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SITE-BASED MANAGEMENT:  
A PRINCIPAL'S STRATEGY FOR SUCCESS

By  
Maria Gioffre

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
Of  
The Graduate School  
At  
Rowan University  
May 2004

Approved by

Date Approved

May 2004

## ABSTRACT

Maria Gioffre  
SITE-BASED MANAGEMENT:  
A PRINCIPAL'S STRATEGY FOR SUCCESS  
2003/04  
Dr. Ron Capasso  
Master of Arts in School Administration

The focus of this study was to determine effective leadership strategies that are the driving force behind the success of site-based management. The intent was to identify key elements that impart some direction to help principals attain strategies that will boost site-based management and its potential to improve the overall quality of educational achievement. It draws on an extensive literature review and includes results from a teacher survey, observations, and informal interviews. The results reported that the respondents generally agreed with the research that presents leadership strategies, which tend to enhance the effectiveness of site-based management. The analysis suggests that the implementation of site-based management with carefully considered strategies are necessary for its success.

## Acknowledgements

I would like to dedicate this work to my parents. I am forever grateful for my mother's spirit that lives on in me and my father's undying support and encouragement that has sustained my passions in life. Someone once said,

Passion is powerful...Nothing was ever achieved without it, and can take its place. No matter what you face in life, if your passion is great enough, you will find the strength to succeed. Without passion, life has no meaning. So put your heart, mind, and soul into even your smallest acts...this is the essence of passion. This is the secret to life.

I would like to extend my appreciation to a number of people for their never-ending support that afforded me the determination to pursue my endeavors. First, I would like to thank Dr. Ron Capasso for his continuous patience, guidance and wisdom throughout my studies. Many thanks to the most unbelievable staff at Shady Lane Elementary School, for without their endless support, friendship, and contagious humor this study would not have been possible. To my mentor, Mrs. LaVerne Rose whose life is an example of Corinthians 13:4:

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record or wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.

To fully comprehend the power behind these words is to know Mrs. LaVerne Rose.

Additionally, a special thanks to all of my friends. To my friend Linda Rosser and others who continuously gave of themselves when I was confronted with injuries brought on by a serious car accident. To my friend and classroom assistant, Sherry Benjamin, who was always there to pick up the pieces, keep me grounded, make me laugh, and graciously go above and beyond the responsibilities of an assistant. To my friend and colleague, Cindy Wentz, for her tireless efforts with editing all of my graduate work.

Most importantly, I would like to thank God, for without him I would not be blessed with the life, family and friends that I have been so fortunate to enjoy.

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## Chapter One

### Introduction

#### Focus of the Study

The focus of this study was to determine effective leadership strategies that are the driving force behind the success of site-based management.

Site-based management (SBM), one of the most significant reforms in this past decade, is a motivating power for shared decision-making and empowerment of educators and communities. It shifts the control and decision-making from the central office to the local building. Principals, teachers, students, parents, and community members have more control over what happens in their schools. By empowering these groups, research has indicated that school decisions will be more personalized to meet the specific needs of students. Like with anything else, this too comes with its challenges. For instance, according to Mentell (1993, p. 97):

Three challenges must be met if site-based management is to result in the predicted outcomes:

- The entire staff must be involved in the process.
- New roles must be assumed, and the power structure must be realigned.
- Time must be used effectively.

As a result, there are varied levels of success in school performance in districts that have implemented site-based management. Therefore, for SBM to be effective, it is crucial that it be methodically designed and systematically executed. Mohrman and Wohlstetter, as cited by Oritz and Ogawa (2000, p. 487), identify:

Six strategies that can enable site-based management to affect teaching and learning:

- (1) Dispersing power throughout the school's stakeholders.
- (2) Making professional development an on-going, school-wide activity.

- (3) Disseminating information widely.
- (4) Regarding both individual and group contributions to school-wide goal attainment.
- (5) Selecting principals with proven abilities to lead and delegate.
- (6) Adopting a clearly stated vision for curriculum and instruction.

In addition to these strategies, Mohrman and Wohlstetter state, “The implementation of SBM represents a fundamental and systemic organizational change to increase the local presence of four key resources: power, information, knowledge and skills, and performance-based rewards” (1996, n.p.).

### Purpose of the Study

The purpose of this study was to investigate how the role of the principal and how his/her leadership strategies enhance the effectiveness of site-based management. “The role of the principal is key, and meaningful improvement does not occur when site-based management is the playing field for adversarial relations between the principal and staff” (Mohrman & Wohlstetter, 1996, n.p.). New emerging roles for principals are found in site-based management. The evolution of principals effectively implementing site-based management uses their time helping to empower, train, inform and reward their staff.

Therefore, as cited by Ogawa and Ortiz:

They have to let go of some functions and learn others (Bredson, 1993), confront ambiguities and uncertainties in developing working relations with stakeholders (Malen, 1992), and attempt to maintain certain prerogatives, even challenging the rights of teachers to assume new decision-making responsibilities (King, 1993).

Thus, it was the intention of this intern to identify key elements that impart some direction to help principals attain strategies that will boost site-based management and its potential to improve the overall quality of educational achievement.



## Definitions

This intern relied on the North Central Regional Educational Laboratory and the U.S. Department of Education- Office of Educational Research and Improvement for the following definitions:

*Mission Statement*- is more specific than a vision and it often defines what the school is trying to accomplish and for whom. It can be developed from the vision itself.

*Shared decision-making*- stakeholders are empowered to make decisions that involve all parties affected by the teaching and learning process.

*Site-based management (SBM)* - sometimes called school-based management, is a way to structure school site/district relationships in a manner that places much more power, authority, and accountability in the school.

*Stakeholders*- those individuals that are part of the school community. For example: students, parents, school faculty, administrators, and community members.

*Teamwork*- individuals working together should focus on meeting the academic and social needs of all students in the school.

*Vision*- an image of what the school can and should become. It is deeply embedded in values, hopes, and dreams.

*Power*- to make decisions that influence organizational practices, policies and directions.

*Knowledge*- that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial knowledge and expertise.

*Information*- about the performance of the organization, including revenues, expenditures, unit performance, and strategic information.

*Rewards*- that are based on the performance of the organization and the contributions of individuals.

*Cohesiveness*- a sense of togetherness, or community, within a group.

## Limitations of the Study

This study had several limitations affecting the credibility of the research. These limitations relate to: (a) the sample size and the restricted nature of the population, (b) the trustworthiness of the data collected, and (c) generalizability of the qualitative research.

The first potential limitation of this study had to do with the sample size and the restricted nature of the population studied. For instance, there are 47 faculty/staff members serving Shady Lane's student population of which 90% possess a BA/BS, 10% possess a MA/MS, and 0% possesses a PhD/EdD. Therefore, in an effort to strengthen the credibility of the research, the sampling extends to the elementary schools and the early childhood centers that make up Deptford Township Public Schools.

The second potential limitation of this study had to do with the trustworthiness of the data collected. For instance, bias exists on the part of the researcher and the participants from Shady Lane Elementary School. This is due in part to the successful leadership of Shady Lane's principal and the recent recognition of the school's achievements. However, the faculty/staff at Shady Lane have been exposed to a limited form of site-based management. Therefore, their experiences with the partial implementation of site-based management may reduce the effects of the bias on this research.

Finally, the generalizability of the qualitative research had potential limitations on this study. In order to attempt to counteract this limitation, I used several approaches such as observations, a reflective journal, a questionnaire, and photography.

While I recognized limitations of this study, it was my hope that the accommodations made to counteract those limitations would strengthen the credibility of the research.

### Setting of the Study

This study took place at Shady Lane Elementary School in Deptford Township, New Jersey. As cited in the 2001-2002 New Jersey Report Card, “A resolution adopted by the Deptford Free School Society in 1773 proclaimed, ‘a good education of youth very much contributes to the prosperity and welfare of the community’ ” (page 3). Today, although relations between the township’s government and the school system have been strained, the community continues to support and recognize the value of a good education. Proof of this was the passing of the 2002-2003 budget that significantly raised taxes. Deptford’s government (consisting of a Mayor, Deputy Mayor, Township Manager, and 5 Council Members), along with the school district, acknowledges the needs of this rapidly growing community.

The Deptford Township School District is the third largest educational system in Gloucester County. It serves over 4,100 students from pre-kindergarten through twelfth grades in its early childhood centers, elementary schools, middle school, and high school.

Shady Lane Elementary School has a diverse student population in grades pre-kindergarten through sixth with the average class size being 23.2 students and the student/faculty ratio being 16.8 to 1. Based on the Fall Report (2002), Shady Lane’s total enrollment is 514 students comprised of 335 white students, 135 black students, 18 Hispanic students, and 26 Asian or Pacific Islander students.

Of this population, approximately:

- 54% of the school population is at risk
- 28% of the students qualify for free lunch
- 11% of the students qualify for reduced lunch
- 17% of the students are eligible for special services
- 13% of the students are eligible for Basic Skills services
- 14% of the students receive Speech/Language services
- 4% of the students receive Occupational Therapy

There are 49 faculty/staff members serving this student population:

21 Teachers for grades Pre-Kindergarten through Fifth  
2 Sixth Grade Teachers  
6 Special Education Teachers for self-contained/inclusion classes  
5 Supplementary Teachers (Reading, Basic Skills, Resource Program,  
Speech, and Occupational Therapist)  
6 Aides/Paraprofessionals  
4 Special Area Teachers (music, art, gym)  
1 Librarian  
1 Counselor  
1 Nurse  
1 Secretary  
1 Principal

Additional facts about Shady Lane Elementary School:

Attendance: 94.4% of students present on average each day  
97.6% of faculty present on average each day

Technology: 100% of the rooms in the school have Internet Connectivity  
with a student/computer ratio of 3.4 to 1.

Elementary School Proficiency Assessment- Grade 4  
(General Education Students)

*Language Arts Literacy:*

4.7% Advanced Proficient  
65.1% Proficient  
30.2% Partially Proficient

*Mathematics*

20.9% Advanced Proficient  
34.9% Proficient  
44.2% Partially Proficient

### Historical Overview:

Deptford Township is rich with history dating back over 300 years. Deptford founded the first school in Gloucester County. Originally, the township consisted of approximately 106 square miles that included what today are Washington Township, Woodbury, Woodbury Heights, Westville, West Deptford, and Monroe. Now, Deptford Township is less than 18 square miles.

In 1793, Jean Pierre Blanchard traveled in a hot air balloon approximately 15 miles in America's first aerial flight. Blanchard landed in a Deptford clearing. As a result, the hot air balloon logo is the township's trademark.

After World War II, the township's population began to grow by leaps and bounds. In the 1950's the township had dozens of pig farms. As the community began to grow, there was a need for Deptford High School to be built.

In 1960, the population grew to 17,871 residents. Aside from the pig farms, the new high school, some gas stations, and several convenient stores, retail was sparse. It was not until August 1975, that the Deptford Mall opened. Today as a result of prosperous retail businesses, there are many strip shopping centers, restaurants, and two multiplex cinemas surrounding the mall.

### Census Overview

According to the 2000 U.S. Census, there are 26,763 people residing in Deptford Township. Of this population, 84.6% are white, 13.1% are black, 2.9% are Hispanic/Latino, 0.5% is American Indian, 1.9% is Asian, and 0.1% is Native Hawaiian/Other Pacific Islander. The median age is 37.3 years old.

The median earnings (for year-round workers) for males are \$40,641 and for females is \$28,986. In 1999, there were 303 families recorded as below poverty level.

The top four occupations for people 16 years and over are: (1) sales/office- 3,886 people, (2) management/ professional- 3,508 people, (3) educational/ health/social services- 2,333 people, and (4) production/ transportation, and material moving- 2,305 people.

The General Housing Profile recorded by the U.S. Census was 77.4% of the housing as owner-occupied with the median mortgage value of \$106,000. It was also recorded that 22.6% of the population rent with the median gross monthly rent being \$664.

District Overview:

Deptford Township Schools consists of a high school, a middle school, 2 early childhood centers, 1 elementary school serving grades pre-kindergarten through sixth, 3 elementary schools serving grades third through sixth and 1 special needs building.

The length of the school day is 6 hours and 30 minutes. The instructional time per day that students are engaged is 5 hours and 45 minutes.

According to Deptford's 2002 Fall Report, the student ethnic breakdown for the district's total enrollment of 4,126 students is: 3,065 white, 831 black, 135 Hispanic Origin, 8 American Indian, and 87 Asian or Pacific Islander. The total student enrollment is 4,126 with 25.7% minority.

Deptford Township Schools' professional staff consists of one Superintendent, one Assistant Superintendent, 5 district-wide directors/supervisors, 12 building principals, and 6 part-time administrators/supervisors. The administration consists of 58% white male, 32% white female, and 11% minority female.

The educational professionals consist of 227 teachers and 117 professional staff (counselors, psychologists, social workers, librarians, aides, physicians).

Of the educational professionals, 78% possess a Bachelors, 25% possess a Masters, and 0.5% possesses a doctoral degree. The professional staff consist 21% white male, 1% minority male, 70% white female, and 8% minority female. There is 195 support staff consisting of: clerical/technology, food services, maintenance, transportation, security, and service aides. Of the support staff, there are 21% white male, 3% minority male, 68% white female, and 9% minority female.

The district's median salary for administrators is \$89,475 with the median years of experience being 27 years. The district's median salary for faculty is \$49,945 with the median years of experience being 12 years.

The district's total revenue for 2002-2003 school year was funded by 52% local taxes, 44% state taxes, 3% federal taxes, and 1% from other sources.

The total cost per pupil is \$9,637. As explained in the New Jersey School Report Card, the total cost per pupil includes: classroom instruction, support services, administrative costs, operations and maintenance of plant, food services, extracurricular, tuition expenditures, transportation, lease purchase interest, residential costs, judgments against the school district, equipment, facilities/acquisition costs, and restricted expenses less nonpublic services and adult schools; and students sent out of district.

*Shady Lane Elementary School Overview:*

The school was originally built in 1957 and expanded in 1973. In 2003, an extensive building and renovation project is being completed that adds an early childhood education center to the school.

Presently, Shady Lane Elementary School is the only elementary school in Deptford Township that serves regular and special needs students from Pre-Kindergarten through Sixth Grade with a population of 514 students.

In the past several years, Shady Lane Elementary School has earned much recognition for its dynamic instructional programs. For example, in 1999-2000 and 2000-2001 school years, the faculty was awarded grants from the NJEA Frederick H. Hipp Foundation Grant for Excellence in Education. Most recently, the school's principal was recognized as the New Jersey Principal of the Year.

Currently, the school will be benefiting from a Technology Grant that is providing educational software for a mobile lab with 30 laptop computers and technology enhancements to the existing computer lab. The intention of the grant is to enhance Language Arts Literacy skills as well as the students' knowledge of computers. What's more, the Technology Grant will also provide the resources to conduct an after-school program for students, computer classes for the community, open computer lab time several nights a week for parents and their children, and a computer summer camp.

On top of all the benefits that are created by the technology grant, the school has formed the "Shady Lane Techies." This is a group of fifth and sixth grade students that assist teachers (K-3) in the computer lab.

As a result, it has strengthened computer skills for all students, increased the actual on-task computer time, developed a sense of responsibility for the fifth and sixth graders, and created special friendships with younger students. Overall, this program continues to be a win-win for students and teachers alike.



In addition to a strong emphasis on technology, Shady Lane implements a standard curriculum that is used throughout the district. A new literacy program, a new hands-on math curriculum, a specialized reading program for first graders who are at-risk, and a new social studies curriculum, have proven successful as demonstrated by standardized test scores.

Along with Shady Lane's strong emphasis on core courses like math, reading, and writing, there are additional programs that enhance the students' educational experience. For instance, the school has the Accelerated Reading Program (AR) and the Reading is Fundamental Program (RIF). The AR program is computerized for grades kindergarten through sixth and encourages students to read more books. RIF encourages reading through selecting three free books that students get to keep. In support of these programs and many others, is the Parent Teacher Association (PTA). Shady Lane's PTA is actively involved in the Helping Hands Committee, the Call for Safety Program, attendance awards, and numerous school-wide activities such as the school's Fun Day and Talent Show.

While the PTA provides many programs for the school, there are several additional programs sponsored by Deptford Township as well as the state of New Jersey. For instance, the fifth and sixth grade students take part in the drug and alcohol resistance education programs called DARE and Project Aware. Also, there is an Adopt-A-Cop Program that promotes a friendly relationship with law enforcement officers.

Although some of these special programs are exclusive to specific grades, the principal has started a school-wide anti-bullying program known as the Amigo's Club and the Friendship Club. The two clubs deliver a message of mutual respect and endeavor to make the school a safe and caring environment for all.

### Organization of the Study

The remaining chapters of this study will include the following areas:

- Chapter 2- (Review of Literature) This chapter contains the review of literature. The review will provide professional literature that will present both support and challenges of the topic.
- Chapter 3- (Design of the Study) This chapter provides descriptions of the research design in an effort to discuss the data and how it was collected in order to prove the objective of this study.
- Chapter 4- (Presentation of Research Findings) This chapter responds to the questions the study is based upon and provides conclusions.
- Chapter 5- (Conclusions, Implications, and Further Study) This chapter provides the conclusions and implications of the study along with a response to further study.

## Chapter 2

### Review of Literature

Site-based management in education had its roots embedded in business and industry during the latter half of the 20<sup>th</sup> century (Cromwell, 2000, n.p.). Within the workplace, there was a growing reform to encourage every employee to become more involved in the daily decisions that affected their workplace and products. The philosophy was to create a sense of ownership among all personnel, which would lead to a workforce of conscientious employees devoted to their jobs. This focus came about when advocates of systemic reform in the late 1980's stated that although standards and content are established at the top of the system, it was the schools that needed the flexibility to create strategies to help students reach these standards. Consequently, not only did site-based management involve a change in governance, but also when done effectively it constituted a redesign of the whole school organization (Briggs & Wohlstetter, 1999, n.p.).

According to Levey & Acker-Hocevar, as cited by Holloway (2000), "Site-based management is defined in a variety of ways but typically incorporates the same components: a delegation of authority to individual schools, a shared decision-making model involving various stakeholders, and facilitative leadership at the school level" (p. 81). In addition to the variety of definitions is the assortment of new roles for principals implementing site-based management.

For instance, Mohrman and Wohlstetter's (1996) research showed evidence of emerging new roles such as:

- *Designer/Champion of Involvement Structures*- develop decision-making teams of various stakeholders that are given real authority with discrete areas of jurisdiction.
- *Motivator/Coach to Create a Supportive Environment*- facilitate participation, communicate trust, communicate information, and encourage risk-taking.
- *Facilitator/Manager of Change*- provide resources (money, equipment etc.) and encourage ongoing staff development.
- *Liaison to the Outside World*- solicit donations, encourage grant writing among staff, and filter out unnecessary distractions to enable teachers to focus on teaching and learning. (n.p.)

Also, Johnson and Vincent's (2000) findings state:

Although the forms and methods of site-based management may vary, the primary goal is typically the same: to shift authority away from the district administrative hierarchy and into the hands of school groups (such as teachers and parents) that are more closely connected to the school and, theoretically, better equipped to meet the specialized needs of students. (n.p.)

Thus, despite all of the variations, its main objective is to generate higher student achievement.

For this study, the review of literature will investigate roles for principals and successful leadership strategies that will enhance the effectiveness of site-based management. At the heart of much of the literature is the theme, "None of us is as smart as all of us," as cited in Blanchard and Bowles' book, High Five! The Magic of Working Together, (2001). Thus, the principal no longer stands alone in the decision-making process. According to Holloway (2000), "As school leadership becomes more collaborative and facilitative, so, too, must school wide accountability (p. 82). For the purpose of school improvement, with site-based management, principals, teachers, parents, community members and sometimes-even students are empowered to make decisions about what happens in schools.

Therefore, these participants must be recognized, respected, and responsible (Holloway, p. 81). This “team approach,” site-based management, has grown in popularity and its concept of empowerment and shared decision-making is professed as one of the most promising legacies of the education reform movement (Holloway, p. 81).

In any successful group or team, (especially in SBM) you will find an effective leader facilitating the following four key concepts: (1) providing a clear sense of purpose with values and goals, (2) unleashing and developing skills which leads to empowerment and builds relationships and communication, (3) creating team power which develops flexibility and optimal performance, and (4) keeping the accent on the positive through recognition/appreciation and building morale (Blanchard & Bowles, 2001, p. 172-74). These concepts energize and empower the organization. According to Bennis (1989), “In organizations with effective leaders, empowerment is most evident in four themes: (1) people feel significant, (2) learning and competence matter, (3) people are part of a community, and (4) work is exciting” (p. 22-23).

At the forefront of team building and empowerment is the ability to lead. After conducting a study over several years of a group of sixty corporate leaders, Bennis (1989) defines four competencies that are evident in effective leaders, which are as follows:

- *Management of attention*- this is through a set of intentions or a vision in the sense of an outcome, goal, or direction.
- *Management of meaning*- to make dreams apparent to others and to align people with them. Leaders make ideas tangible and real to others, so they can support them.
- *Management of trust*- this is essential to all organizations. The main determinant of trust is reliability.
- *Management of self*- knowing one’s skills and deploying them effectively. (p. 20-21)

While Bennis, Blanchard, and Bowles discuss concepts and competencies of leadership, it is Mentell (1993) that highlights strategies and essential changes that can efficiently meet the challenges that arise with site-based management. For example, according to Mentell:

Three challenges must be met if site-based management is to result in the predicted outcomes:

- The entire staff must be involved in the process.
- New roles must be assumed, and the power structure must be realigned.
- Time must be used effectively. (p. 97)

The first challenge affecting staff involvement is probably the most difficult. This requires a reward system, an effective communication network, and an organizational structure (Mentell, p. 98). The second challenge of realigning the power structure requires central administrators, principal, and staff members to assume new and sometimes unfamiliar roles (Mentell, p. 99). For instance, according to Mentell (1993) it is important for the central office to:

- Share information, knowledge, power, and rewards.
- Create a climate that is receptive to a diversity of opinions and ideas.
- Maintain a balance between the roles of director and facilitator of activities.
- Provide additional training.
- Develop group process and team skills that enhance decision-making skills.
- Cross-train teachers in other areas of the organization's operation.
- Allow the process to work and do not second-guess or override decisions. (Mentell, p. 99-100)

Finally, the third challenge that is found to be the most common is the effective use of time. The council process in site-based management is found to be time consuming.

Therefore, the central office should:

- Leaders on the SBM council should be given authority to make decisions that are time oriented without the approval of the whole.
- Rearrange the traditional school day.
- Lengthen the traditional teacher workday.



“The most successful school-site councils have a well thought-out committee structure, enable leadership, focus on student and adult learning, and have a school wide perspective” (Johnson & Vincent, 2000, n.p.).

While Dolan discusses the implementation of an oversight committee, it is Mohrman and Wohlstetter (1996) who actively studied the strategies for decentralizing resources and improving the effectiveness of site-based management. The findings are based on a study of 25 elementary and middle schools in 11 school districts in the United States, Canada and Australia that had all been operating under site-based management for approximately four years or longer. Mohrman and Wohlstetter found that “the most successful principals were effective in moving four resources – power, knowledge and skills training, information and rewards—to teachers and community members” (n.p.).

Power, the first resource was diffused throughout the school in order to increase commitment. Therefore, in addition to site councils like that of Dolan, the schools had vertical and horizontal work groups that involved nearly all teachers in the school and sometimes parents and community members (Mohrman & Wohlstetter, 1996, n.p.). Many of the schools in their study also set up subcommittees of the site council that focused on areas such as assessment, curriculum and instruction, and staff development. This allowed opportunities for teachers and other stakeholders to get together and talk about school-specific issues. As a result, the principals effectively spread the workload of managing the school beyond the few who served on the council (Mohrman & Wohlstetter, n.p.).

Knowledge and skills training, the second resource, consisted of three forms. First, in order for stakeholders to make knowledgeable decisions, they need training.



Secondly, participants need training for teamwork skills and group decision-making. Finally, organizational knowledge, which includes budgeting and personnel skills should be afforded to the teachers and representatives, expected to assist in hiring or developing a budget (Mohrman & Wohlstetter, 1996, n.p.).

Information, the third resource is another focus of an effective principal. There were a variety of strategies found to share information. Initially, principals worked with staff to develop a clear vision for the school. Successful principals continuously worked to make sure the vision was communicated and provided the staff with its progress. Also, some principals distributed information through newsletters. Whether in a faculty meeting or an individualized note in a teacher's mailbox, principals would even communicate to staff about research and innovative practices outside the district (Mohrman & Wohlstetter, 1996, n.p.).

Rewards; the fourth resource, is a crucial ingredient to the success of site-based management. "As staff members took on more responsibility and spent more time managing the school under SBM, the effective principals rewarded people for their efforts" (Mohrman & Wohlstetter, 1996, n.p.). Some types of rewards included extra funding for professional development, reduced course loads for grant writing, thank you notes, and public recognition at faculty meetings. In addition to individually rewarding staff, some principals recognized the entire school believing that such an approach would develop a sense of community (Mohrman & Wohlstetter, n.p.).

"Building on the intrinsic motivation of teachers was a useful mechanism for principals to encourage people to use their capabilities to achieve school goals" (Mohrman & Wohlstetter, n.p.).

The literature review focused on roles for principals and their effective leadership strategies for the successful implementation of site-based management. This intern's conclusion echoes the research of the Education Commission of the States (2001),

Early research produced some promising findings, but concluded that site based management, unless well designed and well implemented, had few positive effects. One study noted an 'awesome gap' between the rhetoric and the reality of SBM's contribution to school improvement. More recently, however, several studies have suggested that SBM leads to improvements in school culture, classroom practices and student learning. (n.p.)

In addition, Leithwood and Menzies' (1999) research reinforced other literature like that of Mohrman and Wohlstetter. For instance, The Education Commission of the States cited Leithwood and Menzies research that stated, "The study found that SBM led to greater collaboration among teachers, a stronger school wide focus on professional development and a greater sense of accountability- all indicators of a strong professional community" (n.p.).

It is clearly evident that site-based management is a demanding course of action for educational reform. Be that as it may, research has revealed that the development and implementation of effective site-based management strategies in schools yield positive results such as: efficient use of resources, potential for higher student performance, increased skills in teachers and administration, and teachers feel more empowered.

## Chapter Three

### Design of the Study

#### Introduction

The research investigated the role of principal and how his/her leadership strategies enhance the effectiveness of site-based management. The focus of the study was to determine effective leadership strategies that are the driving force behind the success of site-based management. Site-based management is a growing reform to encourage every employee to become more involved in the daily decisions that affect their workplace. The philosophy is to create a sense of ownership among all personnel, which would lead to a workforce of conscientious employees devoted to their jobs.

#### General Description of the Research Design

The research design that the intern had chosen to conduct for this study involved a teacher survey (See Appendix A), observation, and informal interviews. The survey served as a feedback instrument for teachers to respond to specific leadership strategies and its effects. The purpose of the survey was to ascertain teachers' perceptions based on their existing knowledge as a participant in a simplified form of site based management at the school. The survey was administered during the second quarter at a complimentary breakfast for the faculty. Administering the survey in the second quarter allowed for the six new teachers to become acclimated to the school and its climate. In addition, this time also allowed all of the teachers to sign up and become involved in various committees in the school.

Observations were done on an ongoing basis as part of the research.

The intern had the opportunity of being a participant observer on various levels depending upon the situations presented. For example, there were observations of committee meetings, principal meetings, staff interactions, and other school related activities. These observations were recorded in a daily journal.

Finally, informal interviews were conducted as the need arose throughout the study. For instance, the intern obtained feedback about school issues from teachers in a conversational style. The intern recorded notes in the daily journal about the conversations that transpired.

### Development and Design of Research Instrument

The survey instrument created by the intern was based on the research from the literature review. The findings of Mentell, Dolan, Johnson, Vincent, Mohrman, and Wohlstetter have revealed that the development and implementation of effective site-based management strategies in schools yield positive results. Therefore, the intern developed statements that rely on the teachers' perceptions surrounding site-based management issues that involve such things as: efficient use of resources, potential for higher student performance, increased skills in teachers and administration, and the empowerment of teachers.

The survey was designed to be completed in approximately ten minutes. The document began with a brief memo to the teachers that explained the focus of the study and that the participation in the survey was voluntary and responses are kept anonymous and confidential.

The first portion of the survey contained five statements that requested such personal background information like: number of years teaching, number of graduate credits, and number of different principals worked under, grade level taught, and their current assignment. This personal background information was purely for the intern's own knowledge to determine if there was any correlation between the responses and the participant's background in the sample.

The main portion of the survey required the teachers to respond to a series of statements with each one designed to yield one of five Likert responses: Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. This selected response form was designed by the Intern in order to infer whether the teachers felt positively or negatively about various leadership strategies.

#### Description of Sampling and Sampling Technique

All teachers at the school were given the opportunity to participate in the survey. The school consists of 49 faculty/staff members serving the student population, which are as follows:

- 21 Teachers for grades Pre-Kindergarten through Fifth
- 2 Sixth Grade Teachers
- 6 Special Education Teachers for self-contained/inclusion classes
- 5 Supplementary Teachers (Reading, Basic Skills, Resource Program, Speech, and Occupational Therapist)
- 6 Aides/Paraprofessionals
- 4 Special Area Teachers (music, art, gym)
- 1 Librarian
- 1 Counselor
- 1 Nurse
- 1 Secretary
- 1 Principal

According to Deptford's 2002 Fall Report the following is additional information:

Attendance Rate- 97.6% of faculty present on average each day

Academic Degrees- BA/BS- 90%

MA/MS- 10%

PhD/EdD- 0%

Student/Faculty Ratio- 16.8 : 1

Student/Administrator Ratio- 486.0 : 1

#### Description of the Data Collection Approach

In order to yield a high response, the intern planned a complimentary breakfast for the teachers. The teachers were informed in advance of the purpose of the breakfast meeting. During the breakfast, the intern disseminated the surveys and pencils to the teachers. At this time the teachers had the opportunity to respond to the survey in a relaxed and comfortable setting.

In addition to the survey, the intern made on-going observations of various forms of site-based management currently being implemented in the school. The intern in a daily journal documented these observations.

Finally, the intern conducted informal interviews to ascertain additional data. In light of the intern's availability and accessibility, these interviews were conducted frequently. The intern implemented the components of interviewing, which are 5 Ws and H: who, what, where, when, why, and how (Mills, 2000, p. 55). This allowed the intern to elicit more information from the teachers by affording them the opportunity to elaborate on the question when asked the who, what, where, when, why, and how.

### Description of Data Analysis Plan

Each item on the returned survey was analyzed based on the Likert Scale. An average response was calculated. Additionally, the observations and interviews were also reviewed in the intern's journal. Upon completion of the survey calculations and the review of the journal, the intern compared and analyzed the data with the findings in the literature review.

Finally, the data that was analyzed determined effective leadership strategies of site-based management.

## Chapter 4

### Presentation of Research Findings

The purpose of this study was to investigate the role of the principal and how his/her leadership strategies enhance the effectiveness of site-based management. The survey that was distributed served as a feedback instrument for teachers to respond to specific leadership strategies and its effects. It ascertained teachers' perceptions based on their existing knowledge as a participant in a simplified form of site based management at the school. Additionally, the intern conducted informal interviews as well as observations of committee meetings, principal meetings, staff interactions, and other school related activities.

The survey began with a brief cover letter explaining the focus of my study and the philosophy behind site-based management. This was than followed by two sections, personal background information (which was optional) and than sixteen statements with each one designed to yield one of five Likert responses (strongly agree, agree, strongly disagree, disagree, and undecided) to infer whether the teachers felt positively or negatively about various leadership strategies. Of the surveys distributed, 92% were returned. Overall, the results reported that the respondents generally agreed with research that presents leadership strategies that tend to enhance the effectiveness of site-based management. Refer to Table 1 for the findings.



Table 1

	SA	A	SD	D	U
1. It is important for school leaders to inspire others to reach for ambitious goals.	71%	29%	0%	0%	0%
2. It is important for school leaders to promote cooperation and assist others to work together toward common goals.	71%	29%	0%	0%	0%
3. Schools would be more successful if "power" was dispersed broadly throughout the school by creating networks of decision-making teams (committees).	38%	43%	5%	0%	14%
4. It is important for professional development to be an ongoing process that addresses students' needs and fit in with the school's agenda.	62%	38%	0%	0%	0%
5. I believe that successful site-based management can lead to higher student achievement.	38%	62%	0%	0%	0%
6. Although site-based management can be a time consuming process, I am interested in taking part in school decisions.	19%	71%	0%	0%	10%
7. Teachers are more likely to be motivated with the use of extrinsic rewards in combination with other incentives in order to maintain a sustained reform effort.	29%	43%	0%	9%	19%
8. Handing out information in conjunction with open communication is imperative to the success of committees in site-based management.	43%	52%	0%	0%	5%
9. When teachers have a leader that includes them in the decision making process and makes them feel like part of a team, feelings of empowerment are evident.	62%	38%	0%	0%	0%
10. It is important for the administrator to create a climate that is receptive to a diversity of opinions and ideas.	52%	48%	0%	0%	0%
11. In order to increase commitment, schools should have work groups that involve nearly all teachers in the school and sometimes parents and community members.	24%	62%	0%	0%	14%
12. Site-based management will lead to greater collaboration among teachers and a greater sense of accountability.	29%	66%	0%	0%	5%

Table 1 (continued)

	SA	A	SD	D	U
13. Principals need to pursue a school's vision that represents the goals of the entire school community.	33%	62%	0%	5%	0%
14. Committees are most efficient when goals are clearly stated and the group is organized with specific responsibilities.	62%	38%	0%	0%	0%
15. I believe that committees should be given a list of potential positions and their responsibilities in order to best organize the participants.	52%	48%	0%	0%	0%
16. I believe that programs organized by committees can be replicated, if the following information was provided to Each participant: list of potential positions, description of responsibilities, contact information, and a record of procedures and possible costs.	38%	57%	0%	5%	0%

The findings from the interviews and observations both indicated results similar to that of the survey. Many of the interviews discussed such issues as communication, responsibilities, and time management. Communication was one of the more popular topics of conversation. On numerous occasions it was found at meetings that the participants' enthusiasm would inhibit productivity and active listening. Consequently, some groups were known to set up "ground rules" for speaking. For example, in one committee a person is only allowed to speak if they are holding a designated object like a colored folder or an item related to the topic of discussion. Although it may sound unconventional, a teacher stated, "You should see us. If we did not use that stuffed animal, there would be six people speaking at once. The teachers here get so excited that sometimes it takes a concrete object to maintain some decorum."

In addition to this strategy, over 75% of the interviews were also consistent with the research reported by Oswald (1996, n.p.) who cites the following tips by the Institute for Educational Leadership that states:

To promote high-quality communication and cohesiveness: limit talking time by remembering there are others in the group, don't interrupt, listen actively, allow others to be silent if they wish but try to elicit their views by asking questions or inviting their opinions, encourage rather than dominate, offer only constructive criticism, accept others' opinions even if you don't agree with them, and support those who are unfairly attacked.

Communication is only one facet of site-based management. It is difficult to evaluate site-based management when there are so many variations on how it is implemented. Authority could actually transfer from the state government to school boards, from school boards to superintendents, and continue down the ladder from the principals to the school community that consists of teachers and parents.

Along with the variations of how site-based management is practiced comes how differently school decisions are dispersed. For instance, a school may have a school council that consists of the principal, teachers, and parents that are involved in budget issues, curriculum etc. Currently, in the intern's school, there is no school council. Based on the findings from the survey seen in Table 1, a school council is in its future.

Although there is no school site council currently in the building, there are a wide array of committees that are established to meet both long term and short-term goals of the school. Based on the intern's observations, the principal uses a team approach to decision-making pertaining to school safety issues, school beautification, curriculum, grants, and student activities. The "teams" otherwise known as committees are: Math Committee, Reading Committee, Beautification Committee, Grant Committee, Student Council Committee, Acts of Kindness Committee, and the Multicultural Committee.

The findings of the questionnaire and observations were consistent with the research reported by Cunningham and Gresso (as cited in Oswald, 1996, n.p.), “A team with a strong culture has several qualities: purposefulness, pride, confidence, enthusiasm, empowerment, commitment, loyalty, and satisfaction.” The intern noticed these qualities throughout the various school committees. Furthermore, while discussing the study with numerous staff members, there were several common themes that continued to come up in conversation. For instance, the “themes” mentioned were family atmosphere, bonding, togetherness, and a feeling of belonging which are all factors that ensures a quality team as supported by the research and the findings of this study.

The key to this “cohesive” theme is the responsibilities of the stakeholders involved. The findings of the intern are corroborated by the research, which states that the building level principal is the key facilitator. As supported by the survey, a total of 100% of the respondents strongly agreed or agreed that, “It is important for the administrator to create a climate that is receptive to a diversity of opinions and ideas” (See Table 1). While the principal is the key facilitator, it is essential to the successful implementation of site-based management to determine the member’s roles of a committee or team. Therefore, after extensive feedback from the teachers, the intern established the following roles, which can be adapted to meet the needs of a specific committee:

- *Chairperson*- the member responsible for facilitating the group
- *Secretary*- the member responsible for recording meetings
- *Treasurer*- the member responsible for donations, fundraisers, or collection of money
- *Entertainment*- the member responsible for any performing arts program
- *Artist*- the member responsible for coordinating and/or developing displays
- *Techie*- the member responsible for incorporating technology

- *Public Relations*- the member responsible for contacting newspapers, television stations, web page designer, and district's newsletter
- *Historian*- the member responsible for recording events with photographs, video, or newspaper

In addition to clearly defined roles, it was also evident that it is essential to the success of a committee, to emphasize a collective vision that will guide the group in determining priorities and goals.

The ultimate goal of site-based management should be to improve student achievement. Although the intern has found the school's scores increased by 20% since last year, there is still no definitive answer as to whether or not the level of site-based management being implemented is directly correlated. The district has made some modifications in curriculum and instructional methods that could have had an impact on students' achievement. According to Drury and Levin (as cited in Oswald, 1995, n.p.), "SBM contributes to four 'intermediate' outcomes, which in turn have the 'potential' to lead to improved student achievement: increased efficiency in use of resources and personnel, increased professionalism of teachers, implementation of curriculum reform, and increased community engagement." The intern's findings, as well as the research realize that the relationship between site-based management and student performance is inconclusive. According to Peterson (1991), "These research problems are exacerbated by the absence of a standard definition of SBM" (n.p.).

Although the intern's research and findings are open to some doubt about the learning outcomes, what is definite as one teacher noted, "You'll find that the schools that are the most productive are those with motivated and committed teachers." When the intern spoke with teachers and parents about the level of commitment, many contributed it to the sense of community.

Repeatedly, the words “friends” and “family” were used to describe how people felt about the school and one another. It is important to note that the strong sense of community does not mean that everyone is always in agreement. One teacher stated, “What may appear to be a rift in one of our meetings is actually our decision-making process.” Although the groups’ bonds of friendship run deep, differences of opinion are commonplace, which is a key ingredient to any well-developed program. When the intern observed the teachers in this school, it was like looking at constellations with teachers of all ages, backgrounds, and talents all brought together for one reason, the children. One veteran teacher mentioned, “Ever since our principal started working here and turned over some of the responsibilities, I noticed a big difference in staff morale. She makes us feel important...like part of a team.”

Every team needs a leader and that was when the intern discovered strong leadership skills spring into action. Site-based management started an awakening of several “sleeping giants” in the group. It was never an issue of control, but rather a collaborative effort with free flowing ideas. As several of these “newborn” leaders learned, with leadership comes accountability. For some, this could have been intimidating, but as one teacher stated, “With our principal being so supportive of our efforts, it’s a no-brainer.”

As witnessed by the intern, when leadership is consistently supportive, a school’s productivity can improve dramatically. Teacher feedback has proven this to be true. For example, a veteran teacher stated, “You would never see any of those other guys get us to put the time and effort in that we do now.”

Approximately 70 % of the faculty all worked under three or more principals whose leadership styles were on the opposite end of the spectrum from what we currently experience. Some teachers referred to the former leadership as a “monarchy” or “dictatorship.” Presently, it is evident that the school is led by a principal who approaches every aspect of education from a team approach, which allows for the teacher to feel responsible for the change and accomplishments involved in the school.

While staff morale, student scores, and school initiatives are all on the up swing, there is still one factor that needs to be mentioned. Like with any new curriculum or school reform, there needs to be some form of professional development. Although the teachers are learning the benefits of some of the features of site-based management first-hand, they all agree that there should be ongoing professional development. This training ought to address students’ needs and fit in with the school’s agenda. The professional development can enhance the group’s understanding of communication skills and dynamics of a committee. As many of the teachers agreed, conflict is good, but with professional training the group can learn the how and why of reaching a consensus.

Analysis of the findings revealed that the strategies most effective were distribution of power throughout the school, leadership that was supportive, facilitative and collaborative, and shared communication that are all driven by a clearly articulated vision. When properly implemented, site-based management can be an effective tool that could bring about meaningful changes to the entire school community.

## Chapter 5

### Conclusions, Implications, and Further Study

#### Introduction

This study analyzed the role of the principal and how his/her leadership strategies enhance the effectiveness of site-based management. As Tom Sergiovanni (1987) notes (as cited in Johnson and Vincent, 2000, n.p.), “Though principals are important and their visions key in focusing attention on change and in successfully implementing the process of change, what counts in the end is bringing together the ideas and commitments of a variety of people who have a stake in the success of the school.” The key to the success of this union of people with their ideas and commitments is dependent upon leadership.

#### Conclusions and Implications

As observed in the intern’s school, that although the roles of the entire faculty changed, it was the role of principal that seemed to be subject to the most change under site-based management. For instance, as one teacher put it, “We no longer see her as a boss, but rather a conductor of an elite orchestra.” While conducting this “orchestra,” the principal empowered the staff through participative activity and increased involvement in the decision-making process. Furthermore, the principal was observed working collaboratively with staff moving closer to the actual educational process by which serving as an instructional leader. As a result, she facilitated the exchange of information and promoted open communication.

Effective principals in site-based management schools implemented a variety of strategies for sharing information. For example, as supported by the research, many teachers agreed that it is important to be reminded of school progress and its vision.



Additionally, it is also suggested that schools use professional development days to discuss the mission of the school. Communicating information is essential whether it is done during professional development days or in a faculty meeting. As observed in the intern's school and also supported by research, effective principals distribute information about student scores and comparisons with other schools in the district for the potential planning for instructional improvements. On the less formal side, it is also effective for principals to discuss issues in a less formal manner through a note or informative article in a teacher's mailbox.

Another strategy found successful with site-based management was how effective principals decentralized power throughout the school. Formally structured vertical and horizontal work groups that involved parents, teachers, and sometimes community members were observed to increase commitment to the school and student achievement. Site-based managed schools organized teachers and parents into committees, councils, and/or work teams. Each group had specific responsibilities based on the school's vision.

In order to effectively distribute power and successfully restructure site-based management schools, principals need to promote continued staff development. In order for teachers to be able to contribute knowledgeably to making decisions, they need to expand their knowledge about teaching, curriculum, learning, group decision-making, teamwork skills, and leadership training to run meetings. Encouraging staff development is imperative to the degree of success of site-based management.

Finally, the strategy of rewarding the staff for their efforts is vital. Under site-based management, teachers spent more time managing school issues and took on more responsibility. Rewards are used to acknowledge both individual and group efforts.

It was found that effective principals rewarded their staff with thank you notes and would also recognize individuals and/or groups at faculty meetings. The issues of rewards are still being questioned as to whether or not it provides sufficient reinforcement and motivation for engaging teachers over a sustained period of time.

### Implications on Leadership Skills

The ISLLC Standards for School Leaders seeks to change the focus of the principalship from management to learning. It provides a comprehensive framework for accomplishing this by emphasizing student success, learning, teaching, and school improvement. In this study, the intern found significant comparisons to the ISLLC findings. For instance, in standard one, “A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community” (Ubben, Hughes, & Norris, 2001, p. 392). Effective site-based management principals ensure that students have the knowledge, skills, and values needed to become successful adults. The intern actively observed the principal on numerous occasions, reviewing test scores of the building as well as across the district. Once the data was analyzed, this principal would follow up with various committees and facilitate a meeting to further develop the school’s mission and goals.

According to standard two, “A school administrator is an educational leader who promotes the success of all students by advocating nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth” (Ubben, Hughes, & Norris, 2001, p. 393).

The intern found that making the faculty and students feel valued in conjunction with maintaining a school that encourages learning and professional development, is vital to the success of site-based management. As noted by a teacher, “It’s the continuous support and personal touch that helps this school continue to reach higher levels of success.” The intern continues to observe first-hand how effective leadership makes people feel special. For instance, with the development of various committees like the Acts of Kindness or Student of the Month, the school actively develops students’ self-esteem and encourages them through character building programs. Both students and staff feel valued with important as a result of ongoing support, and encouragement coupled with a personal touch like a thank you card or flowers.

In standard three, “A school administrator is a leader who promotes the success of all students by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment” (Ubben, Hughes, & Norris, 2001, p. 394). The intern’s school promotes a safe, efficient, and effective learning environment in a site-based manner by distributing responsibility during fire drills and emergency evacuations. Effective leaders build trusting relationships and value his/her faculty’s judgment. For example, the intern’s principal had involved the teachers with the planning for emergency evacuations in times of when there may be heightened security alerts across the country.

The teachers provided input for procedures, locations to evacuate, code words to use in crisis situations over the intercom, and the designation of specific responsibilities.

In standard four, “A school administrator is a educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources” (Ubben, Hughes, & Norris, 2001, p. 395). On a weekly basis, the intern observed the principal conducting PAC (Pupil Assistance Committee) meetings for pupils in need of assistance. These meetings reached out to the parents of students who were struggling in school for various reasons. At this meeting the principal, reading specialist, teacher, and school counselor would attend. The goal of the meeting would be to establish some alternatives and/or accommodations to the child’s educational program. While this was initiated on an individual basis, the principal also worked collaboratively with community members to help with the passing of the school budget or on a lighter note hold a community event to honor local veterans. The principal’s varied efforts helped to enrich the culture and school climate.

In standard five, “A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner” (Ubben, Hughes, & Norris, 2001, p. 396). The intern continues to observe the building principal lead by example. This leader expresses a professional code of ethics and lives by it. Any decision made is based on personal morals and in the best interest and good of the school community. The principal continues to be a supporter of the Character Education program in the building and had also developed two clubs for chosen students who need support and guidance as well as an understanding ear. To encourage school wide integrity and good manners, a committee called the Acts of Kindness was formed to reward students.

In standard six, “A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context” (Ubben, Hughes, & Norris, 2001, p. 397). As a result of the large student population that ranges from pre-kindergarten through sixth grade, the intern’s school organized a committee of teachers to develop a student code of conduct specifically for elementary students. Although the principal may seek out teacher input, she enforced the majority of the discipline decisions. Presently, the school maintains a handbook in which law materials are available in reference on education and schooling. On numerous occasions, the school observed the legal system, which was used to protect student rights and to improve student opportunities.

#### Implications of Study on Organizational Change

Successful site-based management schools distribute power among individuals by forming work teams, committees, and councils. This type of organizational change is not something that can just be adopted over night. It required change in such aspects like roles, instructional practices, and skills and knowledge of the participants. The intern observed a gradual change that involved implementing and adjusting changes until the participants support this new way of functioning. Additionally, the school created groups that were organized both horizontally by grade level and vertically by subject area. The curriculum related committees to teachers, while other committees such as the Multicultural Committee involved parent participation.

As a result of the wide array of committees that spanned the grade levels and involved all subject areas, it was evident that this school was committed to the children.

One teacher mentioned to the intern, “We started out as a bunch of small ‘rag-tag’ teams, and now we effectively manage ourselves.”

It was evident that the shift to site-based management produced a new mind-set. Instead of teachers planning for their day-to-day lessons and activities, there was a change of focus that encompassed a vision for the whole school.

The intern’s observations were supported by Arterbury and Hord (1991) who suggest that site-based decision-making is designed to promote shifts in roles and relationships away from traditional bureaucratic model of school and districts to a more open, participatory system. Since this reform is predicated on a decentralization of control, the roles of the principal and of the teachers also change (Assessment of School-Based Management, 1996). In this new organizational structure at the intern’s school, the principal was no longer the main decision-maker at the school. More often, she acts as a member of councils that often include teachers, students and parents.

#### Further Study

To augment the results of this study, it should be expanded to include a comprehensive survey of elementary teachers that are implementing site-based management in the state. As a result, this study would further clarify leadership strategies that enhance the effectiveness of site-based management.

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**APPENDIX A**

**Teacher Survey**

Dear Teachers,

I would like to thank you ahead of time for taking a moment to fill out this questionnaire. The focus of my study is to determine effective leadership strategies that are the driving force behind the success of site-based management. Site-based management is a growing reform to encourage every employee to become more involved in the daily decisions that affects their workplace. The philosophy is to create a sense of ownership among all personnel, which would lead to a workforce of conscientious employees devoted to their jobs. The purpose of my study is to investigate the role of the principal and how his/her leadership strategies enhance the effectiveness of site-based management.

Please know that all participation in the survey is voluntary and responses will be kept anonymous and confidential.

Thank you for your help and cooperation.

Sincerely yours,

Maria Gioffre  
Shady Lane Elementary School

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Personal Background Information

*Circle the best possible answer.*

1. Number of years teaching.  
(a) 1-5 years (b) 6-10 years (c) 11-15 years (d) 16-24 years (e) 25 + years
2. Number of graduate credits.  
(a) 1-12 credits (b) 13-20 credits (c) 21-30 credits (d) 30 + credits (e) None
3. Number of different principals you have worked under.  
(a) 1 (b) 2 (c) 3 (d) 4 (e) 5 +
4. Grade level you currently teach. (Circle all that apply.)  
(a) PreK- Second (b) Third- Fourth (c) Fifth-Sixth (d) All levels

5. Current assignment.

(a) Regular Classroom Teacher (b) Special Education Teacher

(c) Special Area Teacher (Art, Music, Phys. Ed) (d) Other

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***Based on your own perceptions, circle the response that best reflects your opinion.***

SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree, U= Undecided

1. It is important for school leaders to inspire others to reach for ambitious goals.

SA            A            SD            D            U

2. It is important for school leaders to promote cooperation and assist others to work together toward common goals.

SA            A            SD            D            U

3. Schools would be more successful if “power” was dispersed broadly throughout the school by creating networks of decision-making teams (committees).

SA            A            SD            D            U

4. It is important for professional development to be an ongoing process that addresses students’ needs and fit in with the school’s agenda.

SA            A            SD            D            U

5. I believe that successful site-based management can lead to higher student achievement.

SA            A            SD            D            U

6. Although site-based management can be a time consuming process, I am interested in taking part in school decisions.

SA            A            SD            D            U

7. Teachers are more likely to be motivated with the use of extrinsic rewards in combination with other incentives in order to maintain a sustained reform effort.

SA            A            SD            D            U

8. Handing out information in conjunction with open communication is imperative to the success of committees in site-based management.

SA            A            SD            D            U

9. When teachers have a leader that includes them in the decision making process and makes them feel like part of a team, feelings of empowerment are evident.

SA            A            SD            D            U

10. It is important for the administrator to create a climate that is receptive to a diversity of opinions and ideas.

SA            A            SD            D            U

11. In order to increase commitment, schools should have work groups that involve nearly all teachers in the school and sometimes parents and community members.

SA            A            SD            D            U

12. Site-based management will lead to greater collaboration among teachers and a greater sense of accountability.

SA            A            SD            D            U

13. Principals need to pursue a school's vision that represents the goals of the entire school community.

SA            A            SD            D            U

14. Committees are most efficient when goals are clearly stated and the group is organized with specific responsibilities.

SA            A            SD            D            U

15. I believe that committees should be given a list of potential positions and their responsibilities in order to best organize the participants.

SA            A            SD            D            U

16. I believe that programs organized by committees can be replicated, if the following information was provided to each participant: list of potential positions, description of responsibilities, contact information, and a record of procedures and possible costs.

SA            A            SD            D            U

