







fill an acting assistant principal slot but was unsuccessful primarily because of the overlap in salaries. Generally they selected from the pool of resource teachers, but even at the Q scale this overlap in salaries was overwhelming. He pointed out that if a 10-month teacher had two stipends, he or she would be looking at only two Q steps that did not overlap their income. If they looked at hourly rates of pay, a resource teacher would have a decrease in pay to take an assistant principal's position which required evening hours which were not compensated.

Mr. Headman explained that all of them here in this room had been encouraged by other A&S staff to go from the teaching ranks to the administrative staff, and he and his colleagues continued to do this with less success. Mr. Glascoe cited the example of one of his teachers who had turned down the opportunity to apply for an administrative position because of the salary, stress, and time factor. Dr. Masci added that he knew of four acting assistant principals who turned down the opportunity to stay in A&S because the job was so tough and they would take a pay cut. Dr. Lynch said that people were also turned off by the longer hours and the expectation that A&S were being asked to do more with declining resources.

Mr. Headman said that the other issue was certification because the new state rules stipulated that if you were not a principal by July 1, 1993, you would have to go through the state's assessment center. He was pleased that the Board was going to look at the A&S classifications, and he called attention to the director of ESOL whose responsibilities had increased over the past few years, while the classification had remained the same. He believed that the situation of fewer people willing to accept the responsibilities of administration was not unique to Montgomery County.

At the request of Mrs. Fanconi, Ms. Ellis described her work week which included three 7:30 a.m. breakfast meetings, two assemblies, three night meetings, lunch duties, bus duty, teacher observations, teacher follow-up conferences, student discipline issues, parent conferences, and paperwork. Mr. Glascoe described the typical work week of a senior high school principal which started at 6:15 a.m. and continued through the evening.

Mrs. Brenneman said she would like to take this opportunity to express her appreciation for the work done by principals. She commented that principals were extremely modest and unwilling to take praise, and yet they did an outstanding job in running a school. Mr. Glascoe remarked that he had had an opportunity to meet a lot of administrators from around the country, and it was clear to him that nobody did it better than MCPS because of their willingness to go the extra mile. He hoped they would continue to be the lighthouse school system and encourage talented young people to become administrators.

Mr. Ewing indicated that he would like to explore the question of the lack of A&S applicants. Clearly the argument about overlap was a hard one to deny; however, he would be interested in getting some good data showing what caused people to be interested in or not interested in careers as school administrators. They could get at this through surveys and see if there were ideas about what they could do to encourage applicants. At the very least, they should do an ERIC search.

Mr. Headman said that the present A&S staff made their decisions to be A&S five or 15 years ago; however, now once staff reached a certain point they did not choose to apply. Dr. Lynch pointed out that people were now giving up resource teacher positions which was a parallel situation. Dr. Masci added that people didn't even want the assistant principalship because of the duties, and this was the way to the principalship. The pattern was that you began as a resource teacher or teacher specialist, then went to the assistant principalship, the middle school principalship, and then to the high school principalship. Mr. Kranz added that the positions where a person could gain experience had been abolished, and now people applying for A&S lacked that background. Mrs. Fanconi wondered whether people could be rotated in and out of some of these training positions.

Dr. Vance remarked that the discussion showed that each of them had a sense of what was wrong, and he agreed with Mr. Ewing that the least they could go was an ERIC search.

Mr. Abrams inquired about the status of the classification study.

Mr. Headman replied that he understood that the Board would receive something in January. Dr. Vance explained that Dr. Massie's illness had affected their timetable, and he would provide the Board with a status report. Mr. Abrams hoped that they would end up with a better understanding about the expectations of the positions, and he would be interested to see what could be done about the overlap. He asked about examining potential candidate pools in the system as well as traditional and non-traditional sources.

Ms. Gutierrez stated that she heard their concern about the pool of candidates and noted that it was their desire to have a larger number of minorities in the A&S ranks. She hoped there could be some outreach or more aggressive effort. She wondered about the extent to which they could go outside the system to other jurisdictions because in her mind there was some benefit to cross fertilization. She thought that overlap was important because it provided two career ladders. There were people who should never be managers and yet should be rewarded for their contributions. She did see the principalship as an impossible and difficult job, and she was proud of the work done by MCPS principals. Mr. Headman remarked that if the goal of overlap was to keep people

in the classroom, it had been successful; however, they were concerned that people did not want to go into A&S positions.

Dr. Lynch said it would be interesting to talk to people who came into MCPS from other A&S positions in other school systems. They could be asked if there were some things that MCPS was requiring that could be changed in order to give principals more time to concentrate on the instructional program. Mr. Kranz said there wasn't anyone in the room who didn't support teacher salaries to keep them in the classroom, but as a result of that teachers were not applying to be administrators. Dr. Masci agreed that they needed to keep good teachers teaching, but they also needed good teachers to be instructional leaders. People were not applying, and the school system was growing and would need more principals.

Dr. Vance commented that the principals were being too modest. There was a body of research which showed the highest correlation possible between successful schools and the effective leadership of the principal. Mrs. Gordon added her compliments and asked about the kinds of responsibilities that kept principals from being the instructional leader. Ms. Ellis listed lunch and bus duty as well as some monitoring activities. Mr. Headman thought that lunch duty provided them with valuable time to relate to students. He would like to see curriculum specialists for the elementary schools and more teacher specialists for the central office to disseminate information.

Mrs. Gordon commented that in her conversations with school staff, it was not just the money but the role of the principal and the enormity of their task that prevented people from applying. She was looking for what it was that could change in the role of the principal to encourage bright, young people to go into administration. Dr. Masci said they should not minimize the salary issue because for young people this was a concern. He would like to see more preventative capacity for principals which meant more assistant principals. He pointed out that they were running on staffing guidelines for administrators that were 15 to 20 years old, and schools and responsibilities had changed in recent years. Mr. Glascoe thought that when they went into administration years ago the demands were there, and while people accepted the challenges, the salary helped them to make that decision.

Mr. Ewing was struck by Dr. Masci's comments about teachers who knew the role of the assistant principal and did not want to assume those duties. This raised the question of the career ladder -- experience, education, and training. The educational requirements were largely set out by the certification rules, but MCPS did have control over the career ladder. If people didn't want to be assistant principals to get on that ladder, then some attention should be made to the role of the assistant principal so that there were exciting and creative roles for them to play.

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He agreed that staffing was out of date for the secondary as well as the elementary schools. It seemed to him to be very difficult to expect elementary principals to operate without the help of assistant principals, but this was a monetary issue. This did not mean they shouldn't look at these issues because the recession would not be with them forever.

Mrs. Fanconi thanked MCAASP for meeting with the Board. She hoped that they would provide their views on points they did not cover which were listed in their letter to the Board. Mr. Headman presented Board members with certificates entitling them to share in the life of a MCAASP member by shadowing them for a day.

Re: ADJOURNMENT

The vice president adjourned the meeting at 9:35 p.m.

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VICE PRESIDENT

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SECRETARY

PLV:mlw