession required them to speak publicly to various audiences and they have developed a comfort level with this form of communication. As a result, they are less inclined to integrate distance learning strategies in their classrooms. Another conclusion would be that many of these faculty are not in tenure-track positions; therefore, these individuals do not feel the pressure of integrating technology into teaching as a requirement or prerequisite for tenure.

It is interesting to note that although these programs have achieved "National Recognition" by the ELCC, many of them have not engaged fully in the use of distance education strategies. The question remains as to why these high-quality programs are not committed to the use of distance education strategies to deliver instruction to aspiring candidates for the principalship.

Distance education, online and mixed delivery might be a viable solution to increasing the number of qualified candidates for the principalship, but as long as faculty are unwilling to engage in these alternative systems of delivery, these programs will continue to lag behind other college of education programs in adopting distance education strategies.

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Workaholism: Praised or the Plague of School Administrators?

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Workaholism: A Mental Health Problem for School Administrators

The subject of workaholism is somewhat neglected as an area of serious concern by school administrators and school board members because it is difficult to define and is often considered an asset rather than a liability. In the health profession, workaholism is the best-dressed mental-health problem of the leadership and managerial professions. This article will show that workaholism, the addiction to work, is a disease that inhibits school leadership efforts, ruins promising professional careers and usually is harmful to colleagues as well as immediate family members.

Workaholism is defined as an obsessive-compulsive disorder that manifests itself through self-imposed demands, an inability to regulate work habits and an over indulgence in work to the exclusion of normal life activities (Robinson, 1998). The term is similar to alcoholism because the two addictions are believed to have common behavior patterns. The two addictions are:

- Progressive in nature,
- An unconscious attempt to resolve unmet psychological needs,
- Can lead to an unmanageable life,
- Cause of family disintegration,
- Results in health problems that can lead to anxiety and depression (Robinson, 1996).

Work highs, like alcoholic euphoria, run a cycle of adrenaline-charged work binges that are followed by exhaustion similar to alcoholic hangovers. Workaholism creates health problems, failed marriages, endangers careers and can result in mental-health issues with other family members. Researchers of workaholism have found that workaholics have greater tendencies toward depression, anxiety and anger than their peers in leadership positions. They have feelings of inferiority, fear of failure and the inability to deal with unresolved issues and strong tendencies toward perfection (Haymon, 1993; Machlowitz, 1980).

Workaholism and the Family

The workaholic's impact on his or her family is also a major problem. Robinson (1988) found that spouses and children become extensions of the workaholic's ego, usually leading to family conflict. Spouses and children feel unloved, lonely, isolated and emotionally and physically abandoned. Another study (Machlowitz, 1980) found that the workaholic's children are faced with excessively high demands for achievement.

Workaholics tend to abdicate their role in their children's development. If they do become involved, it usually is only to check on the child's progress toward perfection in whatever has been undertaken. Follow-up studies by Robinson (1998) suggest that children of workaholics carry the legacy of the workaholic parent, such as an external sense of control and approval-seeking behavior to meet other adult expectations. Different from the alcoholic with the bottle to blame, the workaholic's family faces confusion because there is no item to blame.

Workaholics in School Administration

The most common perception is that workaholic school administrators are consistently working, every hour of every day. Information in Table 1 reviews the characteristics, beliefs and typical behaviors of school administrators.

Workaholics and Productivity

Robinson's research (1989) concluded that workaholics are not necessarily the most productive people in an organization. Workaholics overindulge in their jobs, with errors and mismanagement increasing. Workaholics are less efficient than their co-workers who work fewer hours. In comparison studies by Robinson (1989), "optimal" workers have warm, outgoing relationships and a good sense of collaboration, and are effective at delegating appropriately. Robinson (1989) concludes that workaholics hurt the organization because they are addicted to the process of working, not to getting results. Workaholics are motivated by fear and loss of status. They are more reluctant than their colleagues to take the necessary risks to achieve positive and creative outcomes for the organization.

Workaholics are unable to tolerate their own mistakes and tend to avoid discussion of them or try to cover them up. Another study described workaholics as the ones who

Table 1: The Workaholic's Characteristics, Beliefs and the Behaviors of School Administrators

Workaholic Classifications*	Characteristics	Belief	Behavior of Workaholics who are School Administrators
Driven workaholics	Is compulsive and consistently working. Relentless about meeting deadlines. Perfectionist - will not accept anything less from self or others. Completes a project so another can be started.	Work is more important than relationships. Disregards feelings of others in order to get the job done. Tends to be very productive and respected by others outside the family.	Preference is working in the office, rather than in visiting schools and classrooms. So called "family vacations" are scheduled to include other professional conferences. Micromanagement and inability to delegate authority or responsibility.
Binge/starve Workaholics	Has an out-of-control work ethic. Procrastinates, then works frantically for productivity. Over-committed and panics.	Tends to procrastinate out of a fear of not being able to do the work to perfection. At same time, obsessed with getting the work done.	No routine of planning and delegating; rather a crisis and crash environment. Prepares right up to the meeting and even during the meeting. Displays an "I can do that too because no one else can do it right" mentality.
Over-active Workaholics	Easily bored, but at the same time is constantly seeking stimulation. Seeks excitement and crisis in order to bring focus on themselves.	Seek diversion from boredom by taking on high-risk projects that have little impact on major goals. Constantly creating crises, but then gets attention and praise for solving the crisis.	Have two or three major projects that result in change for others in the school. Wants new initiatives going all the time, but neglects follow through on results.
Perfectionist Workaholics	Slow, deliberate and methodical. Savor work as an alcoholic would savor a drink. Always working, but never seems to accomplish much. Making the to-do list takes more time than actually doing the job.	Terrified that the project will never be good . enough. Great pride in making lists and then marking off what was completed. Self-absorbed in their work. Drives others crazy with nit picking and inability to let things go.	Inability to start the project because all of the details haven't been worked out. "Let me take care of that because I can do it best and I can do it at my pace."

*Classifications adapted from work done by Robinson (2000).

"suck the spirit right out of the team by causing destructive competitiveness among coworkers" (Oats, 1971). Possibly, the worst situation is when the workaholic is the appointed leader in the organization. Klaft and Kleiner (1988) found that the standards set by the workaholic leader lead to resentment, conflict and low staff morale.

A Study of School Administrators

A survey of 800 school principals and superintendents asked questions about career paths, tension builders, stressors, professional aspirations and other work related issues. McKay (2002) found that almost 43 percent consider themselves on the way to becoming, already are or are in denial of being a workaholic. McKay also found that school administrators spent an average of four evenings per week attending school-related activities. The study revealed that school superintendents lost an average of between one and two weeks of paid vacation each year. Why do most school administrators in this study perceive their work demands so great that they spent many evenings away from the home and usually didn't take paid vacations? Are work expectations self-imposed or expectations of colleagues and school board members?

The school administration profession is extremely demanding and competitive. For most, career successes have been the result in the commitment of many hours beyond a normal workday. Long hours and extra days, in the past, was considered to be the key to success in the future. The demanding work ethic is learned as a graduate student, teacher or coach and continues into administration. Being labeled a "workaholic" would be considered, by many workaholics a compliment and an accurate description of their path to upward career mobility.

Possible Solutions for Coping with a Workaholic School Administrator

The typical workaholic school administrator has no sense of the magnitude of the problem and therefore is seldom motivated to change behavior. It is sometimes an obsession or fear about being out-worked for the next career step. Workaholism is something of a permanent trait and those who suffer from it are unlikely to change dramatically. Therefore, attempts should be made to live and work with them, rather than to cause significant behavior changes.

For colleagues and school board members who work with workaholic school administrators, following are some suggestions:

- Encourage their workaholic colleagues not to devote themselves exclusively to work. Without encouragement to do something different, it becomes difficult for the workaholic to understand that non-working activities are an acceptable alternative.
- Reward the workaholic administrator when engaged in non-work activities by acknowledging the new activities.

School board members, colleagues and family members may need to seek professional counseling services in order to understand the motives of workaholic behavior. Dealing with the built-up hostility and resentment suffered from the workaholic's behavior will need to be brought into the open. Dealing openly with the anger honestly can provide a safer environment for expressing and confronting the hostility created by the workaholic toward co-workers and family. Not dealing with the anger and hostility will make it difficult, if not impossible for others to understand, resolve and contribute to the workaholic's understanding of the impact of his or her behavior.

The Workaholic School Administrator's Impact on School Improvement

Could the school administrator who is a workaholic be a major detriment to the improvement of public schools? If, as some mental-health experts indicate (Haymon, 1993; Ramsey 2002; Robinson 1998), workaholics usually:

- Lack a sense of respect for self or others.
- An inability to collaborate on projects.
- Are unable to make decisions.
- Are unable to delegate responsibilities.
- Are not willing to take necessary risks to cause appropriate changes in the organization.

If school administrators have most of the characteristics listed above, it can be concluded that workaholic school leaders are likely to be ones who are counterproductive in any school improvement efforts.

If almost half of the school administrators are close to or are already workaholic, then co-workers, teachers and support staff working for the workaholic school administrator may not be performing as effectively as they could. Following are some suggestions that a workaholic school administrator might consider:

*Workaholic School Administrators: Suggested Steps to Recovery**

1. Acknowledge your addiction to work. Live and work one day at a time.
2. Set limits on yourself to admit that you can't do it all.
3. Leave work on time each day.
4. Change the way you think about time. Time is a tool, not an enemy.
5. Schedule leisure time during the day.
6. Change your daily routine. Nurture some flexibility.
7. Avoid checking the time of day. Stretch the minutes between checking the clock.
8. Eliminate worthless meetings.
9. Redefine your daily, weekly and monthly goals. Be realistic.
10. Delete at least one item from your "to do" list each day.
11. Start with short vacations, and then stretch the days to weeks.
12. Avoid calling the office during your vacation.
13. Realize that perfection isn't necessary for every "to do" item. Some tasks just don't require the additional time and effort.
14. Write fewer memos. A memo is the paper trail for the workaholic school administrator. Talk to people.
15. Become involved in what is going on around you at work. Be present, not just visible.
16. Open your office door, physically and mentally. Look for opportunities to visit with others on an impromptu basis.
17. Make a list of the other roles you assume (e.g.,

spouse, parent, son or daughter, brother or sister, church member, etc.) You are more than your work.

18. Remember, you work to live, not live to work!
19. Reconnect with your passions.
20. Join a support group or seek individual counseling.
21. Seek out the humor of the situation. Life is too serious to be taken seriously.
22. Consider changing jobs. The organizational culture may be contributing to workaholic tendencies.

* Adapted from suggestions developed by Ramsey (2002).

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Developing a Fair Salary Policy for Principals

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Introduction

This article reflects a perspective from outside the educational fraternity. It describes management consulting studies of pay for principals. Educators prefer to be accountable to other educators for their performance. In many situations, this has led to pay policies that may reflect the consensus of educators but do not permit these educators to be accountable to the board for the value of money spent on salaries.

In British Columbia, principal and vice principal positions are no longer parts of the teacher's collective agreement. Separate agreements are negotiated for this group. These agreements often contain formulas to calculate salary levels. While these formulas reduce the complexity of administering the policy, the result does not meet the test of internal equity.

This article describes an attempt to create a more credible and equitable salary policy. The policies and practices of conventional salary administration provide guidance for this work. The result of the review enabled the board to make an informed policy decision on level of pay in relation to both the salary market and other job families. Participation by educators created an equitable ranking of positions based on an analysis of job demands. Senior administrators have an administrative tool to help maintain a defensible salary policy.

Background

The methodology described in this article was developed over a 12-year period with the assistance of administrators in three BC school districts. A typical review consisted of a district of 8,000 students with a grade configuration of K-7, 6-8, 7-9 and 10-12. The district includes urban and rural schools. About 45 positions are covered by the policy, including principal, vice principle and district office positions in technology, learning resources and adult education.

Formula Approach

One typical formula for determining principal and vice principal salaries includes the following criteria:

- Incumbents with a master's degree receive 10 percent more that a reference amount.
- Three categories are defined by FTE teachers supervised.
- Vice principal salaries are defined by a percentage of the reference amount.
- District vice principal positions are slotted into the categories for school based administrators.

School size is the only provision that relates to the responsibility of the position. The master's degree is an attribute of the person. While this criterion may be essential for teachers, it has no place in administrative office pay determination. The remaining provisions are arbitrary. This form of policy is a negotiated compromise that reflects the judgment and relative power of participants. It does not meet the test of effective human resource management.

The policy development outcome should meet two related interests:

- An interest in the perceived legitimacy of salary determination, employee acceptance and the related impact on morale.
- An interest in the value received for the money spent on each salary and the capacity to justify that value.

JOB EVALUATION APPROACH

Job evaluation defined

Job evaluation is a systematic judgment of the relative demands of work activities in each position. It is an analysis of job content. It is not an evaluation of job performance. Compensable factors such as work complexity, knowledge and responsibility are defined. Each of the compensable factors is further defined by a set of degree definitions. Each degree is weighted by a point amount. The evaluation result is summarized by a point total. The particular approach to weighting the factors in these studies is a policy capturing approach (Schwab, 1984).

The literature in the salary administration field is clear—internal equity is a function of work activities and the demands implied by those activities (Belcher, 1974). It is not related to attributes of individuals, such as education and experience.

Salary policy development

When a point total has been developed for each position, positions are grouped into salary grades. Salary market definition and salary survey comparisons are established. A policy on level pay in relation to the market is set. A trend analysis supports the development of this policy. Salary ranges for each grade are defined to implement that policy. Incumbents are then placed in the salary range based on time in the position. Related policies are developed to deal with under-paid and over-paid employees. This is a standard approach to salary policy development.

The study process

The intent of the review was to adapt traditional salary administration practices to fit the particular characteristics of the administrative officer group. An external consultant worked with a representative group of administrators to develop the policy.

The conduct of the review included the completion of a questionnaire by each participant, interviews to understand the job content, committee review of job evaluation plan designs, evaluation of each position, review of salary survey data with a board committee to define a policy of pay in relation to the salary market and report preparation and review.

Selection of compensable factors

The job evaluation committee selected the following compensable factors:

- complexity of decision making
- previous experience
- relationship responsibility
- impact
- supervision
- scope of supervision—direct
- scope of supervision—shared
- physical effort
- working conditions

Job evaluation plan wording

The definitions of the compensable factors were adapted to this work environment. For example, the relationship responsibility factor is defined as follows:

> This factor measures the extent and nature of any responsibility for dealing with other people. The contacts may be inside and/or outside the organization. Contacts within the district measures the extent to which the successful performance of the work requires the co-operative dealings with other staff and the nature of relationship demands from students. Outside contacts measures the extent to which the successful performance of the work requires actually dealing with others. Consider the frequency of the contact and the relative difficulty and importance of the transaction handled.

Factor weights

There are several alternative methods described in the literature for defining the point amount for each degree (Davis & Sauser, 1993). A policy capturing approach was selected because pay levels in the BC salary market for principals and vice principals were judged to be an unbiased criterion.

If positions were placed on the rungs of a ladder based on median pay in the salary market, then the point total from evaluating the position will place the positions on identical rungs. Thus, the evaluation outcome provides more than a simple rank order of positions. The evaluation outcome defines the relative rank order.

The process of defining the factor weights included:

- A job evaluation committee of administrative officers rated a sample of positions.
- Median pay for the positions in the BC salary market was extracted from salary survey data by matching school grade configuration and size.
- An iterative problem-solving program was used to relate the degree levels to the salary survey data.

The evaluation plan captures the policy of relative ranking that is implicit in the salary market.

The evaluation process

The job evaluation committee proceeded to rate each position by comparing the work activities defined in the job questionnaire to the degree definitions. Similar positions were classified together. The outcome of this work was a consensus on the point total for each position.

If a complete sample of unbiased salary survey data were available for each position, job evaluation would not be necessary. However, each district has particular aspects of school size, grade configuration, location and organization design that are different from survey specifications. The committee of administrators discussed some reasons why the administrative demands in similar sized schools were different:

- The ratings showed a difference in the complexity of administering an elementary vs. middle vs. high school. However, other differences were open to interpretation. Was a difference in the range of grades K-5 vs. K-8 significant? The wider range of grades implied more complexity in curriculum and student scheduling. Did this difference support a higher salary grade?
- French immersion was considered to imply more demanding administration.
- The extent of problems that children bring to school create different administrative demands. Some administrators are continually involved with social service agencies, police liaison, probation workers, etc. The salary survey comparisons do not identify the tough schools.

The relationship between district office positions like learning resources and school based positions needs to be defined. The point factor method can relate quite different kinds of positions to common criteria.

The use of structured criteria enabled administrators to integrate a variety of perspectives from different school environments. For example, the custodial care of primary students was compared with the behavioral demands of middle schools, and with the complexity and diversity of the high school. The consensus of the group helped create legitimacy for the evaluation outcome.

Salary policy

Salary trends of median and third quartile pay levels were compared with the internal trend of current pay. The board received the report and directed senior administrators to discuss an appropriate policy with the administrator's association. A policy trend line was established. A three-step salary range was then defined and an implementation plan was established.

Conclusion

These policies have proven to be workable and durable. One district has administered the policy for 12 years and has conducted two updates of the original work. The other districts have implemented the policy. There remains a variety of opinions and perceptions of the merits of the program. There is acceptance that the evaluation of job demands produces a more equitable result than an arbitrary formula.

Job evaluation is not a natural fit with educational administration. There is a tradition in education of relating pay to attributes of the person rather than the position. The work requires some integration across elementary, middle and high schools. The relationship between school-based and district office positions is always a sensitive question. Boards can have some difficulty in adopting a realistic salary administration policy. This potential for conflict has limited the development of salary administration policies for administrative officers. The desire for collegial relations leads to an avoidance of the subject. Formulas from a previous era that are patently unfair continue to be used.

This review demonstrates that job evaluation has some potential to support salary policy development in education. The process remains judgmental. However, the systematic review of job content by a representative committee of administrators with a valid job evaluation plan can yield an equitable result. Senior administrators have a tool to adjust pay as the organization changes. Boards have a defensible policy that is grounded in the salary market. These advantages can be realized if educators accept that the decision making process that works for education policy (a consensus of the value orientation of educators) does not work for pay policies.

As administrators continue to take responsibility for their institutions, educational administration should develop the capability to relate their pay to this responsibility.

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Learning and the Brain: How Administrators Can Improve Teacher Effectiveness Through Instruction on How the Brain Learns

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Learning and the Brain

Brain-based teaching and learning focuses on how the brain learns best, and emerging brain research is a significant resource, but only if we know how to use it as such. Too often there is research bias that can only be discerned if the evaluator has a base of scientific knowledge. This is especially problematic when the same group that proposes or promotes an educational theory or technique, is the group that determines the parameters for testing its effectiveness. Research that is valid and structured in a manner suitable to the hypothesis being tested, should be the catalyst for educational reform and classroom strategies.

Teachers have the professional training and classroom experience to know first hand where there are problems in educational practices, but most teachers haven't been taught about the brain. Teacher education focuses on theories and practical applications of strategies, but rarely includes instruction on how students' brains experience learning and memory making. If teacher education included instruction in neurology, neurophysiology and neuroimaging, teaching professionals could help determine where research is needed, what research is valid and what classroom applications could be developed from valid brain-based research. In addition, the strategies that teachers have often found the most successful are likely to be the ones that can now be supported by this new research. Teachers would be able to explain to students, parents, colleagues and administrators the scientific reasons validating the techniques they use. This all serves to reflect well upon the school administrators. The best administrators are supported by and give support to the highest caliber teachers. When brain structure and function pertaining to the learning process are part of the education those teachers receive through in-service instruction or credential education, the quality of instruction and teacher confidence are both enhanced.

As a demonstration of how such instruction would benefit teachers, a brief "mini-lesson" in neurology will be followed by a truncated explanation of recent brain-based educational research in the field of memory. With the neurology background the reader should be empowered to comprehend the validity of the study, see the logic of some suggested classroom applications, and use his/her professional knowledge as an educator and classroom experience to design strategies suitable to his/her own needs.

Everyday it seems there are new claims of ways to improve memory, from herbs and vitamins, to meditation and hypnosis. How are teaching professionals to know if one of these is valid? The best way is to evaluate the research that was done to support the claims. This article will provide a sample of a well-constructed study of the actual brain activity that is taking place when memories are stored and retrieved. It will be a basic primer on some of the brain neuroanatomy and neurophysiology necessary to judge the validity of "scientific" claims, and will hopefully stimulate the reader to take a deeper look at this exciting dimension of the teaching profession.

Brain Anatomy

It is a common misconception that "nerve cells" are not formed anew after late adolescence. It is true that the **neurons** where memory storage takes place are not replenished; however, new brain cells can actually form. These are **dendrites**—nerve cells that connect and form new circuits with other dendrites. These neural networks, similar to electric circuits, are the roadways that connect various parts of the brain. Just like traffic flow in a busy city, the more alternate pathways there are to connect to a stored memory in the brain, the more efficiently the information will flow, and the more rapidly and easily that memory will be retrieved.

This is part of the reason for the current notion that stimulating the growth of more dendrites is one of the best things we can do for our own brains and those of students in class. In the classroom, the more ways the material to be learned is introduced to the brain, the more dendritic pathways of access there will be. For example, offering the information visually will set up a connection with the brain vision center. If this is followed or accompanied by an auditory presentation of the same material, an additional dendritic circuit will be hooked up with the brain auditory center. This duplication results in greater opportunity for future cues to prompt the brain access to this stored information, and greater speed of acquisition.

A very basic lesson in brain anatomy provides background for interpreting the following brain-based research about the memory storage and retrieval process. The brain is divided into lobes, each with many functions; each interconnecting to the other lobes through nerve pathways or circuits. For example, areas in the **left frontal lobe** and both **temporal lobes** are integral in *executive attention*—alerting the rest of the brain to pay attention or respond to stimuli, including new learning material. The **inner (medial) temporal lobe (MTL)** and adjoining **hippocampus (HC)** connects with **prefrontal cortex** (front part of the frontal lobe) in a circuit. The MTL binds the disparate elements of an experience into an integrated memory for storage in the frontal lobe.

How do we know these things? Initially, the only way scientists could discover the function of a part of the brain was to see what intellectual or physical functions were lost after a brain injury or tumor destroyed a particular region of the brain, as noted at autopsy. Fortunately, neuroimaging and *brain mapping electroencephalography* (EEG-brain wave patterns) have provided in vivo (in living subjects) techniques for matching brain function with structure and location.

One example is the Positron Emission Scan (PET scan), which involves giving a fully awake subject a painless, harmless injection of glucose bonded to small amount of radioactive isotope. When an area of the brain is active (e.g. the occipital lobe during visual stimulation) that area uses more glucose, thus more radioactivity can be measured there. The radioactivity is measured, and the resulting printout shows the "hot spots" where the greatest brain activity is taking place.

Brain-Based Neurological Research and Memory

In terms of memory storage and retrieval, cognitive psychology has demonstrated, through clinical testing, that new information which is "relational" —connected through some common thread—is more successfully stored and retrieved than unrelated items or "rote memory." What brain imaging was able to do was to demonstrate visually what was happening in the brain during both of these types of learning.

It was theorized that when the brain is stimulated by new information, the **hippocampus (HC)** and **MTL** sections of the temporal lobe make the neural connections (bridges or circuits of nerve cells) between information coming into the short term memory and the regions of the frontal lobe that can store this as long term memory. It is here in the hippocampus that **neurogenesis,** new cell development, is especially prevalent.

At the Massachusetts Institute of Technology, in experiments by Dr. Anthony Wagner, brain activity during rote memory (memorizing a list of unconnected words) was compared to brain activity when these same words were learned with some relational cues (relational memory). Relational memory was hypothesized to occur when new representations travel along nerve pathways, into the hippocampus, stimulating the HC and MTL to connect with, reactivate and recall memories stored elsewhere in the brain. When these previous representations are retrieved, the associations from old to new memories are integrated and a new associational pattern or neural pathway is formed.

PET scans of subjects were obtained during formation of memories, and repeated 24 hours later, when they were asked to recall the information. Dr. Wagner compared subjects who performed a rote memory task of learning unrelated items to subjects who learned items that had an association. The PET scans revealed that areas of the MTL and HC were more active in subjects recalling relational memories. This gave visible evidence for the memory binding function of these regions of the temporal lobe as hypothesized in the cognitive memory theory.

How does this apply to teaching? Rote and relational memorization are the types of memory most frequently used in the classroom such as when students are asked to learn new vocabulary words or memorize grammar rules, lists or details of specific content. Dr. Wagner's studies, and the cognitive psychology research they were based upon, have demonstrated that "relational memory" strategies enable the brain circuits to match new information to patterns or relationships. This was demonstrated by PET scan to occur when the greatest neural activity (formation of new neural connections) was occurring in the MTL and HC, because these areas "lit up" the most with the radioactive tracers, when relational memories were stored.

These regions of the temporal lobe are also part of the **limbic system** (emotions), thus information can be recalled into this anatomical memory center more successfully when positive emotional input is linked to the material to be learned. This serves as a hook to jump-start or preactivate the limbic system and ready the MTL and HC to initiate the process of learning the new material. If we want to help students remember important information, we can attach the information to a positive emotional event in the classroom. This can be pleasant surprise, cooperative pair-share conversations, encouraging words from the teacher or an association of the new information with something that the student is interested in. For example, if students are interested in baseball, using baseball as a context for math examples is an emotional hook. If students think the material is interesting or related to something they know, it will go through the preactivated hippocampus, form the new synaptic connections and become long-term memory. Thus, by adding emotional, personal or relational MEANING, memory storage is accelerated.

Knowing this, teachers can utilize strategies to give the material relational context and/or an emotional hook. Such strategies include asking students to list things that were interesting or new to them after every ten minutes of a lecture type lesson, suggesting that they turn to their neighbor and share those listed items, then writing down one reason why one of the new information might be important—personal meaning (connection to pre-existing memory circuits). Similarly, we can charge the new information with positive emotion by such things as surprise, color, graphic organizers, physical movement and well-designed collaborative work. (For more specific examples of how to apply this research to classroom strategies contact me by e-mail [gilamon49@aol.com] for recently completed but yet unpublished article: "Brain-Based Classroom Strategies.")

All of these strategies are possible through the brain-based research that comes from the carefully designed neuroscientific research beginning with well-established cognitive psychological theory, then utilizing neuroimaging to demonstrate the anatomical and physiological manifestations of what is actually happening in the brain when it is processing memories. Ultimately, it is the educators, armed with the tools to interpret this research, who can best develop and implement the classroom techniques that will best utilize the brain-based research findings. What better way to complete this circuit than to include pertinent neurological instruction to current and future classroom teachers?

AASA Journal of Scholarship & Practice

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Author Guidelines

The *AASA JOURNAL OF SCHOLARSHIP and PRACTICE* INVITES ARTICLES, COMMENTARIES, NEWS AND NOTES

The *AASA Journal of Scholarship and Practice* is a refereed, blind-reviewed, quarterly journal with a focus on research and best practices that advance the profession of educational administration. Articles that express a point of view, shed light on a contemporary issue or report findings and conclusions of a field of interest to educational administration professors will be given preference. AASA members are also invited to submit news, notices and announcements relevant to administrators and faculty in higher education. Reactions to previously published articles are also welcome.

Length of manuscripts should be as follows: Articles and case studies between 1,200 and 1,800 words; columns and book and media reviews between 600 and 1,000 words; and commentaries between 400 and 500 words. Citations and references are to follow the *Publication Manual of the American Psychological Association*, latest edition. Permission to use previously copyrighted materials is the responsibility of the author, not the *AASA Journal of Scholarship and Practice*. For review purposes, the title of the article, contributor's name, address, title, affiliation (for inclusion on the title page and in the author note), telephone and fax number and e-mail address should appear on a *detachable* cover page. The contributor should indicate whether the submission is to be considered as an article, case study, book or media review or commentary. The type of submission must be indicated on the cover sheet in order to be considered. Four paper copies and one electronic version written in Microsoft Word are required.

Submissions should be mailed to: Frederick L. Dembowski, Editor, *AASA Journal of Scholarship and Practice,* Professor and Coordinator of Educational Leadership and Doctoral Programs, Lynn University, 3601 N. Military Trail, Boca Raton, FL 33431-5598.

Contributors will be notified of board decisions within 90 days of receipt of their papers at the editorial office. Articles to be returned must be accompanied by a postage-paid, self-addressed envelope.

The *AASA Journal of Scholarship and Practice* reserves the right to make minor editorial changes without seeking approval from contributors.

The 137th National Conference
On Education

San Antonio, Texas
February 17-20, 2005

Sixteenth Annual
Research/Practice Connection: Conference-Within-a-Conference
focusing on
Professor-Practitioner
School-Based Research

Dear Professor: June 15, 2004

The Sixteenth Annual Research/Practice Connection: Conference-Within-a-Conference focusing on professor-practitioner, school-based research, will be held in San Antonio, Texas, during the 137th Annual American Association of School Administrators National Conference on Education™. The theme for the AASA conference is "Stand Up for Public Education: The Heart of Our Democracy." NCPEA, UCEA and AASA would again like to invite you to present your collaborative research at the February 17-20, 2005, conference. Please reserve Saturday evening for the Higher Education Event. Location and theme will be announced in the AASA Program.

We hope you plan to present and attend, as the 2004 conference in San Francisco drew close to 1,800 CWC participants, and we are continuing the four-day format to accommodate the increased interest. The conference is co-sponsored by NCPEA, UCEA and AASA with assistance from Corwin Press.

A special registration fee is granted to all full-time professors if you register by November 30, 2004. The fee is significantly higher if you register after that date. Check the AASA website for registration and hotel information. Be sure to register early to receive the discounted rate. Your registration will allow you to attend the entire conference, February 17-20, 2005.

For registration, housing and general conference information go to the AASA conference website at www.aasa.org/nce. (Please note: Non-university personnel must register as regular attendees.) You can also phone AASA at 703-528-0700. Contact them at: 801 N. Quincy St., Arlington, VA 22203-1730.

The opportunity to showcase collaborative research between professors and practitioners is unique to this conference, and we urge you and your professional colleagues to prepare a proposal for this refereed Conference-Within-a-Conference. Please copy this letter and Call for Papers and distribute to your professor, school administrator and graduate student colleagues. (Note: Conference ends on Sunday morning but begins on Thursday a.m.)

Please note the September 13, 2004, deadline for receipt of proposals.

Sincerely,
Michael Martin, University of Colorado, Emeritus

Research/Practice Connection: Conference-Within-a-Conference
February 17-20, 2005
San Antonio, Texas

Call For Papers

Professors and Practitioners:
Learning Together What Works

In order to encourage and provide a forum for increased professor-practitioner dialogue, the American Association of School Administrators (AASA), The National Council of Professors of Educational Administration (NCPEA) and the University Council for Educational Administration (UCEA) will again jointly sponsor the 16th Annual Research/Practice Connection: Conference-Within-a-Conference (CWC) for presentation of juried papers. AASA is holding its 137th National Conference on Education™ (NCE) in San Antonio, Texas, at the Henry B. Gonzales Convention Center. The conference theme is: "Stand Up for Public Education: The Heart of Our Democracy." The CWC will again focus on collaborative field-university school-based research that has direct implications for strengthening administrative practice in schools. The opportunity to submit papers for possible presentation will be open to anyone affiliated with school administrator preparation or administrative practice. The papers must have at least one professor and one practitioner author or co-author. They should address the AASA conference theme if possible.

The four-day conference format continues in response to the success of the 2004 conference in San Francisco. Check the AASA website for hotel and registration information. Online registration and hotel reservations are available at www.aasa.org/nce.

GENERAL INFORMATION

A special registration fee is granted to all full-time professors if you register between August 2 and November 30, 2004. The fee is significantly higher if you register after that date or onsite. Be sure to register early to receive the discounted rate. (Please note that non-university personnel who present at the CWC must pay the regular registration for the full conference.) Use of the conference registration form is encouraged; however, registration will be accepted on-site the day of the meeting. The fee covers the Full AASA conference, the CWC and the UCEA/AASA/NCPEA Higher Education Special Event on Saturday evening. Attendees of the CWC can attend any AASA session, the General Sessions and the Exhibit Hall. We appreciate the support of AASA and Paul Houston, executive director, for this rate for full-time professors only. No student rate is available at this time.

Peter Senge, Consuelo Castillo Kickbusch, Edward James Olmos, Pedro Noguera, Rick DuFour, Alan Krueger, Stephanie Pace Marshall, and Doug Reeves are among the featured speakers thus far for the conference. I personally never tire of the Wavelength Comedy Troupe, which this year will feature: "A Funny Thing Happened Leaving No Child Behind."

HOW TO SUBMIT A PROPOSAL

Proposals must be received by September 13, 2004. Information about submitting can be found on the enclosed

Proposal Cover Sheet. New selection criteria include: innovativeness and originality of the research; focus on learning/organizational outcomes; use of technology in teaching, research and to facilitate learning, if appropriate; collaboration between professors and practitioners: importance; organization; clarity; quality; and methodology. A rating sheet based on these criteria is used to evaluate proposals.

Faxes will not be accepted so use mail services such as Fed Ex, "Brown," U. S. Mail Service, etc. if mailing after September 1, 2004. A limit of two proposals per person is to be followed. Proposals may also be sent online to jmmartin61@comcast.net.

Please share this information with your new colleagues.

PRESENTATION GUIDELINES

All proposals will be subject to blind review and evaluated on the basis of their relevance to the theme and criteria listed above, as well as implications for improving administrative practice. Presenters of accepted papers will be notified in October, 2004. Each session will be either one or two hours long, and group proposals can expect approximately 15 minutes for each presentation, with additional time reserved for discussion. Symposia or panels will be considered. Please do not expect to read the paper, but prepare a summary appropriate for presentation to an audience of peers using 1-2 quality overheads. Presenters are asked to bring a minimum of 30 copies of the full paper to the conference for distribution, and one copy for the official records. Unfortunately prohibitive hotel and convention charges prevent the rental of expensive technology for presentations. Bring your own … it may work; otherwise use overhead presentations in large print.

Proposal #________________
Session #_______________

Proposal Cover Sheet

16th Annual Research/Practice Connection: Conference-Within-a-Conference

February 17-20, 2005, San Antonio, Texas

Be certain to enclose all of the following (incomplete proposals can not be considered):

- Four sets of materials;
- Each stapled set containing this proposal cover sheet, and a 1-1/2- to 2-page (double-spaced) abstract of the paper.
- Limit of Two Proposals per person as first author

Send to:
Dr. Michael Martin
Chair, CWC
University of Colorado
5588 Stonewall Place
Boulder, CO 80303-2960
303.499.0913
jmmartin61@comcast.net

Proposals must be received by September 13, 2004 @5:00 P.M.

Proposals may be sent online to the above e-mail address … no faxes please

Please invite your new colleagues to submit and attend

1. Title of Proposal:
____
____

2. Primary Author and Sole Contact Person for Notification of Co-Authors:

Full Name: _______________________________________
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3. AASA will provide an overhead projector with screen and stand. At my expense, I require the following additional audiovisual equipment: (Specify):_______________________________________

If this proposal is accepted and placed on the program, I promise to appear, and I will provide a minimum of 30 copies of the full paper to the audience and one copy for the official transcript. I also certify that this proposal represents work or ideas not previously published or presented in their entirety at other professional meetings.

Signature (primary author or presenter) _______________________________ Date ______________

NOTE: All Correspondence will be via e-mail with the first-named author only. That person, in the case of multiple authors, has the responsibility to convey the information to the others in a timely fashion. Please do not fax the proposals...mail them in on a timely basis.

DEADLINE: SEPTEMBER 13, @ 5:00 P.M. Please use Federal Express or U.S. Mail Service if mailing after Sept. 1, 2004.

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