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An Ethnographic Study of Haitian Administrators in New York and Florida Public Schools

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**AN ETHNOGRAPHIC STUDY OF HAITIAN ADMINISTRATORS
IN NEW YORK AND FLORIDA PUBLIC SCHOOLS**

BY

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Submitted in partial fulfillment of the
requirements for the Degree of Doctor of Education

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ABSTRACT

AN ETHNOGRAPHIC STUDY OF HAITIAN ADMINISTRATORS IN NEW YORK AND FLORIDA PUBLIC SCHOOLS

The purpose of this study was to cast some light on the current level of participation of Haitians in the educational system transformation at the school district level. This study will increase our understanding and appreciation of the unique characteristics and the rich cultural resources that administrators bring to the school district where they work.

The research was conducted using ethnographic methodology and grounded theory. In an attempt to gather data to answer the research questions for this study, a series of interviews were conducted with 12 informants that included Haitian administrators. The interviews were tape-recorded, transcribed and analyzed. It was found that a set of strategies were implemented by the Haitian administrators. Using these strategies, these administrators were able to show students' achievement.

This study will help Haitians to continue their pursuit of administrative aspirations and contribute positively to the field of education. It will benefit school district administrators responsible for personnel hiring to select school-level administrators who have been specifically trained in the educational programs for bilingual student population and Limited English Proficient (LEP) students. It is a way in which school districts can treat diversity as an asset. Also, the higher educational system will need Haitian administrators to serve as role models and provide leadership. The economic future of this country will also depend on well-prepared Haitian American administrators entering the job market.

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I would also like to express my most appreciative thanks to the administrators who gave me their assistance by providing me with the information necessary for the completion of this dissertation.

DEDICATION

I dedicate this manuscript

To my parents, Pierre Leveque and Manise Gerome, whose example of perseverance and hard work have guided me through my life, and

To my son, Jamaal Richard Mirville, who has shared my daily struggles.

Thank you. I love you.

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CHAPTER I

INTRODUCTION

The unprecedented diversification of the American population has been documented by the 2002 U. S. Census Bureau. From the census data, we see that about 65% of school-age children today are non-Hispanic White, while the remaining 35% have other racial and ethnic backgrounds. All projections seem to indicate continued growth in diversity in the years ahead, estimating that, by 2040, no one ethnic or racial group will constitute a majority of the national school-age population. The growth of diversity poses a serious challenge to the American public schools in many communities.

In order to continue to fulfill their historical mission of cultural assimilation of new immigrants to the land, public schools are challenged to develop a process for curriculum transformation. This curriculum transformation has to be reflective of a multicultural education paradigm of the training teachers for developing inclusive multicultural curricula, and the preparation of school leaders and administrators to support teachers in such efforts. As public schools continue to serve as the initial meeting place for different cultures, it is very important that educators find ways to make those encounters positive experiences for children, parents and teachers.

While diversity in the United States continues to increase, particularly among children and youth, changes in the racial and ethnic composition of those leading public schools remain marginal. The many critical responsibilities of principals are to implement effective programmatic and organizational changes in schools, to promote the positive value of cultural diversity, and to make full use of culturally appropriate methods of communication, and transmission of knowledge.

To some extent, those roles have been compromised by a striking demographic mismatch between the nation's educational leaders. A large part of the new wave of immigrants, Haitians are amongst the least represented at the administrative level.

Statement of the Problem

The number of Haitian administrators in leadership positions in urban public school districts remains significantly low, when compared to the number of Haitian children who are attending these urban schools. This phenomenon raises important questions about the cause of this situation, and what the current conditions are for career development in these districts. There is very little information that exists in the literature with respect to Haitian administrators that guide the resolution of this problem.

Haitians are rapidly increasing in the United States. Currently, there are about 40,000 Haitian school children enrolled in the New York City Public Schools. According to the year 2002 census from the Bureau of Statistics, there are about 300,000 Haitians who are residing in Florida and 600,000 in New York City, not including boat people. Haitians often find employment in low-paying jobs and jobs that do not require highly skilled individuals. Despite the enormous growth in the Haitian population in recent years, there are limited numbers of Haitians occupying leadership positions in public organizations, and particularly in schools. Among the few who do hold these positions, there is a need to identify the characteristics of Haitians who are occupying leadership positions, in order to gain a better understanding of the contributing factors.

To explore this phenomenon, I conducted an ethnographic study, using open-ended interviews with Haitians' currently holding administrative positions. The positions

held by the participants included: principals, vice principals, program directors, and chairpersons.

Socioeconomic Portrait

The Republic of Haiti has an area that is about the size of Maryland. Its capital is Port-au-Prince. Its terrain comprises rugged mountains with small coastal plains, river valleys, and a large east-central plateau. It is also warm and semi-arid, with high humidity in many coastal areas. The population is about 8.1 million, and its location is in the Caribbean Sea between Miami and Cuba. The people are mainly of African descent. The languages spoken are French and Haitian Creole. Their natural resources are bauxite, copper, calcium carbonate, gold and marble. Haiti remains the least-developed country in the Western Hemisphere, and one of the poorest in the world. This country has seen an unstable political and economic struggle. The social class structure is composed of the upper class, middle class, urban lower class and peasants. The religious beliefs are Voodooism, (Voodooism) Roman Catholicism, and Protestantism.

There continues to be a large-scale emigration movement, especially to the United States, Canada, the Bahamas, Dominican Republic, Caribbean neighbors and France. One of every eight Haitians lives abroad. Regarding migration, an estimated one million people left Haiti between 1957 and 1982. The emigrants in the 1950 and the 1960s were urban middle-class and upper-class opponents of the government of Francois Duvalier 1957-1971. However, in the 1970s, there was an increasing number of rural, lower class urban Haitians who emigrated. By the 1980s, there were about 500,000 Haitians living in the United States.

Haitian migrants bring the knowledge of their culture that is comprised of art,

architecture, handicrafts, food, literature, music, folklore, and education. They also bring with them their tenacity, perseverance, and their survival skills. On the other hand, out-migration has resulted in a heavy loss of professional and skilled personnel from both urban and rural areas of the country (Black et al., 1973).

Lopez (2002), in his article, *Race-Gender Experiences and Schooling: Second Generation Dominican, West Indian, and Haitian Youth in New York City*, examined how the cumulative race-gender experiences of second generation Haitians and others influence their outlooks toward schooling. He found that women maintained optimistic outlooks, while men expressed worries about their prospects for social mobility. Wucker (2004) also provided information on the struggles experienced by Haitians in their effort to achieve political and economic stability in the United States.

Chierici (1991) quoted this proverb: “*Dèyè mòn gen mòn*” – “Behind every mountain there is another mountain.” This proverb really relates to how the Haitian people view life in general.

Haiti is a mountainous country. Behind one mountain you do find another mountain. It is difficult to ignore them. Haitians have to face this dilemma, or this problem, daily. Therefore, Haitians adopted the attitude of “*demele, degage or debouye*” (to manage, to make it) that shows a positive outlook toward life. These words mean to manage in the face of hardship, to make ends meet, to come up with a solution. Haitian immigrants used these words frequently in their daily conversation to describe their experiences. “*Demele, degage or debouye*” is the key to the strategies that Haitians used “*to make it;*” to move from social perimeter, or border to the nucleus or the center; to migrate from Haiti and adapt to the American society. Goals are never final. As one goal

is reached, another one comes into focus. As you finish solving one problem, you are faced with another problem.

Chierici explained that migration itself is “*demele, degage or debrouille.*” This is how Haitians come up with a solution. Therefore, migration is the cultural strategy of solving problems. For the Haitian people, it is “*demele.*” It is “*making it.*” Stepick (1984) predicted that the Haitians would continue to migrate, even if the political situation were to stabilize. He says that Haitians migrate because there are not enough opportunities for them in Haiti. Allman and Richman (1985) suggested that only sustained economic development programs would be able to change the desire of many Haitians in diverse social and economic circumstances to leave their country.

Chierici also presented the plans that Haitians devised and employed to change their situations. The Haitians will create, and take advantage of, opportunities while living in the United States. Chierici said that Haitians employed more than one strategy during the process of adaptation. Graves and Graves (1974) suggested that migrants might rely on their own resources or their own initiatives for a solution. He named this: individualistic strategy. Also, migrants may turn for help from other people, usually their kin, fellow villagers or migrants from their own ethnic group. This is called group-oriented strategy. There are individuals who are trying to overcome by themselves the problems that they are confronting. They are pushed by circumstances. Chierici pointed out that Haitians immigrants from urban areas tend to use individualistic strategies, while rural immigrants rely on group-oriented strategies.

In the process of migration and adaptation, Haitians from rural backgrounds rely mainly on “group-oriented” strategies based on peaceful relations between friends and

families ties. Fortes (1970) said that, although urban immigrants appear to use individualistic strategies, they utilize the resources that are available in the host community; for instance, resettlement, social agencies, churches, jobs, and educational programs. Urban Haitians embrace relations with these organizations with a spirit of kinship alliance.

Another strategy is based on socioeconomic adaptation. For this strategy, Haitians use the notion of center that is used to describe the goals they strive to achieve, the place in society they aspire to occupy. Making it to the center means different things to different Haitians. It depends on their place in the social structure. Center can mean economic stability, social advancement or even political freedom. That is why migration is used as one of their main strategies.

Ethnicity also is used as a strategy, the Haitians perceive themselves as “*nasyon*” (group of people) different from others and they use those strategies to underline their ethnic identity and maintained ethnic boundaries. To do this, Haitians use language and cultural ideas of “*demele*” to create social boundaries between themselves and other groups. Language is the vehicle that Haitians use to express and maintain traditional social hierarchies. They are less likely to associate with groups that are perceived as economically and politically powerless. They will turn to groups that are powerful. This is used as a strategy in order to maximize their economic opportunities.

Historical Perspectives/Social Class Structure

Chierici (1991) noted that the Haitian society is divided into groups. These groups are separated by education, religion, social status and ethnic background. The first group, the elite, dominates all governmental areas, national institutions, and the Roman Catholic

Church. They are French-speaking, well-educated individuals who live in urban centers. The second group is the mass that works the land. They are poor, uneducated, speak Creole, and practice voodoo (voodoo).

The third group includes the provincial aristocracy, government employees and merchants of large urban centers. The fourth group is referred to as “the people’s elite” (middle class). It is composed of artisans, shopkeepers, factory workers, small town officials, and traders. According to the author, the elites or la bourgeoisie are rich and do not need to work for a living. They sit idle on a rocking chair. The mass is poor, tied to the land, largely uneducated. The poor migrate when life is insurmountable. For the poor, the only way up is to leave Haiti. Migration is the response to economic and demographic conditions in the countryside. It has been a better strategy for the poor for a long time.

There are two social structures, urban and rural. While adapting to new environments, Haitians relate to urban and rural structures that are familiar to them. In America, the same strategy is followed. It involves the acquisition of upper class markers such as language, education, religious affiliation and economic stability. When everything is impossible, they leave Haiti and adapt the best way they can.

According to Burtoff-Civan (1994), Haitians began coming to the U.S before 1980. Some historians showed the presence of Haitians as early as 1770, when Haitian soldiers fought in the American Revolutionary War. Several individuals of Haitian descent made contributions to the United States. Among them are Jean Baptiste Point du Sable, the first non-Indian to settle in Chicago, John James Audubon, the naturalist, and

Pierre Toussaint, a former slave who became a saint for his humanitarian work in New York.

A wave of Haitians came in 1957, following Francois Duvalier's rise to power. These immigrants were well-educated. They were members of the political and economic elite. In 1960, another wave arrived; it was when United States companies needed to replenish its labor force due to the Vietnam War. These people were skilled. In 1971, when Jean Claude Duvalier was in power, another wave arrived. These were poor peasants and urban dwellers who reached the United States shores. This continued up to the early 1980s. In 1986, at the end of Jean Claude Duvalier's regime, and during Jean Bertrand Aristide's exile, another exodus of Haitians came to the United States. It is obvious from the summary above that much has been written about Haiti and its people. Unfortunately, very little attention has been given to a segment of the population whose influence is gaining significance: Haitian administrators in public school systems.

Research Questions

To examine the extent to which Haitian administrators are involved in public schools, I met with Haitian school administrators and conducted ethnographic interviews using descriptive, grand tour, structural and contrast questions. The six research questions are as follows:

1. As the demographic presence of Haitians families in the U.S has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?
2. What happens to the climate of the school when Haitian administrators serve?
3. What skills do Haitian educational leaders bring to the profession, and what

hurdles might they face?

4. How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?
5. How do Haitian educational leaders get their position, and how are the administrative ranks obtained by Haitian educational leaders in the schools?
6. How does one determine that Haitian educational leaders are showing achievement in the schools they lead?

Significance of the Study

The primary purpose of this study is to shed some light on the current level of participation of Haitians in the educational schools' transformation, and to increase our understanding and appreciation of the unique characteristics and the rich cultural resources that Haitian administrators bring to the challenges which school districts are confronted. Additionally, the research will help Haitians continue their pursuit of administrative aspirations.

Although many teachers have administrative certification, few hold positions of leadership. These teachers face persistent barriers to their advancement to administrative positions. Despite these barriers, they continue to aspire to become educational leaders, and to prepare themselves for these positions (Glover, 1998). By examining the barriers, we can better educate others on how to recognize and address these barriers. Among other things, this study will help reduce the stereotypical perceptions of Haitian administrators, encourage more Haitian teachers to pursue administrative certificates, and make the fullest use of Haitian administrators in the public school system. This study will help shift the perspective of the public to an

understanding of the benefits our society derives from a growth in diversity.

This information may benefit school district administrators responsible for personnel hiring, in that it will help them in selecting school level administrators who have been specifically trained in the organization of educational programs for bilingual student population and Limited English Proficient (LEP) students. As a result of appropriate staffing, there would be a greater opportunity for linguistically and culturally bilingual students to have access to the same learning opportunities as all other individuals, and to have their educational, physical, social and emotional needs addressed in an equitable and nurturing manner (Herrity, 1997).

The higher educational system will also need Haitian administrators to serve as role models and provide leadership. The economic future of this country will depend on well-prepared Haitian citizens' entering the job market.

Organization of the Dissertation

This dissertation is organized into five chapters.

Chapter I opens with an introduction to the problem. It presents the introduction, the statement of the problem, the research questions, the significance of the study, the organization of the study, the definition of the terms, and the limitations of the study.

Chapter II provides a review of related literature.

Chapter III describes the methodology that was used to conduct the survey. It discusses the research questions, the instrumentation, the description of the participants, and the procedure for the collection of the data.

Chapter IV shows some of the common experiences and characteristics of the informants. It also describes the results of the study. It presents a final interpretation and

analysis.

Chapter V discusses the results of the study, and makes relevant recommendations for future research.

Definitions of Terms

Administrator – the certified principal, assistant principal, chairperson, director of guidance, program director, and coordinator who is the leader in a public school.

School climate – daily organization and maintenance that promote optimal learning and social interaction.

Minority group – a group of people within a larger society that share distinctive identities, based upon racial, religious, ethnic, political, and cultural characteristics or differences.

Ethnicity – refers to a group of people distinguished primarily on the basis of cultural and national-origin characteristics (Irizar, 2002).

Culture – consists of the shared values, understandings, symbols, and practices of a group of people (Irizar, 2002).

Native language speaker – the speaker who has been raised, and also educated, in the mother tongue (Irizar, 2002).

Bilingual speaker – a native language speaker who communicates in one or more other languages with a degree of proficiency.

Leadership – a process in which an individual influences a group of individuals to achieve a common goal (Northouse, 2001).

Limitations of the Study

The study is of an ethnographic genre that shows the descriptions of perceptions.

It does not show any type of measurement, but it does capture the essence and the insights in order to attach meaning to them. The ethnographic study is limited by the nature of its design. It does not yield quantitative outcomes. Rather, it provides a qualitative analysis of the perceptions of the informants on the selected issues. The study is not expressed by numbers. The informants' perceptions are not statistically calculated. The instrument used to collect data is the interview technique. It represents the ethnographic nature of the research that focuses on the depth of the informants' thoughts.

After the analysis of the responses to the questions, the researcher interprets the data and draws conclusions from them. Using the ethnographic approach creates a strong trend in the analysis of these insights. This data-gathering technique allows the researcher to explore the perceptions of the informants

This study is delimited to a particular group of informants. The informants are of Haitian descent. Their native language is French and Creole/Haitian Creole.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

This chapter reviews studies that are relevant to the role, context and cultural understanding of school administrators, particularly those from minority background, and their perception and cultural understanding of the school scene. The expected contribution of the study is to draw attention to the cultural significance of recently migrated Haitian administrators, and highlight their importance to the school reform movement. The review covers an historic evolution of the principals' role, describing how the role of the principal evolved and developed over time. In this chapter, the literature regarding the new principal's role is discussed. The literature documenting the principal's dominant role as an instructional leader is summarized. Finally, the studies on the principal as a transformational leader are reviewed.

Historical Evolution of Principal's Role

The systematic change of the principalship over the years has been well-documented. A number of studies describe the history and evolution of the role of the principal in the school system. For instance, Hallinger (1992) recounted the evolution of the principalship in the United States, from a program manager, to that of an instructional leader, and finally as a transformational leader. Up until the 1960s, the principal was an administrative manager selected from the rank of classroom teachers who, at any time, could be asked to return to his or her original position as a classroom teacher. The principal was a teacher relieved from his or her teaching duties to offer assistance to less-experienced teachers in areas such as instruction, curriculum, and classroom

management. The expansion of schools in the 1960s caused increased educational bureaucracy, requiring more principals. As a result of increased administrative duties, the principalship gradually shifted away from direct inspection, classroom supervision, and instructional development, and assumed a more managerial function (Tyack, 1974). With time, and the complexities of school systems' growing as urbanization intensified, superintendents lost contact with the day-to-day operations of the schools and placed greater authority over the local school governance with the building principal.

During 1960s and 1970s, the principal's primary role focused on managing federally sponsored programs that were designed to assist special student populations. These programs included compensatory education, bilingual education, education for the handicapped, and others. As the desire and interest for innovation in math and science education intensified, curriculum innovation became an additional responsibility for the principal. Therefore, the principal's role shifted to that of program and curriculum manager. Additionally, principals were expected to assist in staff development, and to provide direct classroom support to teachers. The principal's role was to implement innovations whose goals, substances and procedures were designed by others. Although these innovations were oriented towards educational improvement, the principals were concerned only with meeting criteria for compliance, with little or no attention to program outcomes.

During the 1980s, strong administrative leadership was identified as critical to instructional effectiveness in the schools. Principals were now expected to be more active in leading the school's instructional program. They needed to focus the staff's attention on student outcomes. Thus, instructional leadership became the new

educational standard for principals.

In contrast to the program or curriculum manager, the instructional leader became the primary source of knowledge for the development of the school educational program. The principal was expected to be knowledgeable about curriculum and instruction, intervene directly with teachers in making instructional improvements, maintaining high expectations for teachers and students, provide close supervision of classroom instruction, coordinate the school's curriculum, and monitor students' progress. The principals were described as catalyst for change in effective schools. They were viewed as the key figures in the successful implementation of the effective school model. They also had staff development programs that managed the school-based improvement team.

According to Glantz (1994), when the supervision of schools became the responsibility of the school principal, he or she gained stature and authority. The principal was expected to adhere to the directives of the superintendents that appointed them. The principal directed inspections, classroom supervision, instructional development, complete attendance, and administrative reports. The superintendent oversees the whole system, and the principal oversees the school and assists with improvement of instruction.

In the 1990s, the reformers recommended the decentralization of authority over curricular and instructional decisions from the school district office to the school site. They expanded the roles of teachers and parents in the decision-making process, in order to emphasize increase in instruction and active learning. Maurice and Karr-Kidwell (2003) pointed out that the main issue shifted from instructional leadership, and now centered on accountability. This generated test anxiety (Donegan & Trepanier-Street,

1998; Bracey, 1999; Harrington-Lucker, 2000). Mixing education with business and politics brings negative consequences, because several business leaders and politicians support high-stakes testing (Phelps, 2000; Thunstrom, 2000; Baresic & Gillman, 2001; Merrow, 2001; Metcalf, 2001). These business leaders and politicians were trying to change education to fit the business paradigm (Haladyna, Haas & Allison, 1998; Popham, 2001; Phelps, 2000; Kohn, 2000), but instead they caused an inappropriate system of measurement (Sacks, 1997; Haladyna et al., 1998; Bracey, 1999; Thunstrom, 2000).

After 1990, the principal assumed a more managerial position, and other administrative positions were established to meet the demands of a more complex school system. These new administrators assumed major responsibility for day-to-day classroom supervision. Two groups were formed: First, "a special supervisor," who was often a female chosen by the principal, was relieved of teaching responsibilities to assist less-experienced teachers in subject matter mastery. Larger schools had these special supervisors in each of the major subjects, even for music and art. Second, a "general supervisor," usually a male, was selected to deal with more general subjects such as math and science, and to assist the principal in the operations of the school. The general supervisor, subsequently called "assistant principal," prepared attendance reports, collected data for evaluation purposes, and coordinated special school programs. The assistant principal was concerned primarily with routine administrative tasks, custodial duties, discipline and the evaluation of instruction in the classrooms.

Gold (1990) described the multiple tasks that are assigned to the assistant principals. These tasks are best learned on the job. Gold explained that the entry-level position for supervisors and administrators is that of an assistant principal. The assistant

principals had a number of years of teaching experience, took some advanced training, and passed a qualifying examination. They typically have not had on-the-job experience, unless they volunteered for special assignments while serving as teachers.

The author pointed out that the new assistant principals have many administrative and supervisory duties, and are often loaded with paperwork. They have to supervise large numbers of teachers, observe the teachers periodically, write reports on their observations, and hold conferences with the teachers they have visited. They often provide curriculum leadership in fields other than the one in which they have specialized. They also are responsible for the more serious cases of discipline that a teacher may not be able to handle. They must also guide teachers in classroom management and control.

Peters (1976) described the issues that the top school administrators face; such as, their inability to exercise authority in the traditional paternalistic way. Some schools are so large that special positions of responsibility are formed. For example, subject department heads were given the authority to impose limitations on the top school administrator, especially at the high school level where there is specialization of subject matter. Curriculum matters became more complicated, which made it difficult for assistant principals to focus on improvement of instruction. All these matters are learned on the job, not in universities. It is, therefore, essential to provide on-the-job training programs for both new and experienced administrators.

The New Principalship Roles

The majority of the literature has identified planning as the key responsibility of the principal. Good school planning must be coordinated with the input of teachers, superintendents, the government, and the community the school serves. For the planning

to have orientation and stability it must be related to goals that are sufficiently clear and specific. Today's planning requires the principal to focus on many aspects of the school which jointly contribute to the accomplishment of its purposes. In other words, there must be planning for curriculum, staff, equipment, methods of evaluation, special services, pupil accounting, guidance activities, and relations with (and effect upon) the community, as well as the impact of the changes on the school. Austin (1995) stressed this unique responsibility of cooperative planning by all individuals and agencies that will shape the nature of the school now and in the future. The principal, Austin suggested, is the one person who, by virtue of his or her assigned responsibilities, can coordinate the information-gathering, the estimation of trends and needs, and the organization of pertinent facts and resources into a composite defensible and purpose-oriented system of plans. The principal maintains sympathetic appreciation of all who contribute to the whole program, but he or she also has an objective detachment from the nuances and petty planning. His or her effectiveness in this role, to a large extent, depends on the level of his or her awareness of the limitations of his own personal position and abilities (Austin, 1995).

According to White and Crow (1993), the primary responsibility of the principal has changed from maintaining a teaching culture to creating an administrative culture. This transformative process is a complete change from one educational orientation to another that requires, encompassing, among other things, the acquisition of new language, concepts, and skills. (White & Crow, 1993)

Portin, Shen and Williams (1998) highlighted the increased demands imposed on the principals by the new responsibilities, which include delegation of decision making

from districts to schools, state reform legislation, truancy legislation, diversity in school populations, site-based management, interactions with parents, special education, and external relations. Increased responsibilities mean more working hours, more focus on management and less time for leadership, feelings of ambiguity and role complexity, and declining morale and enthusiasm.

Morris (1999) examined the new roles of school principals, to include: facilitators and trainers (facilitating and training staff for leadership roles), experts in relevant research and methods of data collection and analysis, resource coordinators (coordinating resources such as planning time for teachers, funding, and materials), expert communicators (communicating the vision and mission of the school), and advocates for the school. Andrews and Basom (1991) examined factors that make a difference in supervision. They presented the supervision of teachers as an act of instructional leadership. As an instructional leader, the principal focuses on doing the right things, demonstrating that he or she can help in improving student achievement. The principal plays multiple roles, including being a provider of instructional resource and a communicator. The principal should be visible. The authors pointed out the importance of vision, the ability to communicate that vision, and the ability to create trust in the workplace, as three of the virtues of good instructional leaders. The state-mandated policies have little effect on the principal's actions that may lead to improvements in student achievement. Student achievement is influenced by what school principals do. The successful schools characteristically have a clear sense of purpose, strong instructional leadership, and true professionalism. The schools that have high student achievement tend to have principals who possess a clear vision for the school. The

principal has a way of getting people to accept that vision as his own. The people accept the vision as their own, mainly because there is a trust relationship that permeates the interactions of the school. The high-achieving schools were correlated with strong instructional leaders.

Principal's Role in Curriculum Implementation

Instructional leaders motivate the staff to reach the goal of improving student learning. The vision of the principal should be effective schooling. Also, educational changes are conceived primarily by those inside the school. Garner & Bradley (1991) looked at the principal as a leader in curriculum innovation. The authors indicated that principals today have a diversified and constantly changing role. The principals of the future will not be managing a set of programs, but will be working with the community, staff and students in identifying needs, developing, executing, and evaluating programs. The role of the principal in development of the curriculum is a vital component of an effective school. The curriculum contains three parts: design, implementation and improvement/evaluation (Garner & Bradley).

During the curriculum design process, the principal must support the curriculum-development process, and help staff and any curriculum developers to select the design. Since the principal has daily contacts with teachers and students and knows their reactions to existing curriculum, the principal is the key player in curriculum design. During this phase, objectives, subject matter, learning experiences, and evaluation procedures are developed. The design needed for the secondary school may differ from what is suitable for the elementary school. The principals must help to determine what is needed now, as well as what will be needed in the future. The principals should establish

parameters for those designing the curriculum (Garner & Bradley).

Principals must be attuned to state guidelines, district finances, plant facilities, community expectations, student needs, and teacher preferences. They must serve as facilitators in curriculum design. The principals should allocate time for the design and the explanation of the responsibilities of the curriculum committee to the faculty. They must provide the curriculum committee with the information it needs. They must arrange inservice training and expert consultation for those involved in planning. They must order materials needed in the process, and give support and encouragement to the curriculum planner (Garner & Bradley).

Curriculum implementation means putting into practice the curriculum that was developed during the design phase. The principal as instructional leader determines the success of the innovation that is in the curriculum. Four stages have to be implemented. They are change, communication, staff development, and instructional planning (Garner & Bradley).

Change is a complicated and personal process that takes time. The principal must employ strategies to use in curriculum implementation. This is vital, because trying to change the program without teacher commitment will not change anything. The successful implementation of the curriculum depends on the instructional staff. Teachers will either make or break a program, regardless of the merits of the program. Therefore, real change comes in changing the attitudes of teachers, not in changing the product (Garner & Bradley).

Communication is important in curriculum development. It is vital in the implementation phase. The principal as facilitator must orient the staff to the new

curriculum. He or she must convey to the staff his or her appreciation of their abilities and assure them of their personal worth and security. He or she must offer time and assistance when needed. He or she must make faculty members aware of any available resources (Garner & Bradley).

For successful implementation of new curricula, adequate instructional staff development is essential. Garner and Bradley (1991) suggested that projects that provide extensive staff development have lasting effects on the staff in regard to curriculum implementation. Once the staff becomes knowledgeable, successful, and instrumental in the curriculum change process, they will accept the new curriculum ideas. During the staff development stage, the principal serves as a facilitator by (a) providing teachers with data about the curriculum, (b) urging teachers to share and develop materials for the implementation of the curriculum, (c) providing feedback, (d) modifying curriculum requests and (e) contributing significantly to the stabilization of the development with teachers. For the curriculum to succeed, there must be trust between the principal and the teachers. At the instructional planning stage, principals revert to the instructional leader's role by (a) providing teachers with time to work together, to plan, to select instructional materials and equipment, and to construct evaluative instruments; (b) encouraging teachers to share ideas and materials; (c) providing financial support to purchase new materials and equipment; (d) providing new materials to teachers before implementation and reordering materials regularly as needed; and (e) showing continuous encouragement and interest in teacher's work.

Garner and Bradley (1991) showed that evaluation is a continuous effort to inquire. The main purpose of evaluation is to collect data to assist in the determination of

goals that need to be met. It is also to assist individuals in making logical decisions regarding curricula. Here, the principals must convey the expectation that all faculty members are to be knowledgeable about teaching. The principals should be instrumental in the supervision of teaching. To help, principals can disseminate current reading materials to teachers, spend time observing teachers, and discuss teaching problems and achievements. The real challenge that faces the principals is active curriculum involvement. However, the principals must be the major force behind curriculum innovation.

Tyler (1989) reviewed the role of the principal in promoting student learning. The author emphasized the educational leadership of the principals. The study showed that significant improvement cannot be imposed by federal or state laws - or even by the school district. The improvement in a school is accomplished by the efforts of the teachers, in cooperation with the parents and other interested persons in the community.

There are also other items that affect the improvement. It is known that schools vary in terms of their student bodies, their community environments and the resources, both material and personal. A school in the innercity is very different in several respects from a school located in an affluent suburb. A school enrolling large number of children from homes where a foreign language is spoken is different, in certain respects, from one where all the children have parents who speak English. There are also many other variations. Therefore, there is no single solution that is effective for all schools regarding the problems of improving the learning of students.

Each school needs to identify its own significant educational problems and develop a solution that is based on the resources it can employ. This is where the

leadership of the principal is needed. Tyler (1989) also found that several of the conditions for effective learning are not produced by individual teachers working alone. The school needs the morale of the whole staff. The morale of the school staff is found to influence student learning. The learning of students depends upon the care of the teachers and the teacher's high expectations for the achievement of the students. As a result, the development of staff morale and positive attitude toward students depend on the leadership of the principal.

Assessment of Leadership

Heck (1992) examined the ways in which districts and states are pursuing the reforms that focus on holding principals accountable for school performance. In Chicago, the local site councils, composed mainly of parents and community representatives, controlled the hiring and firing of principals. Previously, it was felt that the principals who increased the amount and quality of instructional time also showed devotion to instructional leadership and produced higher academic performance.

Roberson, Schweindle and Styron (2003) presented the issues that are reported by an administrator. The authors showed that accountability was the most significant issue faced by today's administrators. By accountability, the administrators described an increase of paper work, parent/student conferences, staff development, constraining budgets and changes of instructional strategies for testing because of the high stakes of assessment outcomes. The administrators also mentioned that accountability consumed the workday. It is the method used to assess teachers and administrators in education. It also measures job security (Roberson et al, 2003).

Since instructional leadership is linked to improved school performance,

evaluation of the process has to be done. The principals whose schools made the most improvement in performance focused on changes in teachers' classroom behavior and in classroom management. The changes include more individualized help for students and increased time on task. They also focused on the school as an organization; for example, they monitored increased orderliness and improved relationships among teachers. The staff of these schools had broad support for the specific change effort, and sustained the work for long periods of time. It was proven that the principals' actions, as well as those of the teachers in the classroom, supported the belief that school variables, including the principals' instructional leadership, were predictive of the school's academic outcomes. Principals' actions are good predictors of school performance.

The following attributes tend to dominate in defining the strong principal: the amount of time principals spend directly observing classroom practices, promoting discussion about instructional issues, and emphasizing the use of test results for program improvement. The quality of feedback the principals gave to the teachers was also an important predictor of school achievement. No matter what principals do, we have to consider that the school's staff and surrounding community play significant roles in shaping the school's culture and norms, ultimately influencing student outcomes.

Other socioeconomic factors also influence outcomes; such as, language background of students and staff, educational attitudes of curricular goals, and academic expectations. There are also contextual indicators which may influence outcome levels; such as, access to knowledge through curriculum and professional teaching conditions at the schools.

The literature identifies the principal as the leader of the learning organization,

who motivates and supports staff and students and provides resources and facilitates teaching and learning. As Payne and Wolfson (2000) suggested, teacher quality is the most important variable in producing student achievement. However, regardless of their initial talents, newly recruited teachers need support and encouragement to ensure their success and increase their retention in the school and the profession. Principals must provide this support and encouragement to ensure that all teachers are able to address the many challenges the contemporary classroom presents by helping to provide meaningful and effective professional development opportunities. The principal must provide the opportunity for professional development, to ensure that teachers are prepared to create and sustain school reform and improve learning for all students. But even more importantly, the principal exposes, initiates, and guides new teachers into the culture of the school through teacher mentoring programs. Additionally, he or she serves as the facilitator for professional development activities, arranges for consultants, and coordinates the logistics for schoolwide professional development (Payne & Wolfson, 2000).

Bredeson (1989) and Lontos (1993), as cited in Stewart (1995), showed that a noncompetitive win-win school climate is created by promoting trust, through modeling. Effective principals must have a hands-on approach (Dawson, 1984). Principals must be physically present at important events. They must repeat publicly the school goals and priorities. Principals must have flexibility, and allow failures as well as acknowledging prior failures (Dawson, 1984; Meadows, 1990).

Research on effective schools and school's improvement pointed to the need for strong leadership (Taylor, Thompson & Bogotch, 1992). The single most important

factor in finding out the success or failure of a school is the ability of the principal to lead the staff and community in the planning, implementing and evaluating improvement in the school's curricular, cocurricular and extracurricular (Lipham, 1981; Lieberman, 1988; Liontos, 1993).

According to Gantner, Daresh, Dunlap and Newsom (1999), the principal is the key figure that sets the tone and directs the school. The principal possesses managerial skills, as well as effective communication techniques, to strengthen the bonds between and among groups of people. Also, the principal has such leadership characteristics as visibility, compassion, trustworthiness, respect and integrity. In order to maximize learning for all students, the principal has to focus on inspiring leadership. He or she is someone who has the courage to say, "This is the way we're going to do it," day after day. This is what is expected, and both students and teachers know it.

The ideal principal is one who will get out of the office to interact, listen to students, teachers and parents. The administrator or principal establishes a climate of mutual trust and respect. The principal has understanding and compassion, and is kind to students, sensitive to students' needs and takes care of them. The administrator facilitates the implementation of a sound curriculum and appropriate instructional strategies for optimal learning of all students (TEA, 1995). The principal is the instructional leader of the school. He or she must be capable of walking into a teacher's classroom and teaching the lesson if necessary. The administrator promotes equity in excellence through acknowledgment, respect and response to diversity among students and staff (Texas Education Agency [TEA], 1995).

The Instructional Leader

Stronge (1993), while reviewing the definitions of the principal as instructional leader, noted that the managerial role of the principal is antithetical to high-quality instructional leadership. The literature offers many descriptors of what instructional leadership is, but less clarity on the instructional leadership construct that incorporates the range of traits, behaviors, or aptitude of the instructional leader. The effective instructional leader represented by the principal performs at a high level as a resource provider. This person is also an instructional resource, communicator, and should show visible presence in the school.

Stronge (1993) noted several areas of principal leadership: goals and production emphasis, power, decision making, organization, coordination abilities and human relations skills. Principals should provide opportunities for maximum communication between teacher and students. They should monitor student progress, parental involvement and provide positive climate. The instructional leader should promote the effective and efficient operation of the schools. This includes management of student discipline and the physical plant.

Principals need both management and instructional leadership skills to be successful. The following factors contribute to effective schools: strong administrative leadership, a climate of high expectation, an orderly instructional environment, emphasis on basic skills instruction, and monitoring of student progress. The principals should define the schools' mission, manage the instructional program, and promote a positive learning environment. Principals as instructional leaders must be change agents. They should know the stages of change, which are: initiation/adoption, implementation and

institutionalization. They should be aware of the readiness stage of an organization before attempting to make a change. The principals should identify the prime movers within an organization as initiators of change. Instructional leaders must be well-versed in strategies of change. They must know the phases of change, and the frustrations and assumptions that accompany change.

Principals as instructional leaders must be master communicators. Instructional leaders must take opportunities to communicate that vision to the staff, students, parents, and community. The leaders must be able to stand tall in the face of challenge, and give clear, steady guidance to followers who are facing an unknown or frightening future. Leaders who have strong communication skills will be able to move rapidly toward a shared language for positive change. The instructional leaders of tomorrow will not be able to succeed without speaking to staff, students, parents and community about the future and importance of education.

Principals as instructional leaders for the 21st Century must practice what they preach. Their actions speak louder than words. Also, the innovations last only as long as the leader stays with the organization. Therefore, the changes must be designed to provide maintenance and integrity as well as innovation. The instructional leaders must have a high level of group loyalty and commitment. This will create loyalty and commitment in others. Instructional leaders must model a variety of teaching styles to demonstrate an awareness of the needs of the listeners. Leaders must be integral members of all educational activities. They must follow, as well as lead, by spending their own time on activities to develop the change. They must support member activities by providing resources for accomplishing the change.

Principals as effective instructional leaders must be nurturers. They must be sure that working and learning environments are healthy and productive. The well-informed leaders can develop positive atmosphere. A nurturing atmosphere is one in which participants feel comfortable and safe. Also, high expectations would encourage innovation and experimentation. Instructional leaders must also subscribe to current research strategies for staff development. To nurture a positive atmosphere for change, teachers must be encouraged. The strategies for instructional improvement in staff development activities should be theory, demonstration, practice, feedback, and coaching. The staff members must feel they have a part in setting up procedures and policies. The staff members need time to adjust and experiment. Therefore, instructional leaders must find ways financially and otherwise support innovation, as well as ongoing successful activities.

A nurturing leader achieves satisfaction from seeing others develop and grow within the organization. This will effectively communicate that satisfaction by recognition of self and staff growth. The leaders of the future will nurture leadership training and skills in all members of the organization.

Black (2000) explained the complicated job of the school principal, who has to be both an instructional leader and a good manager of the school. Black maintained that an instructional leader needs to be well-informed about curriculum and instruction, knowing cognitive learning theories, being adept at evaluating instruction, and being able to set and maintain high learning standards. Also, the school principal has to perform the day-to-day managerial requirements that increase and make it difficult to exercise the instructional leadership role.

Colon (1994) introduced a model, the Iceberg Model, as a way to rethink and retool the principalship for this. In this model, the author emphasizes that the instructional leaders should have a knowledge base, and manifests an observable behavior that is based on facts, theories, attitudes and vision. Not only do these leaders need to examine the current administrative theories, facts and content, but also their own philosophy; develop clear understanding of their values, attitudes and belief systems; and strive to become effective facilitators who encourage communication flow from the bottom up. These attributes will help them develop a clearer vision that will help them formulate a clearer mission.

That vision will assist the administrators in applying their knowledge and their philosophy to the real world. The vision should be based on the leaders' perceptions of the system and on a set of personal values. The leaders must enlist the aid of the teachers and students in developing the schoolwide vision. The vision should be observable everywhere in the building and should be acted upon daily. Perez, Milstein, Wood and Jacquez (1999) defined "vision" as having strategies for obtaining a desired outcome, having a picture in on one's mind of what schooling should look like and how educators can transform this mental picture into strategic action. Implementation of a vision requires repeated cycles of reflection, evaluation and response, and only the principal can continue to nourish and sustain it. The leaders must then make consistent decisions that relate to their stated vision. These should guide the direction of their observable behavior. This model should, therefore, be used as a guide to becoming an instructional leader. The more the instructional leaders know about themselves, the better the preparation they will have for the fast-approaching new times.

Krug (1992) reviewed the constructivist perspective of instructional leadership. Principals have to meet the various rules and regulations that are prescribed by the school code. It is difficult to detect which activities are leadership activities, and which are not. Instructional leadership can be conceptualized in 10 categories: (1) frame the school goals, (2) communicate the school goals, (3) supervise and evaluate instruction, (4) coordinate the curriculum, (5) monitor student progress, (6) protect instructional time, (7) maintain high visibility, (8) provide incentives for teachers, (9) promote professional development, and (10) provide incentives for learning. The focus of the effective instructional leader should be oriented to staff development, rather than performance evaluation. To monitor student progress, the instructional leaders need to be aware of the variety of ways in which student progress can be assessed. They need to be aware of the strengths and limitations of standardized multiple-choice tests and alternative assessment methods. Principals need to use assessment results to help teachers and students improve.

Instructional leaders have to motivate people. The leaders have to create the conditions under which people want to do what needs to be done. Instructional leaders are the ones who help achieve the purpose of schooling through others. Therefore, the presence of the principal in the classroom is an important factor in the school's success.

Northern and Bailey (1991) identified seven characteristics that are critical to instructional leaders of the 21st Century. In order for instructional leaders to successfully restructure the school systems from the traditional structures, they have to create structures that will meet the needs of a multicultural unpredictable society. To this end, seven critical characteristics will be required. Principals who wish to survive as

instructional leaders must be (1) visionary leaders, (2) strategic planners, (3) change agents, (4) great communicators, (5) role models, (6) nurturers, and (6) disturbers. All these skills must be applied to the tasks of instruction. Instructional leaders must attend to staff development, curriculum development and student achievement.

Visionary leadership means that principals should have a clear mission for their schools. The vision should be inspiring, clear and challenging and about excellence. The vision should stand the test of time. The vision should be stable but constantly challenged. The vision should aim at empowering and preparing the students for the future while honoring the past. Principals as instructional leaders must think globally to fully understand where education and educators should be headed, in order to best prepare students and staff for the challenge. Therefore, only a clear vision of the future, and a flexible plan of action for arriving at that vision, will equip instructional leaders adequately.

Strategic planning allows the administrators to gather a quick picture of the organization. It provides a mechanism for developing appropriate short- and long-term goals for the organization. Instructional leaders must be able to assess internal and external environments. Such assessments should include a review of the organizational structure and members, as well as their relationships to one another. An excellent administrator will always have a feel for the organizational pulse and temperature of each individual and groups. When first arriving at any organization, instructional leaders should spend a high percentage of their time listening. Instructional leaders must understand the workings of the organization, the proper channels, and the real and perceived leadership pools. The leaders should have the support from the school

community, in order to make successful school changes. The awareness of power-holders and blockers in the community will be needed for the success of any innovation.

Outstanding Principals

Examining outstanding qualities of principals, Wendel, Hoke and Joekel (1993) delineated 11 factors that contributed to the professional success of the principalship. The first factor is hard work, meaning that the principals are willing to work for longer hours than expected. There must be a balance of perspective in order to cope with the heavy demands on principals. Many principals work for over 60 hours per week.

The second factor is putting students first; that is, working hard with a clear purpose to learn, love and believe in the worth and potential of all students. Principals believe that all students can learn, and that schools exist to educate all students; therefore, students' learning must be the first priority of all adults in the school. The third factor is high expectation; that is, that principals should stimulate students and staff members to reach their potential. Excellence is the standard to which everyone is held. The school culture also should focus on the following: staff initiative, a desire for continuous improvement and a belief that everyone makes a difference. The school is a family that includes custodial, clerical and food service staff; and paraprofessional and professional staff; as well as students and parents. Regardless of the job description, everyone must be committed to the achievement of excellence.

Some principals believe that excellence is to be expected, but not a destination that could ever be reached. These principals feel and communicate pride in the achievements of their students. They assert that excellence is not perfection, and that one should always be seeking further improvements. The fourth factor is community

outreach. Through it, secondary school principals work with many communities: students, faculty, staff, parents, patrons, taxpayers, senior citizens, adult learners, and members of special interest groups. Therefore, principals must know their staff, students, and community. They involve the staff, students, parents, and community members in decision-making.

The fifth factor is positive staff relationships, wherein principals demonstrate the ability to identify and select superior people to work with. The main contribution of principals is to create a truly outstanding educational environment. The sixth factor is professional growth. Since education is constantly changing, principals should stay even with change, but also being a half-step ahead of it. They must involve themselves in the community, state and national organizations. The seventh factor is a clear personal philosophy. This means that principals should believe in all persons. They should have the belief that everyone has worth and dignity, and that differences of gender, race or culture - or physical, mental or emotional characteristics - do not make an individual more or less worthwhile. Principals must demonstrate and offer respect, appreciation, and personal encouragement.

The eighth factor is risk-taking. Principals possess the capacity to change over time to meet the changing conditions and engage in new initiatives every year to stay fresh and avoid stagnation. Principals are considered innovators. They are always in the pursuit of excellence. Therefore, risk-taking is a fundamental factor in effecting change.

The ninth factor is effective communication. Excellent communication skills are essential for successful principalship. Principals should be able to express their views in clear, appropriate language. They must persuade others. The 10th factor is vision-setting.

To be a visionary, principals must have a strong idea of what they would like their schools to become. They know they must sell their vision and solicit the contributions and ideas of others. As leaders, they see themselves as facilitators of the process. They have committed themselves to doing what they feel is right, as opposed to what is easy or traditional. The 11th factor is collaborative leadership. To embrace, promote and adhere to a collaborative, collegial leadership style, principals should involve the school staff in all aspects of the decision-making processes and procedures, because these people are professionals and deserve to be treated in a manner which is indicative of their status.

Therefore, the leaders must enable and share in the decision-making. They must be able to work effectively with ambiguous circumstances. They must be able to coach. They must manage change. They must create satisfaction. They must forge teams and interdependences. They should craft solutions to unique problems. They must create comprehensive ongoing learning environments for students and all members of the school community. Principals should also make sure that the school team receives training. The training should include developing skills in communication, problem solving, positive attention, effective confrontations, eliminating self-defeating behavior, and action planning.

Bender and Bryk (2000) emphasized that major characteristics of outstanding principals are leadership style, with the ability to articulate one's vision and secure teachers and parents support, setting high standards and encouraging teachers to take risk, exercising efficient management to get things done and also influencing changes in teacher behavior. Fiore (2000), on the other hand, claimed that visibility of the school principal is vital to a positive and productive school culture. Fiore identified some of the

benefits of that visibility. They are: being a positive role model, reducing discipline referrals, and making visitors feel welcome.

The strategies that the principals in Bender and Bryk's study used were attacking a visible problem and solving it, in order to gain the confidence of the school community, to recruit talented teachers and offer strong professional development. They developed comprehensive approaches to school improvement and followed up to assure implementation of the plan.

Bender and Bryk recognized the key prerequisites for a successful principalship. These consist of establishing links between the school, parents, and community groups, allocating time and resources necessary to develop teachers' knowledge and skills, and promoting reflective dialogue between teachers that have impact on school policy. The level of trust shared by successful principals is indicated by their ability to listen to the input of others, demonstrate integrity, articulate values and behave with consistency between values and behavior.

Hoover (1998) pointed out that principals who are successful take charge and do what is right. When principals take charge, they provide support for beginning and veteran teachers and help bad teachers to improve. When doing what is right, they take care of their own emotional intelligence; keep their own professional development up-to-date; provide a supportive climate for teachers; move for the dismissal of bad teachers who would not improve; demonstrate the willingness to take risks; allow teachers to take risks; involve parents in decision-making; and help students to develop self-discipline, responsibility, self-esteem, impulse control, empathy, and social skills.

Transformational Leadership

Black (1998) reported that the ingredients of successful leadership include the different leadership styles: facilitative, transformational, hierarchical, and instructional. School leadership encompasses the entire school. It involves deep knowledge about children and adult development. It shapes the social and cultural dimensions of schools and uses different leadership styles for different actions.

Lashway (1995) discussed ways in which the instructional leader can be facilitative. He stated that at present the principal role of a leader is to create a school culture in which decisions are made collaboratively; it is not unidirectional. He also referred to this kind of leadership as facilitative leadership. The facilitative leader exercises power through others, not over them, and uses the collaborative approach to achieve goals such as definition of the school mission, the promotion of a positive learning climate, observing and giving feedback to teachers, the management of curriculum and instruction, and the assessment of the instructional program.

This new direction emphasizes the organizational culture. Now, the school's mission must be formulated by teachers, parents, community and students. Lashway (1995) noted that school leaders have to abandon their personal visions to achieve a larger consensus. At the same time, the leader must intervene when the values are out of alignment with the common vision. Therefore, the vision should be more on a continuing dialogue than on a one-time event. To promote a positive learning climate, the leader or the principal must build relationships that are based on professional and moral authority. For instance, in a true school community, relationships are based on shared values that will result in individuals who care, listen, understand and respect others; and are honest,

open, and sensitive.

To promote feedback to teachers, the leader or the principal has to promote interaction that will create shared goals and understandings about evaluation and its relation to school improvement. This interaction or dialogue will lead teachers in mentoring, peer coaching, teaching clinics, and portfolio making. The role of the leader or principal is, among others, to support the new approaches, to provide logistical support, to offer encouragement to teachers who may show unfamiliarity.

For the assessment of the instructional program, the teachers will have an active role in formulating the assessment and making major decisions, not only in their own classrooms, but on a schoolwide basis. Now, many schools have been exploring alternative forms of evaluation, such as authentic assessment and presenting learning exhibits that require professional judgment. Therefore, the leaders or principals will have to be less direct and more collaborative. Their goal is not to do it, but to see that it happens.

Lashway (1995) also discussed the effects of facilitative leadership. *Facilitative leadership* is defined as *the behaviors that enhance the collective ability of a school to adapt, solve problems and improve performance* (Conley & Goldman, 1994). To obtain this collectivity, the facilitative leader's role is to support the involvement of employees at all levels. To receive an employee's cooperation, certain strategies are essential; namely, availability of resources, team building, provision of feedback, coordination, conflict management strategies, creation of communication networks using collaborative politics and modeling the school's vision (Conley & Goldman, 1994).

The process of facilitative leadership thrives on informal negotiation and

communication. There is no power over; it is power through (Dunlap & Goldman, 1990). The leaders have to encourage trust and accountability (Conley & Goldman, 1994). They need likeminded colleagues to become a support network. Patience is also needed in order for the process to take place (Hord, 1992). Jason (2000) discussed the link between a principal's transformative behavior and his efforts to promote a learning community committed to providing equitable and excellent education and the relationship between leadership and multicultural education. As a transformational leader, the principal encourages the faculty to identify school issues and to reach consensus on the best approaches. He or she provides opportunities for members who have different backgrounds to have their views heard, discussed, and to find solutions. This process helps the culture of the school by listening to and respecting the various different perspectives and needs of diverse students.

Haskin (1995) revealed that, in the area of participatory management, principals tend to share power with school staff and parents, particularly when the management of school affairs is conducted at local school sites, rather than at the central district office. According to Haskin, a facilitative principal shares decision-making responsibilities on issues relating to school management and administration, encourages the development of leadership within the nonadministrative staff, and maintains a climate of trust and efficacy within the school setting (Haskin, 1995)

The vision and responsibility for establishing, implementing and sustaining ideals and programs that adequately meet the needs of racial, ethnic, linguistic, cultural, religious, and gender diversity remains a daunting challenge for the school leadership of today (Smith, 1996). This author recommends transformational leadership as the cultural

practice that is conducive to meeting this challenge. According to Smith (1996), transformational leadership occurs when one or more individuals engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality. Power bases are linked, not as counterweights, but as mutual support for common purposes. Principals who employ the transformational approach recognize the connection between school improvement and the personal and professional development of themselves and their staff. Smith further argued that many principals may not be certain about their own attitudes, values, and beliefs about people of diverse backgrounds. The multicultural educator seeks to accomplish consistency with the practice of the transformational leadership model. He or she focuses on professional and ethical growths which are congruent with meeting the needs of a diverse student population.

Diversity in the Public School

Hord (2000) focused on the demands that have been put on the schools to deliver a high quality multidisciplinary education to all students. With this charge, the students come from diverse backgrounds, family patterns and native languages.

Lindeman (2001) identified the accommodations given to immigrant children and their parents. The author alluded to the special programs that are provided to introduce immigrant parents to the school and its procedures. Ongoing meetings are provided during the year for the parents to keep up with their children's progress. Translation services are also available to both parents and school personnel to facilitate effective communication. In addition, outreach programs are organized to contact parents who find it difficult to come to school. The author further explained the number of barriers to

effective involvement of immigrant parents. Some of these barriers are language, anxiety at viewing school officials as authority figures, and ignorance of the school culture in the United States.

Valverde (1988) on the other hand, discussed the critical role of principals to create a cultural climate that mirrors the communities they serve. The principals can create such a culture through learning about the various cultures, by increasing their teachers' knowledge and understanding of the various cultures they serve, by increasing their regular contact with diverse students, and by directly influencing students and teachers. Valverde asserted that creating a school climate that reflects the culture of the students is critical in retaining minority students in school and promoting learning.

Shields (1996) maintained that leaders with genuine multicultural focus, instead of creating homogeneity out of diversity, emphasize the interdependence of the community members as they create dialogue that facilitates understanding of differences and bring people together on core values related to teaching and learning. When a leader creates a learning environment in which dialogues seriously consider various points of view, more often it leads to effective actions and minimizes decisions that are based on what appears right to the dominant culture.

Denton (1987) went so far as to advocate that principals leave the traditional boundaries of the school building and become community leaders. He outlined a community leadership that includes agenda setting, mobilization for community involvement, resource integration and collaborative management.

Studies have shown a positive correlation between the establishment of an effective school culture and the academic success of its students, thus placing the

principals' role central to student achievement. The principal helps create the culture that, in turn, enhances school performance. After observing a set of principals in New York City schools, Teske and Schneider (1999) concluded that consistent leadership by the principal is an essential ingredient common to successful schools. They argued that such leadership is a prerequisite to high performance, because a strong principal, in defining the culture of school, tends to incorporate the desire for high performance into the mission of the school. Defined as the character of the school, school culture must reflect deep patterns of values, beliefs, and traditions that have been established over time. To shape school culture, successful principals often utilize the same approaches; such as, focusing on a clear sense of what is important, selecting compatible faculty, dealing with conflict, setting consistent example, illustrating shared values and nurturing the traditions that reinforce school culture (Teske & Schneider, 1999). Parents, staff, and students are likely to share in the sense of accountability and responsibility for the school's vision if the principal involves them meaningfully in the implementation of the vision (Perez et. al., 1999). These authors also reinforce the importance of principals, and suggest that principals should have an academic mission, give teachers a stake in school leadership, and know how to seize opportunities to expand their autonomy.

Leaderships' Attention to Cultural Minorities

Offerman (1988) pointed out that previous attempts to force diverse groups to meld into a homogeneous organization failed because the majority has been assuming that melding is the most desirable end point. Numerous studies (i.e., Shields, 1996) have concluded that diversity in teams improves performance in terms of decision making. Therefore, pushing for heterogeneity, rather than homogeneity, offers greater

organizational promise.

The challenge for schools, beyond the recruitment and hiring of minority administrators, is the extent to which schools' cultures truly respect and incorporate administrators who differ from the majority group. The situation is exacerbated, and sometimes even confounded, by the differences within the minority groups. All members of the minority group are not identical. Individuals vary on several dimensions of cultural characteristics. The differences include the number of cultural groups to which the individual belongs, the centrality of that cultural group to the individual's self-concept, and the content and the importance of that cultural group as perceived by the individual. Whether the culture of the group to which the individual belongs is consistent or supportive, or conflicting with the organizational culture, determines the way that the individual perceives himself or herself in the environment and the extent to which the individual feels that he or she fits into the organization. During the process of organizational socialization, the new and continuing members discover the extent to which this fit can be achieved.

The research by Ogbu (1987) reveals that, in many ways, the survival strategies of the group of minorities, which he described as caste-like, ameliorate their burden of exploitation and subordination, while at the same time encourage attitudes and competencies, or behaviors, that explain their relatively poor academic achievement in school. Describing these nonimmigrant minorities as caste-like means that they were incorporated into a society more or less involuntarily and permanently, through slavery, conquest, and/or colonization (Mabogunje, 1972; Shibutani & Kwan, 1965; Ogbu, 1987).

Secondary cultural differences arise from responses of subordinate minorities to

the treatment by the dominant group. They differ from primary cultural differences accompanying immigrant minorities from outside their host society. Immigrant minorities are those who have moved more or less voluntarily to their host society for economic, social, or political reason (Mabogunje, 1972; Shibutani & Kwan, 1965). Immigrant minorities are usually not influenced to the same degree as castelike minorities by caste thinking and denigration of the dominant group, because they do not consider themselves as part of the prevailing stratification system.

The persistently low academic achievement of minority groups has been well documented in the literature. However, regarding minority school performance in the U.S., Ogbu (1987) concluded that immigrant minorities do relatively better in academic achievement than their counterpart, the caste-like minorities. He argued that, for historical, structural, and psychological reasons, the caste like and the immigrant minorities perceive, interpret and respond differently, even within the same educational system.

Shields (1996) maintained that leaders with genuine multicultural focus, instead of creating homogeneity out of diversity, should emphasize the interdependence of the community members by creating dialogue that facilitates understanding of differences and bring people together concerning core values related to teaching and learning. When a leader creates a learning environment in which dialogues seriously consider various points of view, more often it leads to effective actions and minimizes decisions that are based on what appears right to the dominant culture.

The change in the racial and ethnic composition of a school or community poses new challenges that demand new approaches from educators. New immigrants often

Speak languages other than English; it is not uncommon for several foreign languages to be present among the student population. Perhaps, more than any other social institution, public schools are at the epicenter of this change, and educators are on the frontline in figuring out how to respond. Diversity is often perceived to be problematic, because American schools have historically seen cultural assimilation of immigrants and non-Whites as central to their mission. Public schools are considered by many to be the most logical place at which the task of converting foreigners into Americans could occur.

The efforts to redesign the school of the future will be effective when these efforts include specific strategies to address the needs of new emergent administrators and to promote their involvement. Each public school system, in seeking to fulfill its mission, has developed its own unique culture or “organizational consciousness” designed for that purpose. Such consciousness evolves over time through proactive and effective dialogue of the people and continues to exist in the collective consciousness of its people (Bleed, 2002). The dialogue provides the people opportunities to come together to share and analyze the information, the ideas, and the paradigms of their organization, with the purpose of improving the organization’s ability to sense, respond, observe, and improve its capability to learn. When the public school system incorporates all the diverse members of the community into its developing vision, it can move purposefully towards higher academic achievement for all students. All learning organizations of the future, including the public school system, must incorporate diversity into their internal processes by encouraging the expression of different points of view. Diversity can enhance any organizations’ ability to understand the students, the staff, the parents, and

the community anticipating future trends, and preparing adequately for the challenges of the future.

Conclusion

The general literature has suggested that personal, psychological, contextual, and sociocultural factors may influence the principals' desire and ability to perform his or her duties. As Valverde (1988) pointed out, the role of principals is to create a "cultural climate" that reflects the communities they serve. Haitian administrators have brought to this task the knowledge of their culture that is comprised of art, architecture, handicrafts, food, literature, music, folklore, and education. They have also brought with them their tenacity, perseverance, and survival skills. The accumulation of research findings and evaluations of projects on the roles and functions of the principal have brought together a wealth of knowledge about the essentials for quality school leadership. Regrettably, the research efforts into the principals' role do not include studies that look within group characteristics, and isolate Haitians as subjects of inquiry. Such omission places severe limitations on our understanding of the Haitian administrator and retards any efforts to fully engage them in restructuring initiatives. This study is a modest attempt to draw attention to the situation, and adds to our understanding of Haitian administrators in the public school system.

CHAPTER III

METHODOLOGY

This study is aimed at understanding the perceptions of Haitian administrators in leadership positions in urban public school districts. It is important to examine, identify and describe the perceptions of Haitians who are occupying leadership positions, in order to gain a better understanding of their involvement. It is expected that the study will help reveal perceptions of Haitian administrators, in order to learn from them what is required to reach the administrative levels.

The study attempts to broaden our knowledge of how a group of Haitian administrators perceived their involvement in administration, and what inhibited or promoted their participation and effectiveness in school administration. The study also intends to discover the factors, internal or external, that impact on the positions and involvement of these administrators in the life of the schools. Understanding the perceptions of administrators from different backgrounds regarding educational leadership will be an immense help to other educators, leaders, policy makers, and parents, who are concerned with school organizational improvement. Knowing, and understanding, the extent to which administrators of different cultural backgrounds perceive their interactions in the school will provide insight to staff and colleagues. Overcoming the barriers that interfere with the development of effective and collegial relations with staff and supervisors will enhance Haitians' contributions and full participation in the improvement of schools.

A commitment to cultural interpretation invited us to take a broad look at the behavior we observed and examined it in social context. Without attempting to predict, I

recorded all the possible “events” of the mini-society of a public school that the informants revealed. Organizing and presenting that information explicitly, and sorting out the ideals and realities, the satisfactions, contradictions, and paradoxes of Haitian administrators in that setting, constituted the main focus for this study. This information could inform school district administrators responsible for personnel hiring, so that they will select individuals trained in the organization of educational programs with bilingual backgrounds. These administrators provide a greater opportunity for linguistically and culturally bilingual students to have access to the same learning opportunities as all other individuals. This study would help shift the perspective of the public to understand the benefits that our society could derive from their participation in leadership positions (Herrity, 1997).

Research Design

The design of this study was that of an ethnographic interview method of Haitian school administrators. I observed and interviewed a selected number of participants. The ethnographic methodology allowed me to assume a naive ignorance at the beginning of the interviews, and I waited through the course of the interviews for each informant to help define what areas were important for the interviewer to discover (Spradley, 1979). In this case, I assumed the role of the student, and the informant that of the teacher leading me in the cultural exploration. A first-hand immersion in a sphere of life and actions different from one’s own might yield important dividends. To discover the meaning of all the social events in which participants were involved, I observed and listened to the informants, and depended on the informants to explain these events to me. Discovering the cultural knowledge of the natives through

informants, I sought to document the existence of alternative realities through ethnographic study.

The ethnographic research is a method used to learn about a person or group of people in their own environment. The ethnographer studies a small number of subjects to obtain a deeper understanding of their culture (Spradley, 1979).

Essentially, ethnography is concerned with the meanings of actions and events in the lives of the people we seek to understand. Some of these meanings are directly expressed in language; many are taken for granted and communicated only indirectly through word and action. But in every society people make constant use of these complex meaning systems to organize their behavior, to understand themselves and others, and to make sense out of the world in which they live. This system of meanings constitutes their culture (Spradley, 1979).

Culture is the acquired knowledge that people use to interpret experience and generate social behavior (Spradley, 1979). It is not clear how the people of Haitian descent in administrative positions in public schools understand that world. This remains to be discovered. Observing the school where, each morning, Haitian administrators joined their colleagues and routinely performed their duties would not in itself reveal much. Observations alone are insufficient and would obscure their perceptions. That is why I had to learn the meanings of their social interactions by asking questions in order to interpret their perceptions.

Haitian administrators served as social actors, and carried culturally constructed dialogue within the school and any social settings. This dialogue is expressed in behavior, words, symbols, and in the application of cultural knowledge, in order to give

meaning to instrumental activities and social situations. There are surface phenomena, overt cultural content and tacit agreements that facilitated the dialogue. What does the “native” (Haitian administrator) know and use in interaction with others in the school situation? What are the relationships that are proved to him or her by the society? The meanings of these activities can be explored by the researcher when listening to the recollections of the informants, and also their descriptions and explanations of activities, symbols and events (Spradley, 1979; Spindler & Spindler, 1987).

This phenomenon, the dialogue of action and interaction of Haitian administrators, is the main focus of this study. During the study, their overt behavior was observed, and they were interviewed to determine where the patterns of behavior and their “native” explanations for them coalesced into repetitive sequences and configurations. More specifically, the implicit, tacit, and hidden levels of culture that are employed are what this study investigated. This study explained some of the persistent puzzles and the subtle differences in administrative management. The study attempted to discover and record the knowledge, meanings and relationships.

Often, social scientists and educators had utilized models of research and analysis that obscured the processes that can discover the most important aspects of the dynamic dialogue between the “natives” and others who were hidden beneath the surface. The experimental method created a controlled situation in which the value and quantity of variables presented or might not have any similarity to the situation found in nature, and hence limited the applicability to control the natural processes. The inductive approach that was adopted in some quantitative studies began with few assumptions and broad orienting concepts; then the theory developed from the ground up as the researchers

gathered and analyzed the data.

The empirical research aimed at proving inferred predictions to be correct. It started with operational hypotheses that can be empirically proven. It encouraged the drive towards verification that makes it distinctively different from qualitative research (Neuman, 1997).

There was a marked difference in purposes and capacities between qualitative and quantitative methods and the data derived from them. Both yielded different forms of data on the same subject. The most significant difference, however, concerned the primacy of emphasis on verification of theory by quantitative method (Wolcott, 1987). A quantitative approach that collected data to determine probable causes of Haitian administrators' involvement or participation would fail to provide the level of detail to reflect on what actually occurred. The present study is not a correlation research design, as it is not intended to establish a causal relationship between school improvements, or students' achievement and the involvement of Haitian administrators; neither is it a case study, since the level of effectiveness of their participation are not the areas of relevance in this study.

When verification, prediction and generalization of results are not the focus, ethnography is the qualitative research that provides the alternative approach to equally plausible findings. The research interest is gathering the perception of the Haitian administrators themselves and their expression and interpretations of the cultural scene. Ethnographic research offers the best method of obtaining data on this area of life not amenable to other techniques for collecting qualitative data. Its analysis is drawn directly from observation or informant account of human activity in meeting the task of

daily life (Wolcott, 1987).

An ethnographic approach allows the search for clues to the relationship between forms and levels of cultural knowledge, observable behaviors, and the dialogue of intervention and responses that take place. The search must follow the clues wherever they lead, and cannot be predetermined by a schedule of categories of observations or rating scales. Qualitative methods are primarily concerned with subjective meanings, definitions, metaphors, symbols, and descriptions of specific cases that capture aspects of the social world for which it is difficult to develop precise measures expressed as numbers (Neuman, 1997). The qualitative method can add considerably to the utilization of education findings, because the data are perceived as personal (Patton, 1990). The qualitative researcher interprets data by finding out how the people being studied see the world, define the situation, and understand its meaning.

Ethnographic study is best done through direct observations, full immersion in the field situation, and constant formal or casual interviews. It is from these series of observations and interviews that the researcher discovers the natives' view of reality and the meaning that the native ascribes to events, intentions and consequences.

Ethnographic research design has the tools to generate rich accounts with illustrative quotations. The interview procedure is flexible, has no predetermined questions, and uses only open-ended questions.

Interview Format

Using the ethnographic interview technique, I interrupted with questions at points critical to his or her interests in early school experience in Haiti, a typical day as administrators, work experience in the United States, obtaining of help, difficulties and

hurdles, while the informant narrated his or her life events. The major objective in engaging this technique was to discover indepth material concerning a person's special cultural knowledge, beliefs, and attitudes about the people and the world around him or her. The emotional atmosphere was set in a confidential environment. The exploration of the story seemed appropriate for questions of almost any type. A display of understanding and sympathy for their mode of life must occur to permit sufficient trust in the researcher so that the researcher is not prevented from seeing important events, hearing important conversations, and reviewing important documents. If that trust does not develop, the researcher's data collection and analysis will suffer. When rapport and trust have developed, the informant will introduce the researcher to his or her family, discuss sentimentally loaded incidents, reveal areas of friction and conflict in his or her life, touch upon attitudes toward the environment, colleagues, students, friends and authority figures, and talk about areas not easily accessible through direct questioning (Spindler & Spindler, 1987).

Interview of an Informant

To the sympathetic ear, every human being has a story to tell (Spindler & Spindler, 1987). The best starting point is to allow the informant to tell his or her personal story. There are two approaches to getting the interview process started. Both approaches are helpful and the researcher can move back and forth between the two, rather than follow either one exclusively. One approach is to invite informants to tell their life stories, while the interviewer interrupts with questions at points critical to his or her interest, and each newly introduced event providing the interviewer a possible topic for future elaboration. Alternatively, the interviewer asks the informants to

recount the events of their daily lives and routines. Again, each new event provides a point for possible elaboration as the interviewer explores the underlying themes and patterns. Both approaches derived from the concepts that, in ethnographic study, subjects are viewed as people, rather than people as subjects; and recognized that people live fully contextualized lives in which one is a human being all the time, but a teacher, or administrator, or student only part of the time (Wolcott, 1987)

Subsequent opportunities for participant observation serve to check perceptions and suggested topics to explore indepth during interviews. To find the informants, I visited Haitian centers in New York and Florida to obtain lists of Haitian administrators. Each place had a very well-managed section of Haitian programs. I obtained referrals to Haitian administrators. I then contacted the administrators and requested appointments to meet with them, following up with a formal letter of introduction to the administrators. Haitians are very cautious because of political affiliations in Haiti. Anything one does in the Diaspora reflects on their relatives at home, especially if one is planning to go back and forth to Haiti to visit the homeland. They need to be watchful and not to become blacklisted. If this happens, as soon as they arrive in Haiti, their lives will be difficult and they may not be given permission to return; they may even face death. Therefore, people have to be careful about to whom they speak, where the information is going, and how it is going to be used. All these points have to be discussed before they are willing to speak. Even though they are living here in the United States, they are still living with fear of the unknown.

Interview Questions

At the onset of the study, it was made clear to the informants that I was

conducting an interview during which they would be required to answer a few open-ended questions, and that the interview would be conducted in a friendly conversational manner. The questions that were introduced initially to the informant would not be predetermined. In an ethnographic interview, the objective is to get people to talk about what they know and do.

The interview questions were designed to help Haitian administrators reveal their knowledge about aspects of their culture that were being investigated, to present unfamiliar cultural scenes, and reveal anecdotal issues. These administrators were chosen because they were able to describe their culture in a vivid format. Three interviews were conducted with these administrators. The conducted interviews lasted about 60 to 90 minutes. With the permission of the informants, the interview sessions were recorded on tape for later transcription. Because I recorded what the administrators had said, I was able to make inferences about what was revealed. Taping the interviews also enabled me to discover the cultural patterns that existed in the data collected. At the beginning of the study, all that appeared was identified, no matter how broad its general applicability. Therefore, I asked questions to discover the cultural meanings known by these administrators.

The lead questions introduced at the beginning of each session belong to one of three types of ethnographic questions, as follows:

(1). the *descriptive questions* that would be employed to gather an ongoing sample of an informant's language, as in the example, "What do the Haitian educational leaders bring to the profession?"

(2). the *structural questions* that would be used to explore how the

informant has organized his or her cultural knowledge, as in the example,
"Could you tell me about what activity you are involved in now?"

(3). the *contrast questions* that would be used to discover the dimensions of meaning that the informants used to differentiate the objects and the events in their world; for example, what is the difference between a Haitian administrator and a non-Haitian administrator?"

Collectively, these questions helped to explore, elicit, collect, and to discover cultural information that the researcher could transcribe as data were analyzed.

Instrumentation

The instrument used in this study was a qualitative ethnographic interview. There are three major protocols contained in this ethnographic procedure, sometimes referred to as *the family of qualitative interviews*, (Spradley, 1979). The three major protocols that comprise the ethnographic interview are (1) the *standardized protocol*, which employs a formally structured schedule of interview questions; (2) the *unstandardized protocol*, in which, for the most part, the interviewer does not conceive in advance the questions to be asked during the interview and does not develop a predetermined list of questions in advance; and (3) the *semistandardized protocol*, which begins with systematic and ordered questions but allows the interviewer the flexibility to digress as the interview progresses (Berg, 1998).

The *unstandardized* interview protocol was selected for the present study, because it provides the interviewer with the flexibility to develop, adapt, and generate questions and follow up on appropriate leads to any given situation that arose during

the interview, while maintaining the central purpose of the study (Berg, 1998).

All three types of ethnographic questions – descriptive, structural, or contrastive – are used, as appropriate, to establish rapport with informants, to increase understanding of informants' cultural knowledge, and to clarify or discover the dimensions of meaning that the informants use to differentiate the objects that arose from interactions during the interview itself in order to gain additional information about the informant's culture, customs, or life style.

Typically, the interviews do not follow a set of questions designed to move all informants through identically organized sequence. It is better to start with an open-ended question that would give each informant the latitude to provide personal descriptions and their perceptions, so that reliability of the sources and validity of the data are assured while minimizing the infusion of the researcher's biased judgment (Patton, 1990). The goal is to uncover the perceptions of Haitian administrators, and so, through the open-ended questions approach, the informants discuss and reveal their ideas and opinions in their own terms which could then be transcribed and analyzed. This process widens the window of our understanding of another way of life from the native point of view (Spradley, 1979).

Description of Participants

Only principals, vice principals, assistant principals, chairpersons, and directors who were currently working were included in the study. The unit of analysis was Haitian administrators in a public school system in the United States. These subjects were selected because they fit the culture being studied, and played a functional role in their place of work. They were selected based on their attributes, knowledge, position in their

organization, and comprehension of the culture in which they worked. The sample for the study included a small group of Haitian administrators, male and female, who had: : (1) migrated from Haiti in the last 20 years; (2) obtained their administration certification from a United States university; (3) were currently employed as a principal, vice principal/assistant principal, chairpersons, directors; and (4) had been in their current position for at least one school year. The informants' participation was completely voluntary, and informants were informed that they had the right to refuse to participate, or to discontinue participation at any given time.

The participants constituted valuable resources for the study, for three major reasons. First, they received some of their education in a foreign country, but gained thorough familiarity with the United States system. As a result of their experience with two systems of education, they could provide rich viewpoints of the public school system in operation. Second, given their diverse cultural and ethnic backgrounds, they could contribute varying perceptions of the cultural scene as a result of their own cultural and social viewpoints. As immigrant minorities, they perceived, interpreted and responded differently. They might have been in different types of school settings that encouraged different patterns of behavior. In addition, their contributions would provide the study with rare insights of a culturally challenging nature more valuable than other research to date. Lastly, the results of the data analysis could be extrapolated across ethnic lines to arrive at a conjectural knowledge of participation among other immigrant minority administrators who had also migrated to America.

The taxonomy that described the participants who met the study's requirements is listed in Table 1.

The chart indicates that 12 Haitian informants participated in the study. Of the 12 informants there were seven males and five females. They had all lived more than 15 years in the United States. They have had more than eight years of college-level education and earned a combination of Master's Degrees and Professional Diplomas (PD) in the United States. These informants worked as principals, vice principals, directors and chairpersons, ranging from two years to six years, respectively. Four informants worked 15 years, three worked 10 years, one worked eight years, three worked six years, and one worked five years in their current schools. Out of the 12 informants, only two were in their first administrative position. Only 45% of their professional time was spent in administration. The possibility of using Haitian administrators was not maximized.

Table 1*Informants' Taxonomy*

Informant	Gender	Years in U.S.	Years of Sch. In U.S.	Highest Degree	Current Position	Years in current Position	Years in Current School	Years as Administrator
Informant 1	M	40	8	PD	Principal	6	6	12
Informant 2	F	45	8	PD	Principal	3	15	6
Informant 3	M	15	8	PD	Vice Principal	3	8	3
Informant 4	M	40	8	Master's	Vice Principal	6	10	6
Informant 5	F	35	12	Master's	Director	6	15	6
Informant 6	F	40	12	Master's	Principal	5	10	5
Informant 7	M	15	12	Master's	Vice Principal	3	15	3
Informant 8	M	20	8	Master's	Vice Principal	6	6	6
Informant 9	M	20	8	Master's	Director	6	6	6
Informant 10	F	40	12	PD	Principal	5	15	5
Informant 11	M	20	12	PD	Chairperson	3	10	3
Informant 12	F	35	12	Master's	Chairperson	2	5	2

PD: Professional Diploma

The following are samples of the types of questions that were asked during the interviews: descriptive, grand tour, mini-tour and contrast questions.

Descriptive questions:

1. What do the Haitian educational leaders bring to the profession?
2. What are the inspirations of the Haitian educational leader?

Grand tour questions:

1. Can you describe your leadership experience?
2. Can you describe the goals that the Haitian educational leaders have achieved?

Mini-tour question:

In what capacity are the Haitian educational leaders working in this school system?

Contrast question:

What is the difference between taking orders and giving orders?

Data Collection

The main activities during data collection were to interview, observe, take notes, summarize, write up, and repeat the process for three sessions with each informant, in order to learn from them their understanding of how the school culture worked and their place within it. During the interviews, I recorded the informants' descriptions and perceptions on school involvement. The interviews were done according to the informants' schedule, and were held at a designated place chosen by the informants. Most of the interviews took place in the public school, either in the informant's office or the library. Some interviews occurred in the public library, in consideration of informants' convenience. Generally, the informants sat across from me in a friendly and

comfortable atmosphere. This allowed the informants to engage in an uninhibited conversation. The interviews were tape-recorded and transcribed later. I was adequately equipped with this method of interview, and I opened the process with an open-ended question, and followed up with as many more questions as time and the dialogue permitted. I approached each interview session without a preconceived hypothesis, and maintained enough detachment to gain significant immersion in the informants' world to see it, hear it, and know it well enough to fully enter the informants' culture. In contrast with other major research methods, the emphasis of qualitative research was upon the natural ongoing process. The study did not start with hypotheses to verify specific questions to answer. The questions emerged as products of data collection, rather than an assumed priority (Bogdan & Knopp-Biklen, 1998).

Controlling for Bias and Error

Since I am a Haitian immigrant reasonably immersed in this world, there exists an awareness of the difficulties of conducting a credible research study in which the result can be influenced by the relationship between the researcher and the informants, the following precautionary measures were applied to control bias.

1. I maintained enough detachment to think theoretically about what was seen and heard in the interviews
2. I conducted all interviews impartially and analyzed the data objectively.
3. The interview questions were guided by the theoretical framework and the research topic. All informants were asked open-ended questions.
4. All interviews were recorded on tape to ensure a verbatim account of informants' dialogues.

Treatment of the Data

The data treatment started with my communication to the informants that explained the purpose of the study and identified the ways in which the study could be of benefit to participating informants. When the data gathered at the end of ethnographic study was analyzed, it became a written cultural description that illustrated a systematic understanding of the native culture from the perspective of those who had learned the culture in an effort to document the existence of alternative realities, and to describe these realities in their own terms (Spradley, 1979). I recorded, transcribed, and then analyzed, their words, which helped me to understand the views of the participants. I studied the content of the data, and developed a written cultural description as I discovered themes, categories, domains, patterns, and linkages in the informants' realities. The developmental research sequence for the ethnographic research provided the logical steps for me to follow to conduct the interviews, and to treat the data in this study. The ethnographic interview was a series of friendly conversations into which the researcher slowly introduces new elements to assist informants to respond as informants (Spradley, 1979).

To facilitate the interview process, I unfailingly reminded the interviewee, at each encounter, of the explicit purpose of the interview and allowed the informant to control of the process, but I did direct and lead it to uncover the cultural knowledge of the informant by observing and recording the interview in the language that is comfortable for them, including the native language. Ethnographic records were established at each interview by documenting the cultural scene studied with pictures, field notes, or artifacts. I used two different types of descriptive questions, as follows:

(1) *grand tour questions*, designed to elicit from informants, descriptions of space, time, events, people, activities, and objects through the typical, specific, guided, or task-related grand tour questions; and (2) *mini-tour questions*, to guide informants to describe a much smaller unit of experience than they do through the previous questions.

The data collected from the first interview was analyzed before the next session, in order to help identify relevant followup questions for subsequent interviews. This would reveal the next ethnographic approach, domain analysis, or systematic way of examining a phenomenon. It isolated its parts and determined their relationship to the whole, which led to the discovery of the informants' cultural knowledge, how it was organized into categories, and how they related to the parent culture (Spradley, 1979). A domain analysis enables the researcher to broaden his or her understanding of the system of cultural meanings utilized by the natives. The first step in domain analysis began with a search for larger units of cultural knowledge and close cultural symbols that were embedded in the larger categories or domains. As required by developmental research sequence approach, domain analysis was repeated throughout the study as data were collected from each informant at each interview.

The basic information gleaned from domain analysis provided the basis for structural questions. The structural questions helped expose the organization of the cultural knowledge of the informant without my imposing analytic categories to organize the data, and led to verification of the presence of folk domains or terms. I narrowed the focus to a few selected domains for indepth analysis, and developed an understanding of the culture as a whole, using strategies for indepth analysis.

The treatment of data determined the internal structure of the domain. A taxonomic analysis was the approach that I applied to approximate the way that the informants organized their cultural knowledge, identified subsets and the relationships among these subsets. Contrast questions were introduced to search for the kinds of differences that displayed symbolic meaning and exposed differences among the folk terms in the same contrast set.

I explored cultural themes and discovered conceptual themes that the Haitian administrators employed to connect these domains. Concentrating on the relationships among the parts of the culture, making mental notes of other social situations, and comparing them with similar social situations, I uncovered cultural themes.

As the final stage of ethnographic discovery, and to gain greater immersion into what the informant had to say, I combined the ideas and meanings of the Haitian administrators' culture and the treated data, and wrote the description of that culture. The information gleaned from the data analysis formed the basis for the findings and the conclusions that I wrote as the ethnographic report in the manner of a cultural description that interpreted the perceptions of the Haitian administrators about their cultural scene. The native's reality was represented in this interpretation. It was translated into the vernacular of the readers to apply concepts, models, paradigms, and theories from our professional discipline, in order to give the findings wider applicability, to communicate with our fellow professional natives and to define the derivation of the cultural and social systems revealed in the events described. Some quotations directly from interviews, phrases from informants, paraphrases of

interviews were included to provide necessary details for the study.

There is always the problem of ethics in using personal materials of this type. I established a good rapport with the informants before asking intimate questions, and obtained their permission to use the data. Anonymity is assured by disguising the identity of the interviewee.

CHAPTER IV

FINDINGS

Results of the Study

The purpose of this study was to investigate, through ethnographic methodology, the elements that contribute to the achievement of Haitian administrators in the public school system. The study focused on the knowledge of the Haitian school administrators with regard to the cultural factors that contributed to their success in their participation and duties in public schools. It was intended, through this ethnographic study, to identify the common characteristics among Haitian school administrators that are unique and distinguish them from other. The study provides an interpretation of the cultural knowledge of these administrators in the public sector.

The Haitian school administrator is an individual of Haitian descent who is engaged professionally in a leadership position in a public school system. Educational leadership positions include superintendent, principal, assistant principal, director, assistant director, program coordinator and department chairperson. While education is among the professions highly valued by a great number of Haitian immigrants, only a handful have aspired for, and actually achieved, leadership positions.

This ethnographic study unveils the cultural knowledge of this selected group of administrators. Their cultural knowledge reveals the nature of the culture of the school milieu and its leadership requirements. It also describes the way Haitian school administrators in the public school system perceive and understand the concept of educational leadership.

The study also unveils the administrators' perceptions of the school system, in contrast to the casual impressions of the cultures of others. Chapter IV describes the results of an ethnographic analysis of the informants' perceptions about administration. Common themes that arose were adaptation strategies, social conflicts, social interactions, professional ambition and cultural knowledge contradictions.

The study is a vivid account of the culture of school administration as conceptualized by the informants in the ethnographic interviews. The informants' perceptions, as described, revealed their cultural knowledge of the culture of school administration. The narrative describing their perceptions discloses the world of cultural meanings that they possess and know, and the milieu where they function comfortably. Through their perceptions as Haitian school administrators, the informants revealed a meaning system of their cultural knowledge, which certainly surpasses the casual impressions of the culture's outsider.

Like every culture, the culture of school administration consists of a system of meanings that are integrated into some kind of larger pattern. To understand its general pattern, the study identified the themes of professional growth, appreciation for education, role model/mentorship, discipline, family support, community support, hard work, commitment to success.

Some other themes with identical purposes that appeared as well were in a number of domains of parents' main concerns, school work, homework, children's behavior, making a relation between home and school behavior, ways to involve the parents, ways to involve the community, ways to help the parents, schools inclusion of parents, getting to know the teacher on a personal basis, and communication with the teachers.

The cultural themes occur again and again throughout the different parts of the

culture, and connect the different subsystems of the culture. The search for the themes reveals the relationships among the domains, as well as the relationship of all the various parts of the culture to the whole cultural scene; therefore, searching for cultural themes leads to viewing school administration as a whole.

The holistic view of Haitian school administrators in this study manifests itself as the picture of Haitians immigrants who deal with social conflicts and cultural contradictions in their aspiration to attain leadership positions public school systems.

A more adequate, probably more precise, cultural description is obtained from a combination of strategies, rather than a holistic view of school administration. While the search for cultural themes gives a holistic view of Haitian school administrators, the search for the parts of the culture, as well as for the relationships between the parts of the culture, unveils the nature of the informants' cultural knowledge in the culture of school administrators. Therefore, the study renders a general view of the Haitian school administrator in the public school system. It also renders a general view of assimilation strategies, of cultural knowledge contradictions regarding school administration, and of relationships as developed within the school systems. However, in searching for the parts, and in searching for the relationships between the parts, of Haitian school administrators, the study reveals the different kinds of Haitian immigrants, their religion, social class, social interactions, professional ambitions, cultural knowledge contradictions and assimilation strategies. That is when the nature of Haitian school administrators is discovered. The complete cultural description of the informants' perceptions regarding the nature of Haitian school administrators is

described under the following four sections: Haitians, Migration/Adaptation Strategies, Social Conflicts/Social Interactions, and Professional Ambition.

Haitians

It is of interest to note that the concept “Haitian” took precedence in the study when the informants and I reviewed the data to add terms to the prominent folk domains. The informants' responses to a series of structural questions during the second interview disclosed the organization of their cultural knowledge, with reference to the concept “school administrator”. Until then, the informants had shared their administrative experiences following a series of descriptive questions, without making any explicit distinction or any sort of classification of the concept “school administrator”. More responses to an added series of structural questions during the third interview revealed the distinction that the informants' culture made about the school administrator. The introduction of a categorical differentiation of the school administrator, which carefully distinguished between the superintendent, school principal, assistant principal, director, assistant director and teacher assigned, made the school administration domain a revealing concept at that point in the study.

The informants' cultural knowledge provided the study with a differentiation of the Haitian school administrators in the manner in which the informants understood the concept. Until then, the concept *Haitian educator* represented an uninformed, undivided concept shared by all Haitian educators. When the informants' description of the kind of Haitian school administrator replaced the known categorization for such concept, the nature of Haitian school administrator clearly began to unveil.

Kinds of School Administrators

The classification of administrators under "Kinds of administrators" refers to Haitians who are working in a school, or in a school district, who handle administrative issues, even though they are not certified administrators. This classification is independent and distinct from the other school administrators, which referred to non-Haitian school administrators and Haitians not in administrative positions. In this study, eight groups were used: the superintendent, principal, assistant principal, director, assistant director, department chairperson, program coordinator, and teacher assigned.

These eight types of administrators, all of whom are of Haitian descent share some of the distinctive characteristics of this domain: working in a school system, supervising staff, interacting with students/teachers, interacting with parents/community. These characteristics make them solely Haitian school administrators in the informants' classification of school administrators, which is a necessary consideration in the understanding of the makeup of the Haitian school administrator in the public school system.

The following taxonomy (Table 2) illustrates the informants' descriptions of "Kinds of school administrators."

Table 2

Kinds of school Administrators	Working in School system	Supervise staff	Interact with students/teachers	Interact with parents/community	Haitian descent
Superintendents	Yes	Yes	Yes	Yes	Yes
Principal	Yes	Yes	Yes	Yes	Yes
Assist. Principal	Yes	Yes	Yes	Yes	Yes
Director	Yes	Yes	Yes	Yes	Yes
Assist. Director	Yes	Yes	Yes	No	Yes
Dept. Chair	Yes	Yes	Yes	No	Yes
Teacher Assigned	Yes	Yes	Yes	Yes	Yes
Prog. Coordinator	Yes	Yes	Yes	Yes	Yes
Counselor	Yes	No	Yes	No	Yes
Teacher	Yes	No	Yes	Yes	Yes
School Nurse	Yes	No	Yes	No	Yes
Paraprofessional	Yes	No	Yes	No	Yes
Custodian	Yes	No	No	No	Yes

In their description of school administrators, the informants expressed that not all the Haitians in the school system are involved in administration, and that not all the Haitians in education are engaged in leadership roles in the school system.

Consequently, the Haitians in the classification, "Kinds of school administrators," are both administrators and nonadministrators. The informants also observed that, while some of the Haitians in this domain are nonadministrators, they do perform some administrative duties without having administrative authority, which is reserved only for the administrators holding the titles.

One informant said: “No, I am a teacher assigned. I am a teacher doing administrative work because when you are a bilingual coordinator you’re a teacher. You are not a supervisor. Understand, therefore you do not have the power to observe teachers, but you help the teachers, you write the curriculum, you order materials for the bilingual program, without an official supervisory position. It is political.”

Another informant explained: “It is different for me. My situation is a special case. People can become an administrator in different ways. I am basically an acting administrator. I have the role of Administrator of Dean of Discipline. I am assisting the administration. I deal with students, teachers and parents.”

The informants pointed out that not all the Haitian school administrators play a leadership role, or are involved in administration of the schools to the same degree, with the same dedication, frequency, and intensity. The only Haitians who have administrative responsibilities in the school, and who are involved with any of the school leadership-related matters are the principal, assistant principal, the director, assistant director and department chairs and program coordinators. Whereas the counselor may occasionally be involved administratively, the teacher’s aide, the school nurse, and the custodian are never involved in school management, except for the possibility of volunteering at the request of the principal. The teacher does not concern himself or herself with administrative matters, does not function in the manner of an administrator, and may not aspire to become an administrator. He or she may develop a relationship with the students, parents and the community, with whom they prefer some amount of communication. Parents and foster parents are involved in the school as volunteers and/or helping other volunteers.

Role of the Educational Leader

The principal functions as a leader, coordinator, evaluator/needs assessor, planner, consultant, implementer, and instructional supervisor. The areas of discrepancy between these roles and actual duties were identified. The informants perceived themselves as able to cope with their responsibilities, based on their level of education and their own efforts to improve their training through various organized programs and activities. The school principal serves as the educational leader, responsible for managing the policies, regulations, and procedures to ensure that all students are achieving academic excellence in a safe learning environment.

One informant's perception of the responsibilities of principals is as follows:

"Principals should maintain a very safe environment, and this should transfer down to the teachers. The principal should adhere to the regulations set for us by the district and the city and the state. Same as the teachers, they have to follow guidelines and they should follow the school rules, the do and don'ts and anything that deals with the safety of the children."

Another informant's perception of the duties of an assistant principal was:

"To make sure whatever problems that you have as an administrator, whether it is conflict between teachers, conflict between parent and teachers, students fighting teachers, teachers not doing their jobs. As an administrator you have to be able to go in there and make split decision. That is what I mean by running the school. Make split decisions based on the problems. What you are going to find out is that every five minutes you are going to find problems that come to you as an assistant principal. They will not go to the principal. It becomes your duty to make a split decision at that

particular time, and also you need to understand as an administrator it will be decision making, decision, and decision. Decision is the most important issue that you find. Most important is decision making. Sometimes you make good decision. Sometimes you make not so good decision, but at least a decision was made and then you move on to the next problem and that is how you facilitate the running of the school. Whether there is conflict between two teachers, make sure you calm them down. You talk to them. Make sure they go back into their classroom where there is no animosity, or if there is animosity to make sure they don't bring it to the worksite. You provide them with assistance. Basically, we are here to facilitate, we are here to assist with the running of the school. In assisting we are making their job better. We are here to facilitate the teachers, the students and the parents to make sure that the school is running smoothly. That is what I mean.

“The school principal works collaboratively to direct and nurture all members of the school staff communicates effectively with parents. Inherent in the position are the responsibilities for scheduling, curriculum development, extracurricular activities, personnel management, emergency procedures, and facility operations.

“The school principal establishes and promotes high standards and expectations for all students and staff for academic performance and responsibility for behavior. The principal manages, evaluates and supervises effective and clear procedures for the operation and functioning of the school, consistent with the philosophy, mission, values and goals of the school, including instructional programs, extracurricular activities, and discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures.

Maintain compliance with all laws, board policies, civil regulations, visibility with students, teachers, and parents. The board communicates regularly with parents, seeking their support and advice in order to create a cooperative relationship to support the student in the school.

“The assistant principal maintains responsibility for all aspects of instruction, curriculum, staff development, supervision, evaluation, student discipline, administration, public relations, and building maintenance for the educational need of the students of the school district.”

Another informant explained it well: “You create resources, materials and so on, staff development to enhance student performances on the testing, you provide peer coaching exemplary practices, and we have to check on lesson plans. An administrator has to be able to make quick decisions that are sound in order to maintain decorum.”

Another informant said, “Our principal makes the decisions. The assistant principal sees to it that the workers in every segment of the school function as they should. The first responsibility is safety, order and instruction. You work in partnership with teachers, parents, community, security guards, paraprofessional, and custodial staff for the well-being of the children. We want the children to live well, to think well and learn what they need to learn so that they can move on and become active participants in society.”

A Typical Day

One informant described his typical school day as an elementary school vice principal: “I have parent conferences and I meet with teachers. I set up conferences for students. One thing you are going to find out as an administrator, no day is ever the

same. I go in the classrooms to make sure the teachers are teaching to the curriculum. I return to my office to make phone calls, and contact parents. I meet with the principal on the business of the school and anything that might be pending. I also check with the secretary to see if there are any new discipline problems if so I deal with them.

“The vice principal establishes and maintains effective relationships with students, staff, and community, must be able to communicate clearly both verbally and in writing. Here is a list of characteristics: must be able to effectively organize and prioritize work, able to give and follow written and oral instructions, the ability to work independently, must concentrate on multiple tasks simultaneously, the ability to maintain strict confidentiality, remains calm, uses good judgment, and thinks quickly and rationally in difficult or stressful situations, ability to make responsible decisions on behalf of the students, staff, and community, diffuses stressful situations with others, makes a considerable contribution towards establishing positive relationships in all interactions, positively develops cooperation of others, consistently exceeds expectation in response to requests, encourages teamwork and places the success of the team above individual gain.

“The vice principal provides ideas for the development of district goals, assists in the assessment of district goals, develops and assists the principal with establishing, assessing and implementing the school plan based upon school needs.

“The vice principal evaluates the educational programs; initiates and encourages curriculum development and implementation, supervises and evaluates for the purpose of improving instruction, develops and promotes professional growth for staff, facilitates the setting of instructional strategies, coordinates instructional program, assists in

establishing levels of expectations for student achievement, evaluates student progress/needs both individually and in groups to demonstrate effective instructional leadership.

“The vice principal promotes and maintains a positive school climate, works effectively with students, relates effectively with staff, relates effectively with parents, relates effectively with community agencies to establish and maintain a positive tone and atmosphere within the school.

“The vice principal develops and maintains school budget and expenditures and maintains inventory of supplies and equipment for successful fiscal management; assumes the responsibility for the care, maintenance, and scheduling of the school plant and facilities to assure they are clean, orderly, and conducive to a positive learning environment for successful plant management; utilizes effective school management practices; supervises school programs and activities; demonstrates effective skills in the recruitment and selection of school personnel; delegates authority and responsibility when appropriate, and provides support to the employee assuming the responsibility; maintains accurate records and submits reports; demonstrates effective skills in problem analysis, decision making and judgment; demonstrates effective organizational ability for effective school management.

“The vice principal assists in the development and implementation of board policies and directives, and carries out duties and responsibilities as outlined by district policies and procedures in order to participate in the development and implementation of district policies and procedures.”

Prudence: How to Survive in the Principalship?

According to Wolcott (1987), not everyone assigned to the principal's office can sustain himself or herself there; those who wish to apply themselves successfully must be able to cope with the stresses inherent in the position. Survival does not seem to require doing the job exceptionally well. It seems that no one can please all these individuals with so many interests, but to remain in the position, you have to carry it through. At times, survival prevents principals from making the types of improvements that they want to, because they have to balance their two roles of instructional leader and agent of change.

The principal had a terrific occasion exercising his leadership at that school. In reality, the pressure on his behavior prevented his leadership in the roles he had to demonstrate. The principal attempted to be an exemplary model of a gentleman and adult for the pupils in the school. He tried to be an exemplary model of a tireless and selflessly dedicated educator among his staff. He played the role of a person who was sensitive to what he felt others expected of him. He delegated his authority, policy by policy, and directive by directive. He did not want to make any mistakes.

Nowadays, principals are asked to be agents of change in the public schools. They have been presented with all forms of changes: change agent, acculturation, innovation, diffusion, and cultural dynamics. The principal is the last point and the least change. Most changes are usually adopted by individual school districts and are initiated from the "top down" - from the central office to the administrative to the classroom. The classroom changes are made by teachers' applying different techniques. Principals do indeed work amid constant changes in personnel and programs. The principal's

professional life is comprised of complex and varied activities. The principal talks about the forces of change that are constantly around him/her. The school principal is successful in his work to the extent that he or she is able to manipulate the forces of change with which he or she must contend as a matter of daily routine, on whatever force he exerts on the dynamics of the school contributes to its stability, even when he wants to act, or believes he is acting, in a way that will encourage an aura of change.

On several occasions, when new programs were being discussed, a principal's comments revealed his ambivalence about formally introducing change at the school. He tries to maintain an image for the school and is receptive to new ideas. The principal said, "I always like to think that this school, the staff, and the principal are thought of as being cooperative for new kinds of things."

What is shown here is that people take advantage of what they have to their best interests. The principal said that he uses staff to fulfill the needs of his school, while, at the same time, always keeping his career in mind. He uses people on his staff with special knowledge to serve occasional needs, even though they become an inconvenience later. It is political.

This chapter presents the findings of the study based on the analysis of the data collected through the interviews. Twelve informants, both males and females participated in the research. This research tried to answer the following questions:

1. As the demographic presence of Haitians families in the U.S. has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?
2. What happens to the climate of the school when Haitian administrators serve?

3. What skills do Haitian educational leaders bring to the profession, and what hurdles might they face?
4. How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?
5. How do Haitian educational leaders get their positions, and how are the administrative ranks obtained by Haitian educational leaders in the schools?
6. How does one determine that the Haitian educational leaders are showing achievements in the schools they lead?

This ethnographic study also identifies four common characteristics that are found among the Haitian school administrators. These characteristics include: perseverance, discipline, college education and employment.

While education is among the professions highly valued by a great number of Haitian immigrants, only a handful have aspired for, and actually achieved, leadership positions.

This research was conducted in order to understand the connection that existed between the elements that might have contributed to their plight. Among the recurrent themes that resulted from the analysis of the data are: Role model/mentorship, discipline, family support, community support, hard work, professional growth, appreciation of education.

From the data collected, several assumptions were made which became the grounded theory.

Role Model/ Mentorship

The informants acknowledged receiving help from mentors or role models, who motivated them and guided them throughout until they obtained their administrative position.

One informant said, “After six months, I was very lucky; I had a good lady in the student department at the college I was attending who directed me and referred me to a principal of a school who was her friend where they needed a paraprofessional and they hired me.” That happened when the informant was a graduate education student. “Then I was guided to take the foreign language test, passed it, and became a foreign language teacher.” That informant met several people at the Board of Education and became friendly with them. Then, the informant went on to the university to get a degree in supervision and administration, which helped him to obtain a position as vice principal. A woman who had worked with him at the district office became a superintendent and offered him a position of principal. The informant called it “emotional intelligence”. He said, “If it was not for an African American I would not have been a principal. I became assistant principal but it is a matter of power.”

This is what the informant said:

“Some people are book smart. They do not know how to deal. They do not have the interpersonal skills. They do not know how to behave, how to interact with other people. At the board of education when I was student at the college, my professors appreciated my work, how I interact with other students. How I interact with them. This lady who recommended me to become a paraprofessional was somebody who was teaching also and she saw that I had some talents. When I approached her to tell her that

I had that need, she said okay, I am going to send you to a friend of mine who is a principal of a school who needs somebody to work with children in special education, so she referred me to that principal. When I was teaching at the junior high school, I had good relationships with the people, not only at the school level, but also with the people at the district level. So again, one person who saw me, who became familiar with me and who saw that I had talents, recommended me to become monitor at the board of education, and at the board of education I had all kinds of people to interact with; Dr. T. was one of them. There was a Haitian person in the community when I was working at the board of education who told me that there was a position at the Bilingual school, and I said I want to apply, and he said if you want to apply, apply; and I am going to put you in contact with somebody who is the president of the board. He put me in contact with that person, and that person introduced me to the president of the board and we had a big conversation, and so on and he decided that he liked me he wanted to help me, so he pushed me. I applied, and he pushed me to become an assistant principal. He said, 'I will support you but you have to do the leg work, meaning that you have to talk to the principal of the school. You have to talk with the parents. You have to talk with the teachers, and so on, to see if they will accept you,' and that is what I did. Again, you have to use emotional intelligence. I knew two Haitian teachers at the school, and I approached them. I told them, 'Listen, I know that position is open, I have some interest. What do you think?' We started a conversation, and they in turn introduced me to some parents, and so on. You do not sit back. You go and you look. The principal didn't want me; she had her own candidate; that is normal. When you are the principal in your school, you have your own candidate. One time, I wanted Ms. N. to become an assistant

principal. I had to do a lot of work to get her because that is what I wanted. Now I had to go to talk to the president of the board, the parents, and so on, to get them to accept Ms. N. Even when Ms N. went to the interview, some parents refused to sign for her. I had to go to the board members and get the board members involved to get Ms N. to become my assistant principal. So it is not easy. It is not easy. It is hard work. I called it smart work. You have to understand the game. It is a game; you have to know the rules of the game and to play the game by the rules to win, because if you don't know the rules, then you are dead. You are dead! It is a political game; it is a political, political game. Like everything, it is a political game, political game. A friend of mine became the superintendent of the district. When she came to the district, she found me. She saw that I was the assistant principal at the elementary school already. She was very happy to find somebody that she knew. She said, 'I am going to make you a principal.' When she needed somebody to become principal somewhere, she picked me to become that principal.

The informant continued:

"I did not want to come to this school because I heard that the school was a disaster. The school was the bottom school of the district. I called a friend who was a principal in another school. I told her, 'Listen, I am told to come to this school and I am afraid to go because I am told that the school is a disaster.' 'I do not know,' she said, 'The school is a bad school but I have two friends, two teachers in the school. Go to the school tell them that I send you and they will take care of you.' Because they were two powerful teachers, the same thing I did when I went to the other school. I had two powerful teachers I got them to prepare the ground for me. She told me, 'Listen, I had

two teachers who are my personal friends; tell them that you are my personal friend. So if they are my friends, they are your friends too.’ Also, the superintendent told the President of the Board, and she said, ‘I offered the position to this assistant principal, and he declined it,’ and the President of the Board called me and told me, ‘Listen, you must be insane. People are offering money for a position as a principal and you get it for free and you do not want to take it. You are going to take that position. I am ordering you to take it.’ So I said, ‘Okay, I will take it,’ and he said, ‘I will be supporting you.’ Then I became the principal of this school, and I have been there since then, and he has been supporting me and making me successful. I am saying that you have to do two things. You have to be prepared academically and socially, and then you have to have some luck to find somebody who wants to help you. In my case, it was an African American who wanted to help me, I had a Haitian American, and another occasion I had Jewish American who wanted to help me. It is a matter of power, and knowledge, knowledge and power, those two.”

“Someone has to be your rabbi, your godfather, your mentor, whatever you call it. Yes, someone has to be your rabbi to introduce you to the powers, the power brokers, without them you have no chance. Somebody has to do that for you. You got to find somebody who knows the decision maker to introduce you to him or her, or she knows you from her church, from her acquaintances, from her relationship. Yes, you have to find somebody; otherwise, regarding filing application for the position; the informant said oh that is baloney! Yeah! Application! That is a waste of your time if you do not know anybody. If you do not know anybody, that is a waste of your time. Nobody is going to vouch for you, because you see, you are not the only qualified person. You have 10,000

people as qualified as you are, and maybe more qualified, so you have to find somebody who knows the powers, the people in power who can make the decision you have the superintendent, the assistant superintendent. I also helped other people and I have been doing that ever since I came here. I have helped Mrs. R. to become an assistant principal. I made her an assistant principal, and fortunately I always have good relationship with the superintendent so I made a recommendation for her to become the principal of another school. Mrs. B. made her principal for me because she was an assistant principal here. I went to Mrs. B. I said, 'Listen, this lady is a good lady and since you have that new school give it to her.' So that is how it is."

Another informant had two role models. The first role model was her mother who was an educator. The second was her principal in her former school with whom she worked. That principal even called her when she was on a trip in Switzerland to convince her to take the principal position where she is now. Her name was given by that principal for that position. She had someone to look out for her.

Discipline

One informant said, "Haitian administrators bring the concept of discipline to the organization. Discipline has been engrained in the Haitian culture. A child has to be obedient at home, school, church, and in society. The child has to respect his family, his elder, and himself."

In Haitian schools, discipline issues are rare. Haitian parents expect teachers in Haitian schools to discipline students and stimulate learning (Dorsett, 1997). Therefore, Haitian administrators continue to enforce this strategy, and it is helping. That is why

most Haitian administrators started their administrative careers as school disciplinarians. Also, discipline helps with the achievement of students.

In Haiti, the parent's role is to supervise homework and address issues of behavior. This role continues when they travel to another country. Also, Haitian parents expect teachers to be disciplinarians and be responsible for the education of their children (Dorsett, 1997). Therefore, Haitian administrators use this strategy to improve the discipline in the school where they are working.

Family Support

This approach continues throughout the life of the individual, and this is what we see later as family support for the administrators. Without family support, the path becomes extremely difficult. Even though the parents do not speak the language that the children are learning, they make sure that the children attend school daily; they make sure that homework is done daily. If parents are called for a student's misbehavior, they make sure that it is dealt with. It is sometimes difficult for them to be present at all evening meetings because they work two to three jobs. They make sure that someone accompanies their children to a meeting. It can be a grandparent or an uncle or an aunt. Haitians are not afraid of hard work. They believe in professional growth, and they have appreciation for education.

Community Support

The previous informant said, "You have to find somebody who wants to help you." In his case, it was an African American, a Haitian American and a Jewish American. This informant used persons from different community groups to help him. The support can be from any community. Community support for an administrator can

be the store owners, directors of the community centers, bank owners, etc. They are all constituents of the neighborhood where the schools are located.

Hard Work

Another informant was going to school during the day and working in a factory at night to obtain his credentials to work as a teacher. He said, "I was working in a factory at night. I had to leave home very early in the morning to go to school. Then, from school I had to go to work and I will be coming by midnight or one o'clock in the morning and by 6:00, 7:00 a.m. I had to be on my way to school because it is a long way. All the time that I was studying I was going to school."

Even when you get the position, hard work continues. Another informant said, "I had to go to the board members to get involved. It was not easy. It was hard work. I called it smart work. It was hard, because of the heat; the big powers or the board of education would be against you. Most people would be against you because the minute they received two or three complaints, it became too much for them; it was too hot for them. This was hard work because you cannot be with your staff all the time, but you had to find ways to know what was happening. You had to make sure the teachers were teaching and the students were achieving."

Professional Growth/Appreciation for Education

Another participant said,

"In Haiti I studied Education and Law. I went to Paris to study. I continued my studies in Education, Law and Economics. I lived there for two years and a half and then went to Zaire. I stayed in Zaire for three years, then came to the United States. I became a paraprofessional in two or three months, and six months later I was going to school to

college. When I came here, I decided to do education because it was easier for me to have a position in education, so I did education but I did go back to school to study economics. After my Master's at this college, I received a scholarship to study administration and supervision. I also received an MBA [Master's in Business Administration]. It was hard work getting where I am. It was not luck. Knowing what to do, having a vision and putting things together so that you can reach the goal. You are not going to sit there and things will come your way. You have to go out and get those things. At least that was what I did. I did not sit back and expect things to come my way. I went out and got things. Number one, I felt I had to be prepared for any kind of eventuality. Get prepared, and if you get your chances when the opportunity appears, grab it. Again, when I say you have to go out to get it. It does not come to you on a silver platter.

Research Questions

Research Question 1

As the demographic presence of Haitian families in the U.S. has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?

Migration of Haitians to the United States started in 1791. According to Chiereci (1991), refugees from the Haitian revolution settled in New Orleans, Charleston, New York and Boston. These refugees included colonists, mulattos and slaves. They came between 1791 and 1803. Another group came during the American Revolution between 1915 and 1934. Those refugees settled in Harlem, in New York. A third group came in the late 50's. After that, more groups kept coming. After 1957, larger groups kept arriving. These large groups came because of foreign economic interest. These last

groups were intellectuals and professionals who fled for political reasons. They lived in small communities of large industrial cities and obtained white-collar jobs. Since then, people continued to leave leaving Haiti because it became difficult for them to make a living. Also, the political climate was diminishing the freedom of individuals. These refugees settled in New York City, Boston, Washington and Chicago.

In addition, there was a population of illegal aliens. There was no accurate data on the size of the group, because some came with tourist or student visas. When their visas expired, they applied for immigrant status, or married an American citizen, or remained illegal. They lived in fear of being arrested or sent back home. New York City was the first city they emigrated to, and had the largest Haitian community in the United States.

Laguerre (1984) estimated that 450,000 legal and illegal immigrants of Haitian descent living in New York City came after 1965. Haitian immigrants are grouped together with Black Americans and other people of color. They have been placed with the lowest strata of American Society because of their color. Dominguez (1975) noted that color and social status were synonymous with ethnic identity in the American structure, which is different in Haiti. Also, in the 1980's many boats loaded with Haitian refugees landed in Southern Florida. They settled in the Miami area.

In the Haitian culture, there are several racial categories, such as mulatto, light-skinned Black, as well as marabou whose members are granted higher status. Haitians used their ethnic differences as French Creole background and language. Family name is very important to a Haitian person - their ancestry, education, wealth, comportment and color. They had to use adaptive strategies in order to cope with the culture in the United

States. Haitians have conflict over language (French versus Haitian Creole) and over choice of residential area. Haitians are divided by economic, social, and political classes. They are trying to set aside their traditional oppositions to become a unified group to solve their problems and promote their political interests. Haitians living in the United States find many limitations; for example, mastery of English, level of education, skills and legal status. According to Chierici (1991), unskilled, illiterate and illegal immigrants of urban poor and rural origin had difficulty adapting. They were considered, and are still considered, **moun mòn, moun sòt** (illiterate). Their children will have a better future. Yes, their children do have a better future. These parents were the roots. They came; they did all kinds of jobs working in factories; they did **day work**, which means cleaning people's houses daily during the day. Some even worked in people houses 24 hours, coming home sometimes on the weekend to check on their own children. They did these types of jobs to make ends meet. Now, most of their children are becoming professionals: doctors, lawyers, engineers, teachers and administrators in the public system.

Immigrants who could speak English had access to better jobs. Assimilation into American society was easier for them. Ability to speak English is one of the keys to success in America (Chierici, 1991). Other factors involved are economic opportunity, ancestry, place of origin, behavior, level of education, and decisions about which neighborhood to settle into and which members of the community to associate with.

Haitians do live in the same neighborhoods with Black Americans, Hispanics and other Caribbean origins. Haitians settled where there is kin, and as their economic situation improved they moved away. They used to be in Brooklyn and in Queens. If

they were middle class and wealthier, they were in Nassau and Westchester counties.

Nowadays, you find Haitians everywhere.

Migration and adaptation strategies.

According to Chierici (1991), migration is a strategy to move from the edge to the center, and adaptation is the method the persons learn to operate in a new environment in a new society. The Haitians had to learn new rules of social behaviors, because the rules of social conduct that they had applied in Haiti are not relevant and valid in the United States. They had to learn new ways of doing things. They also had to make choices regarding their future, and to realize that their expectations may not be achieved.

Therefore, each individual, depending on where they were at the edge, or their experiences and background, had to change their goals and their strategies.

For Haitians, migration is a strategy for survival. It is an alternative. It is part of the social process. They want better opportunities for their children. They want to make a better living, to find a job, because there is no future in Haiti. When they travel to the United States, or to another country, they realize that they had been dreaming. They now have to force themselves to adapt and adjust to the new culture. What else can they do? Even if they want to go back, where and what are they going to go back to? Sometimes they sold whatever they had, their houses, and their lands. If they were working, they left their jobs. So, they have to resign themselves to the new situation and make the best of it. Also, whenever an immigrant goes back to visit, the people see that person as someone who “made it.” The visitor brings gifts, money, clothes, and food for the ones who are in Haiti. What do you expect? They feel that the visitor is living a better life, so all of them want to leave Haiti. Every Haitian, young and old, is dreaming that one day

they will leave also. Also, they do not hear any complaints or stories about disappointments from the visitor. Even if the visitor were to complain, he or she knows that they will say it is because **“ou gen movèz fwa”** (“**you are selfish**”). They will think the visitor is complaining because they do not want them to ask him or her for more.

There is no way to convince them of the misery the visitor is going through in the United States. They would not believe it. So, after a while, or a few years, if you accumulate some money, you send for them. At least, now you do not have to send as much as you used to send, because this one that arrived has to find work to send money to the ones left behind. This is a never-ending debt that each Haitian living abroad owes to those left in Haiti.

In this study, the majority of the people interviewed arrived in the United States with the help of their parents. Their parents were already settled in the United States, and had sent for them to continue their study and to reside with them. They did not have to go through what previous Haitians and their parents endured. They thanked the other Haitians who paved the way for them. They came young, during the elementary school years, high school or college years. Only the ones who came directly to college had to go out to look for jobs. The others were enjoying their youth trying to adapt to the American culture and coping with peer cultures. Most of these young Haitians were isolated from the main culture because their parents were working several jobs to make ends meet. They were working to take care of the children they have with them in the United States, and to send money home to the children they still have in Haiti and/or to their parents, grandparents who are still living in Haiti.

The children who are in school have requirements to fulfill: study hard, stay out of trouble, and graduate. Parents do guide their children in the profession that they choose, because the parents are working hard to pay for the tuition. They have to support the children while they are going to school. Some even send their children to other countries to become medical doctors. But some, after they return to the United States, cannot pass the medical board. That is why we have a lot of Haitian people in the education profession who are medical doctors, engineers, or lawyers. They had studied either in Haiti or in some other countries before coming to the United States.

An informant said:

“My sister, Ms. M., and I left in 1959. We went to New York. My mother and father were already in New York with my sister, Ms. N., and my two brothers. It was Ms. M. and I who came last. They have been there two years before us. They took us in pieces because there were five of us, so we lived on Manhattan. I will never forget. That building is still there. I visited there recently. I was there. We went to Catholic school; it was right up the block. We were very few Haitian people at that time in that school. I remember that. Then, after the elementary school, all of us went to Catholic high school. From the catholic high school, I went to college, got my baccalaureate of arts in education. After my B.A. [Bachelor of Arts], I did my Masters at in Bilingual Education. Then, I did the Specialist degree in Administration and Supervision. I started my teaching career at a Catholic school at the same time I worked for two years in the Haitian center. In that work, I taught English to adults and volunteered in the community. I stayed at that school and became Assistant Principal there. I was Assistant Principal there for eight years before I moved here. I served as the liaison for the school

and the Diocese with the State. That is one of the reasons why I always had a lot of contact with the public school sector, because I always had to attend a lot of meetings and everything. Because all the services that the public school teachers, administrators had to do, the Catholic schools had to do too. I decided I had eight years of administration, and I wanted to be back with children, and I wanted to experience being back in the classroom, and you know having a bare perspective with all the new innovation of things that were going on in education. I did go back and I worked four years at an elementary school. I taught sixth grade and I became Assistant Principal here at this school. It was at a time when they were very much in need of Haitian Americans in the ranks of administration in this Haitian community here. I did not want to leave but I came and I spent three years as Assistant Principal here, and then I went to T. Elementary [and was] Assistant Principal for a year. Then I was promoted to principal right back here where I started and I have been here. This is my eighth year. Thank goodness, and luckily I have a husband. **Li plenyen, li reziyeen, li reziye** [he generally complains but he accepts the situation]. He knows he cannot do any better [and] that I am going to be at work late. There are certain times of the year that I tell him, 'You know dinner will not be prepared by me. I will expect you to have dinner ready for me and the kids.' They know they have learned to be self-efficient. Unfortunately, they complain about the fact that I care so much about the school children and everybody else's children and I'm not there for them, and it is true sometimes. I try to make it up to them. Once I get things settled after the opening of school, then I will have a set time that I know I will have to be home to do homework with my son. If I'm telling my parents that they have to spend homework

time with their children. I better go home and do mine. We have done Saturday school from 9 am to 12 pm.”

Value of language.

Another informant said:

“Native language is better, because when you are learning in your native language there is no second best about it. That is the way you feel. That is who you are. That is how you live, but there is a problem with how we develop materials that we are using with these children, because we all think we can improvise as educators. We have made that decision in my domain, I can do it. In specialties you have people to whom these subjects are specialties and people who can actually transfer the knowledge they have acquired in studying these specific subjects into the native language knowing all the concepts and how to translate them into the language. I am sure some concepts cannot be known in the native language because it might be foreign up to now. As a nation, as a people, we need to have people with a conscience to help those children that are deprived. You will encounter in many of our books as: **Ti** Joseph, **Ti...** whatever, always starting with **ti** something. The **ti** is demeaning. The country is not about **Ti**; it is about being a person, a person of value. A person that can make it for you to stand face-to-face with shoulder-to-shoulder with anyone in this age. I guess that is the pride that we call it. We are equal. **La fierte qui s’en vienne.** When you know about being proud of who you are, because, as I was growing up, I was fortunate enough to go to a school and to live in a way to call myself being second to none. I was raised that way and it is all about that. That is how we have to view every child that we are servicing here. Each child’s

needs should be addressed, and we cannot think our bilingual programs are teaching them the minimum. That is not enough! That is not enough to me! That is not enough!

“Some of the Haitian Creole books are not appropriate for the education of our children in the United States, because one of the mistakes they make most of the time is they go to Henri Deschamps publisher and buy any kind of books they used in the country side and say this is what we are going to use with the children in the classroom. Not appropriate. Cannot be, cannot do that. When I was growing up in Haiti, at that time the education was based on the French system. We got all our materials either from France or Canada. Now that we are trying to develop our own, we can actually go back, have a symposium or forum. You would call the writers, and invite all the specialists. All the people who have studied in that specific domain that have knowledge in the native language, so they can sit down together and try to come up with a way of translating the materials. I know some friends of mine who speak Creole may not be qualified to translate a math test. It is not possible, because one could translate something in social studies but would come up with all of these biases and political issues. The translator needs to translate these specific materials based on a general understanding of national or international standard.

“I have seen students who just arrived from Haiti who pass all parts of the standard exams - math, writing and reading - because in Haiti actually writing is really a process. When writing is a process it applies to reading because growing up you had to write friendly notes, sent cards to your friends. You had to write to your parents, grandparents for various occasions. This puts you in the frame of mind knowing how to write. You will know how to do it in elementary school you had to do a **redaction**

(essay) every week. In secondary school you had to do a **dissertation (oral report)** every week in class. You had to do it. In the United States, you do not have that problem everything is prefabricated for our children, even a card. The cost of an item is what is valued. We are teaching our children to become consumers, but we want them to be educated.”

Impact of Haitian Creole language.

The informant continued:

“Haitian Creole is not the problem; it is the translation of the materials in Haitian Creole. We have to develop our own materials and make sure the children get what they need. We can, we can, and in fact they have. The translator should be well qualified to produce the material in Creole. It is not the subject; it is the Creole that is used.

“I said before it is a political game, and I do not know for what reason. It is out of embarrassment, quote, unquote, and for certain people, due to the fact that they were not educated in French. They do not know how to speak it, or just because those people who used to speak it made it seem so out of their reach that now they tend to have an adverse behavior towards French. As long as we remained a country that has been under the French for so long, it is more than normal that certain French terms remain in the Haitian Creole language. There are no authentic languages. You will find the terms from all the languages, including colonial, political and trading influences. If we have to translate a concept, and the only way we know it is in French. How can we use that word? Let me think of a Creole word for it, and we come up with any nonsense word just to translate a concept, and that is why we are losing these children. Certain Haitian Creole words, we use are going to sound the same way in French. Others will choose not

to use these words because they sound too French. We have a lot of French words that we currently use in the Haitian Creole language. The Creole language has French and African roots. We can go back and do the etymology of the word and understand the nuances. Every nation has gone through that. The French language has words that derive from different languages. We have to make sure the students know what we want to do. But not just doing it as a job. I am not going to see these children again. They are there for five years, and in 15 or 20 years they are not going to need a guide. It is a misconception because they came from the countryside.

Correct placement of children.

The informant continued:

“Depending on the level of those children, you may have some that have come, like I said, from Haiti that have prior schooling. They have the level. If they come from third grade, they have the level of third grade or above. The only difference there is the language. The only thing they are lacking is the language. For these children, you have to be able to group them into one, although they are in the same grade. Let us say you are talking about third grade, all those children at or above grade level in third grade in their native language in comparison to what you have here. We put them into one class. All you need to do now is to help them transfer that language into English. Those that come with no prior schooling or that have a lot to catch up, these you will have to be able to use a different approach, a different thing to learn. It is like starting from scratch. If you mix them all and think, well since I have X, Y, Z in this class, you have nothing at all. I have to use a Ti. **“Bouki and a Ti. Malis”** book to teach. It is not going to work.

“The students have to be taught differently even if they sit in the same class or different classes. You will also send them to these ESL classes. They have to take another language as well. Of course they are at an advantage because they would learn the phonics easily because they are starting from scratch. We have to be able to start from the ABC’s with them of whatever languages we are teaching but we do not do that most of the time. We look at the age and we say, ‘Well, these children are six, seven, they must be in third or fourth grade. Then, we start them doing fourth grade work in the native language, thinking that they will understand. When they cannot, we get frustrated, but it is just because we approach it wrong. Our approach is not what it is. That is not the way it should be, because they do not have anything in English or in Creole. They do not have anything at all in terms of academic skills, but they have the social skills. They may have the social skills in Creole. They may have the experience; in Creole life experience it counts for some things. They may have the scientific knowledge, but they do not know how this is called and these children if you show them a tree and how a tree grows. They know the process, but do not have the skills, the academic skills to know that the tree has its parts and this is the foundation. They may not be able to put it into words. They may tell you if you plant a tree and this is going to happen. This is a fruit, which would come out. You could capitalize actually on their experience and translate that help; translate that into academics, and you will be surprised how fast the children would progress.”

“We all have to be responsible, and it all starts with trust, I would say. You get your staff to trust in each other, to confide in each other as if they are one unit. That is why you need to actually develop a congenial atmosphere between your staff. When you

have your common preps they could sit together and discuss. It is more like a clinic type of thing when they would sit and discuss their problems. Each one would come up with different ideas to solve this and that problem. They could each meet on different days in different rooms and help each other out. In order to be the best you must adhere to the rules and regulations. You should not have any problem because we have to treat each other with respect. If you show dedication towards your staff in doing what they are doing, that is what you get in return. Whatever you show to your staff that is exactly what you get back.”

One informant (Mr. LS) said,

“Basically, we are a welcome center, so we welcome people. By welcoming people, we mean we welcome newly arrived immigrants to the city; and by newly immigrants, we mean everybody. If you are moving from one city to another, you are also an immigrant. You may not know about all the resources that exist in the community. That is what we do. As part of our services to the newly arrived immigrants, we offer GED [General Education Diploma] classes, computer classes, referrals to community centers through social services. This center serves all the schools in the district.

“There was a time when they used to call it ‘sink or swim’. Some people, I mean you can always find exceptions; our mothers sank. I know some people say, ‘When I came here there was no bilingual education, and I made it.’ You cannot just look at the people who made it. You have to look at those who did not make it. I once met a parent while I was working at PS #. He was an old man, and he told me about his position regarding bilingual education, and the use of Haitian/Creole as the language of

instruction in the Haitian bilingual classes, and he told me, 'I brought four children from Haiti, and none of them went to bilingual education. First of all, he related to me that 'there was a time when the children came they were in a special program; I even got money for them.' In a further conversation, I realized that the children were in special education; all of them were in special education. He got money from SSI [Supplemental Security Income] for the children who were in special education, and he came to me asking me about that special program. He thinks that the special programs will be good for his grandchildren.

"I think he needed the money, not the program. I am saying that 20 years ago, most Haitian children and adults who came in ended up in special education; and that is one of the reasons the federal government is after the state to lower the number of children referred to special education because a lot of the children were minority children, Blacks and Hispanics. A great majority of them in this district were Haitian children. Haitian parents who received the letter home saying there is a special program thought that anything that is special is good. We are still fighting to keep Haitian children out of special education. A lot of them are still ending up in special education because of the fact that their parents are opposed to bilingual education using Haitian/Creole, because Haitians obviously still have this problem with the two languages, French and Haitian/Creole. If the bilingual programs were in French, I guarantee you that all Haitians and all Haitian children who come here would have been enrolled in bilingual education. I have seen parents who enroll their children in that school that belong to the church because the program was in French. To this day, you

have a lot of families who placed their children in PS# because they know the program is bilingual French.

“How do you teach Haitian children who come to the United States? How do you teach them if not in Creole? What language do they speak? What language do they speak, if it is not Haitian/Creole? They do not speak French. I do not think the opposition should be, against bilingual education per se but against bilingual programs that are not effective. Bilingual education has received a lot of negative press over the past several years. The proposition that was in California, resolution 227, and even in New York, bilingual education has gotten bad press. Urban education is failing, and where do you find most Hispanics and Haitian children? Of course, you find them in the urban cities where the schools are failing and bilingual programs are part of the system. I am sure if you run bilingual programs in more upward communities, you would find that they would work. It is a reflection of the community, a reflection of the system.

“Bilingual education must also undergo reform and looking at qualified teachers needed in the school system. The teachers must speak two languages, English and Haitian/Creole. They must be trained in bilingual and ESL methodologies. There are bilingual classes where only Creole or Spanish is taught, and this not bilingual, it is monolingual. The children must be immersed in both languages, English and Haitian/Creole, or English and Spanish”. One of the problems that we have with Haitian/Creole is that there is a lack of good materials written in Haitian/Creole. It presents a problem, and the teachers must have good training, the ability to develop their own materials.

“People who are in bilingual education are similar to those who do community service. You cannot look at yourself and say, ‘I am just doing a job.’ It is not just a job; you are into it because you are dedicated to helping your own community; and therefore, if you really want to help, you are going to do the things that are required to help. You cannot really look at what monolingual teachers are not doing, and say, ‘Well, I am not doing it either.’ Then others say, ‘Oh, our job is to those children’. If the students do not attend the bilingual program, there would do away with bilingual education.

“The Haitian Creole language is standardized, and that form should be used by everybody. If you have a teacher in a bilingual class who cannot read Creole, that teacher should not be there. I do not think the problem is in the type of Creole, but in the type of materials. For instance, take a child who is being raised here in the United States, as opposed to a child that is being raised in Haiti. These are two different experiences. Books that are written primarily for children in Haiti may not be suitable for children in the United States, because those children are living two different lives. You have teachers, just because they are Haitian does not mean that they write Creole, and over the years we have seen that in the school system. Just because you are Haitian you are put in bilingual classes. It is assumed that you speak and write Creole. The way the board of education operates if you are a teacher with Haitian/Creole background and they have a test to translate but just with that background does not mean that you are good translator.”

Another informant (Ms. G), said:

“Oh, that is hard, but I will tell you that because I am such a small person. I think the little ones most likely have someone to whom they can speak. They know that she is of small stature but do not want them to equate that with my power. So they will come to

you and they will share certain things with you. The little ones, talking about kindergarten, first to second grade, they know who you are, and I think this is the nicest thing. They know when they are in pain. they can come to you. They know when someone is bothering them, they can come to you. They know if they are sad, they can come to you. They know if they have done something great in their classroom, they can come to you and show it to you. They know if they need something, if I do not have it, I will show them where to get it, the little ones. The middle grade children see me more as a disciplinarian, but they do speak to me. I get the hugs and the kisses every afternoon before they leave from all of them in general. I feel like I want to come in and wash my face a little bit. I got a lot of them but really very, very nice. But they know also that I am aware of what they are learning. They call. Some children call me at home. I do not have a problem with that as long as it is not abused. They know that I speak softly. I am not asking them to do anything that I am not willing to do myself. They are also aware that when they are in trouble because the principal and assistant are male, because, I believe, I am a woman I can be a little more compassionate. If they get in trouble before they get to the other gentleman, they will come to me. Although they have learned that, yes I will listen but they will get what is coming to them because I expect them to be able to resolve their problems in other ways. They know I can be strict. I taught also. I would teach when there is a teacher absent. I teach English and Social Studies. And at times, although I do not think I am an excellent science teacher, I do teach science to the sixth graders and I think that keeps me in touch with the children and the craft. I would not want to change any of it. I only wish we had more time doing that. I was talking to some children in the afternoon; sometimes they dilly-dally. They do not want to get

home and I said to them you know what maybe in three years we will be putting five more floors in this building and have a boarding school for you guys. I think it is a great idea because some of them could go home during the weekend. I think it will do a lot of them a lot of good to be housed here during the school week. I think that they know I am very approachable, and this is when they see a not so pleasant side of who I am. I do not have a problem; they can speak to whomever. If there is a problem with me and I am not approached and I am being reported to the principal or what have you. That has never happened, but what has happened has been the little talk among people and I have heard certain things, but it does not bother me very much. But when I do hear them, I address it, not with I heard or so-and-so said, because it makes no point doing that. Do you have a problem with me? Okay, is it something that I should know? Please tell me. You know I will listen and many people, even the so-called toughies, people with the strong personalities. I really like that. There are people who will feel threatened in terms of these people with strong personalities. I like that because they know who they are. Good, since you know who you are and I have a very good sense of who I am. We can begin to get along. Even with those who think they are tough, and I tell them all the time that we are modeling for the children. Even when we believe they are not looking, they are. Even when we believe they are not listening, they are. We have to do a fine job, a better job for their sake.”

Another informant said,

“I think the perception that I try to create is that I am here to help the administration, to improve instruction, and to help them improve the tone of the classroom, the learning environment. For the students I have to wear many hats. I have

to be teacher, advisor, and parent. You know I have to wear many hats with the students, so when they have a problem they have to feel like they can come to me, and speak to me in their language, to the extent that I can speak their language because we do not only have one group we have many different groups, but this is the place where they can come and speak their languages without being ashamed, or afraid to do so. I hope that my office is the place where they can come in and not feel threatened, or not feel embarrassed about who they are, or what language they speak.

“Somebody who is bilingual has to be doubly qualified. Not only do you have to take the same test that everybody else has to take, in addition you have to pass a language proficiency test. You have to have more in order to qualify for the same position as someone else. Given the nature of our student population, you know students from all over the world. We definitely should have supervisors who reflect that diversity.

“The community has to mobilize and force them. Right now, the Haitian community has a lawsuit against the New York City Board of Education and the state education department for failure to provide adequate services to Haitian students. I imagine that some negotiation is going to take place at some point between the different parties to see what could be done to provide better services to the Haitian students, but right now there is a lawsuit pending on behalf of the Haitian students in New York City, which was the step that the Haitian community had to take, because no matter what they did nothing was happening. People were not getting promoted. We did not have supervisors. I think a lot of the activities that you see going on as far as people being appointed principal, assistant principal might be the result of that lawsuit. The fact that now it is before the courts, and people feel that they have to move. They have to do

something, but that lawsuit is still pending, it has not been resolved yet.

“We need all kinds of services, services meaning personnel. Do you have the personnel in all levels? Do you have principals? Do you have assistant principals? Do you have teachers? Do you have paraprofessionals? Do you have people in positions of authority who represent the Haitian community? Do you provide services as far as bilingual classes, ESL classes, and Native Language Arts classes? Whatever services provided to the mainstream, whether it is after school program, computer classes. You name it. Whatever is provided to the mainstream should be provided to the bilingual students; same level of security. Very often, these students are picked on because of who they are, and all these issues need to be addressed by the school; books and materials, you know all these services. That is the main reason for the lawsuit.

“People always think teachers and administrators are prepared. You are never prepared until you hit the job. If you have a good solid background you have had an experience at a school, you have seen different kinds of things. Then you will be able to take on the job and just follow the directions that are given. You are never fully prepared when you get out of school—never. It is an on-the-job learning experience that is needed. Not just what they call the stage pedagogique [pedagogical stages]. When you are in college, things like hands on you learn every day.”

Regarding the issue of Creole, another informant (Mr. L), stated:

“You explain it in Creole to the students because of the need for them to understand the materials, but that is not going to continue. I am doing it for you now because you are beginners. You need to understand what is going on, but as you move forward I am not going to continue that in Creole. I am going to do it in English and until

I do not do it anymore in Creole, I do it only in English. That is the transition. I am trying to transition you from where you are to where you should be and understand that I am not going to perpetuate that situation Creole/English.

Beliefs.

The informant continued:

“Everything that can be falsified, they will falsify. You see we Haitians, we are living a dream. We are not real. Everything is a dream for us. There is no one who died in Haiti a real death. It is someone who killed them. There is no one who died on their own because it is their time. It does not exist. No, that is we are living in the dream. It is not real; it is surreal. I do not understand what is going on with us and we are going backward, backward instead of moving forward. It is going backward. Something is not working. As a people, something is not working for us. We have that mentality that we are.... You see, that is the problem. We think we can fool everybody. This is insane. From 20 to 17 or 18, and then when you get a job when you reach 65 you cannot retire. You are 65 back in your real age, you cannot retire because you said that you are not 65! You are 50 or 57, but in reality you are 65, and then you have to wait seven more years because of that lie. This is insane.

“What I do here, you see in a school like that if you are not careful you will not do instruction. Every day you will be resolving problems, social problems. The parents will come here. This morning, for example, one parent came here. She wanted a face-to-face letter. That is a parent who is on welfare. She has to bring that letter to the welfare agency to see whether or not to get her check, but the child has been out 75% of the time already. I say, ‘No. I am not going to sign that letter. I am not going to,’ and she started

yelling, cursing all kinds of things. I called the security to get her out of my building. I do not want that, and if you want to deal with those situations only. You do not have time to visit the classrooms and we have a lot of cases like that. They do not have social skills. They cannot interact socially. The minute one of the children pushes another one, you have a big thing in your hand, and the child will go home and tell the father or the mother, the boyfriend, and the next day you have a big commotion here. They come not to find solution but to create problems. So what do you do? You do two things; either you do one of the two things. Either you as principal or assistant principal, you decide to deal with that situation, but when you do that you cannot go to the classroom to help teachers or you have somebody deal with them. They do not want to deal with other people, and I said, 'No. You have to deal with those people, because I do not have the time to be doing those petty things.' My time I want to devote it to helping teachers and children, teachers and children to do better in the classrooms. I am in the building trying to find out what is going on, talking to teachers, talking to children, teaching in the classroom and encouraging teachers, and so on, to do better. In this building I hire and I use title; I manage to have one teacher to be removed from the classroom and to deal exclusively with those irate parents, to try to help them. You have a bunch of children, maybe a lot of them maybe 2, 3, or 5% of the building always creating problems. You do not have the time to deal with these children. What do you do? I have a teacher I used to counsel them to help them with discipline problems so that person does not teach, but the whole time that person is out of the classroom trying to help these children. Why do you do that? You want these children out of the classrooms so that the classroom teachers can devote their time to teaching. You cannot let that child disrupt the instruction all the

time. The teacher cannot teach, and you have these children out. When they misbehave like that, you have somebody help them take care of them. You have somebody to do that. This is what we do for teachers, for parents, and for students. Also, we have other things for them. We have workshops for parents to help them understand what is going on and how to help their children. After school for the children who are behind and who have all the discipline problems, we were fortunate to have the after-school program in the building serving about 400 children, and we also have a mental health clinic onsite to help those children who have so many problems. They cannot cope, so we want to help the parents and the children. Those things we do for the parents to help the parents and their children cope with situations that they cannot cope with. We do that for two reasons: One, to help them, and two to help ourselves because if we do not do that we cannot produce and we want to produce. Instruction is the basic thing. It is the mission of a school. To get children to be taught "instruction." That's reading, math, those things are what we should be doing but, because of those social problems that interfere with the instruction, we have to organize in such a way to deal with those problems. Although you are not going to resolve them but at least you can deal with them and you can have time to do instruction. Those two teachers have a room. One deals with parents and children. One deals with the children. We have offices for those two people. Those two have offices to deal with those problems."

This informant also expressed the feeling that it is harder for an immigrant to have a position of leadership in a community of poor people because the culture of poverty is a very strange culture. "The people who are victims of that culture do not understand that you, as one of them, can come and make a difference, can come and be successful and

tried to get more people to be successful. They do not believe that. They become jealous, jealous because if you become a success it is at their detriment. You should not be there. It is not your place. Your place is somewhere else.”

Another Informant replied,

“I was born in Port-au-Prince, Haiti, grew up in Montreal, Canada. I attended school here in Miami, Florida, graduated from high school in Miami. I was a speech/language pathologist for the school system for nine years before I decided to become an assistant principal. I have absolute relationship with the parents and the students, because I think the students see me as a role model. They see me as their other side as someone who speaks Creole who grew up in the United States who know both sides. Therefore, they know they cannot really get away with a lot of things because I am able not only communicate with the parents but I also know their little tricks, tricks of the trade, that they may want to pull because I am part of their system. So, that has helped me a lot, too, as far as dealing with that. At one time, I was the only Haitian Creole speech/language pathologist in the whole district. My goal was to make sure that these children get tested and they were placed in the appropriate setting as far as speech or special education, so I have only dealt with Creole speakers during my nine years as a speech pathologist. We used to have Haitian a group of Haitian administrators who was led by Mr. W. We have not met for about a year now but sometimes we do come together. We meet quite a few of us actually at an elementary school. I will say between 10 to 12 people and Ms. S. from School D. as Haitian principal.

Another informant (Ms. V.) said,

“I was born in Haiti and I was raised in Haiti until I was 13 years old. In 1965, I came to New York to join my family; then I went to middle school. I graduated from junior high school and high school; then I went to college. I majored in French and minor Education. I graduated from college in 1974, and I started working as a person in an insurance company for about a year, and the company went out of business. Then, in 1975, I started working as a paraprofessional at a school where they had some Haitian children—maybe about 100, a 110, Haitian children. I started working in the bilingual program. I worked there for four years and I taught all subjects. I taught French, math, hygiene—even music. I taught algebra and for four years from 1975 to 1979, and then after 1979 I moved to Florida and was able to get a job as a teacher. I started my Master’s program three times actually; the third time I finished. I got my Master’s in TESL [Teaching English as a Second Language] at the university in 1992. While I was pregnant with my third child, and ever since then, I have been working with the Haitian community. I worked in the police department for three years. With the Haitian community, I did radio and television and I have done consultant work. I have done lot of presentations on Haitian culture, Haitian language, and then I think that prompted me to become the best administrator because I had a chance to know a lot about the Haitian community, the Haitian parent, the Haitian students and the schools. I could say that I had a great deal of experience when it came to dealing with principals, superintendents, assistant principals, diverse teachers and diverse students. In 1989, I applied because my boss prompted me and encouraged me. I applied for the position as a Parent Outreach Program Coordinator. That is when I became an administrator in 1989, and I think the reason that my friends and my boss told me that is because when they looked at my

resume they saw that I worked so much with people and they felt that I could do it with parents because I had a great deal of experience doing organizational development. I had a great deal of experience working on radio and television programs. They decided that this job is for me. Out of 17 other Haitians who were very well-qualified they hired me. I became an administrator, then after three years in the Parent Outreach Program I moved to bilingual where I became a supervisor three years later. Right now, I am the district supervisor for the division of bilingual education and world languages.

They needed administrators because at that time there were very few administrators. Now, they still need lot of administrators in different buildings, because they need principals when I gave you the list yesterday. I forgot to mention two other assistant principals. They have at least 23 altogether. We have four principals and 17 assistant principals. We have two district people—Mrs. D. and me. I think in the district they need more people to help the Haitian program. I think in the region level, they need administrators because we have six regions. We have one Haitian district administrator. Not even in one region, and even in most of those schools that have a lot of Haitian children. They do not have a Haitian administrator. There is a school that has at least 20 or 25 teachers who are of Haitian background. They have two counselors who are Haitian, one male and one female. They do not have a Haitian administrator. Most of the schools that have a large number of Haitian students do not have a Haitian administrator.

“I think the philosophy is if you are an administrator, then you are an administrator for all children and they do not want to earmark the administrators. Once you become an administrator in this system you are a district person. You work for the whole system. They do not want to earmark this one administrator and say, ‘Okay, since

you have this background we want to put you with the Haitians.’ They do not want us to have that mindset, so as an administrator the people in the system feel free to put you anywhere they want because you are supposed to take care of all children and they do not want to earmark you for Haitian children per se, but when people are becoming administrators and they speak Spanish they try to put them where they are needed. So, I think it is good what they are thinking, but I think that the Haitian children are missing out. That is the way I feel, because if you are a Haitian administrator and they put you in Haitian school then the children will feel that they have somebody to look up to. That is what I feel, but that does not mean that is the way they feel, but I think that they are doing better in that area. In another area, they needed a lot of Haitians professionals in the schools. They are now moving the administrators in that area because when I became an administrator we did not even have one in that place. This is where my brother works right now. They did not even have one. Now they have four. They are moving into that region. They are not necessarily in the schools where there is a heavy population of Haitian children, but they are at a school where all children are Spanish and African American. They might have a point, I feel that the Haitian children need those role models. That is what I feel. We are Haitians; we will always feel that our Haitian children need more teachers who are of Haitian background, more administrators, more principals, but we also need administrators in the district, too, because I think there is a need for Haitian administrators in personnel and in different areas.”

Ms. C. stated:

“I nurtured the teachers. In addition to the day-to-day operation of the school, I was responsible for staff development. Nurturing new teachers, nurturing students, of

course, because they were the two of us only; nurturing the bilingual classes because there was a Bilingual program in that school also, and I did everything else supporting the principal working side-by-side with her. This is where I got my major training as a principal from working closely with the principal.

Let me give you an example of nurturing teachers. It goes beyond supervising them. It goes beyond rating the teachers. It means for you to identify what their weaknesses are, and also what it is that they do well, and promotes the self-esteem in that sense for them to build up what they do well, and minimizes what they are learning to do. On the one hand, my job was to observe and to underline what is there to be fixed. On the other hand, to promote and nurture that self-esteem especially in new teachers that is important.

Diversification of professions

As you can see, Haitian people are well-diversified in their professions. They have to be prepared for all kinds of eventualities. This is what **demele** (to manage) is about. This is what Chierici (1991) has been talking about. These Haitians came with a lot of resources, a lot of experiences.

An informant added,

“The public school system needs all administrators. Of course, again, if the person is competent. If the person is skilled and can do the work, the person can service the community. Why not? I also believe that, in a school that is predominantly Haitian American, you need someone who is aware and sensitive to the needs of the community to respond. If it is not a Haitian, it has to be definitely someone who truly understands

the culture, who has been taught and who has experience and is open-minded to the needs of the community.”

Another informant expressed that

“It all depends on the location you are working and the focus. Then you would tailor your strategies. Our plans are to move our students forward in math and reading. We still have a high percentage reading on or above; the goal is to achieve at, or above, grade level.

“We do have plans; we implemented reading and math programs to support the instruction in the classrooms. These are what we do on a regular basis, and also have ongoing staff development for our teachers to help them deal with issues of importance. Also, have workshops to help parents understand what the children are learning in school. What they could do as parents to also be helpful in moving these children forward knowing the philosophy can be the main objective of the school. Basically, that is what we are working towards; our plans are already set for the year and the goals we have set for next year.

“Some decisions do not come from me, I would say, because I am not the head person of the school. The assistant principal makes some of the decision in terms of staff development and training. The training so they could be well-versed in what they are doing. Part of the decision in doing whatever there is does not rely solely on me. I am there to help make sure that decisions are carried out. It is like you are a link of a chain. I mean you can only be as strong as your strongest link or as weak as your weakest link.

“The school has a philosophy, and if everyone does not contribute to make sure that we obtain the goals of the school eventually, it is not going to work. If one person is

not working toward the same goal and objective, some things are not going to work, but everyone has to have the motivation to move forward in the same direction. That would include the four of us. It all depends on the issues that need to be discussed or what matters would also be called on the specialists of the school like a reading specialist, math specialist or community liaison. If it is something that has to do with the input of improving instruction, they all become part of the cabinet. If it is administrative duties that have to be delegated for the function of the school, the four administrators will carry it. I consult with my principal and let her know this is what I intend to do and state my reasons for doing it. You have to receive input of the observations of the class and the performance. Based on the observation of math, reading or any other subjects, I would determine who needs staff development. I would go to her and tell her what I observed and I estimate the needs, based on my professional judgment. She will also see if this is valid, and then we would discuss and would offer staff development for that teacher. That is the way we will continue. It can be for one teacher or a group. Different strategies can also be used. The teacher observes other teachers and goes to other schools with similar programs. The teacher can learn new strategies and techniques that are within the standards of the district. I worked as a bilingual teacher, and I had experience dealing with bilingual classes.

One informant said,

“Whatever services provided to the mainstream school program, computer classes should be provided to the bilingual students. Very often these students are picked on, and need to be addressed by the school. Part of the problem is there is a lack of materials. There is a lack of materials for the Haitian Creole. Sometimes it is subject areas,

especially science. Sometimes we cannot find books, but at the same time it is the responsibility of the board of education to develop materials. If the books are not commercially available, they have to find ways to develop them. So far, they have developed some materials, but it is not enough. Sometimes we do get books from Haiti, but the curriculums are not parallel, and you know sometimes the books do not fit exactly the purposes that you want. It is not always easy.”

Need for bilingual program.

This informant suggested that we need bilingual supervisors to go into the classroom to observe bilingual teachers:

“People who speak the language can make suggestions and can help teachers improve their skills. Bilingual teachers are not being observed by bilingual supervisors cause a problem. This issue could be improved. To improve the bilingual programs you need to produce more materials in the native language and have parents’ involvement. You have to provide a variety of services for the parents—immigration services, ESL and, GED classes. I think you have to really work on the parents to get them to come to the school and help out. I think you have to continue with staff development for the teachers. You have to train the new teachers in Haitian bilingual methodology, and especially the use of Haitian Creole in the classroom. I think you have to increase reading and writing skills of Haitian Creole, to better the program.

“Regarding language usage, a lot of researches show that native language development is a plus as far as English language acquisition. The two go hand-in-hand. The more the students develop their native language, the better the student will be able to develop English language skills. Well, that is what really should happen in bilingual

classes, because when you teach in bilingual classes at the beginning you may want to use maybe 70% Haitian Creole, 30% English, but gradually you have to move to 60% English, 40% Haitian Creole and maybe at some point 50-50. You increase the amount of English as the students become more proficient in English. The students definitely have to learn English, but this is something you may have to do gradually.

“As far as native language development is concerned, I think it is one of the purposes of native language development in addition to the advantages that it gives you in teaching English. It also provides the students an anchoring: A sense of belonging, a sense of self-esteem, a sense of that he has a language, he has a community, and he has roots. So you want the student to have an identity. Not to say I have an identity crisis where they do not know who they are. They try to fit into a mold that they are not ready to fit into, and that can also develop all kinds of other problems. So you do not want to say to the children, “you are in the United States learn English.” “Forget about everything else.” “Forget about your past.” “Forget about what you brought with you.” You know that also is not the right approach.

“For social activities, we have a career day every year where they invite Haitian professionals, doctors, lawyers, and writers. The previous activity, Haitian writers were invited and gave career guidance. We have a very strong Haitian Club in this school. The club organizes all kinds of activities dances, Haitian celebrations, and Christmas shows. We take children on trips. I used to be the Haitian Club advisor, but now there is a new advisor who continues to organize activities for the students.

“I advise on issues related to Bilingual Education and issues such as compliance with law. What kind of programs we are supposed to provide for the students, and what

kind of staff they have to have? What kind of testing, because the bilingual students are entitled to special testing and they have to be aware of these issues? One area that I think we need more help is with supervision of teachers, because they are not bilingual. When they observe a teacher, they may be at a loss to understand what is going on in the classroom, and since there are many people who are authorized to have the power to write an observation report, they do it by themselves. They do it without any input from bilingual 'specialist'- quote, unquote.

“Well, they could do a few things. They could hire a supervisor, vice-principal who has bilingual experience. They could do joint observation where they would observe with somebody who knows the bilingual field, and then could be a joint observation. That is also another possibility that they could do, but right now I know they are having problems supervising bilingual classes, because the teachers are saying they do not know what they are doing. They are just coming in, and you are asking them to do the class all in English, for example, which is not really appropriate since it is a bilingual class. So there are all kinds of problems.

“I also develop materials for the board of education, but not specifically for high school. The materials I am working on are more for elementary and junior high school, but they are special projects for the board. In 1979, 1980 there has been an official writing system that has been in effect that has been recognized by the government. There is a standard writing system, and the board of education in Haiti also uses the same. The same thing they use in Haiti, that's what we use, and most of the materials come from Haiti. Some of them have been written here in New York, Florida, or in Massachusetts, but most of the books that we use are from Haiti and are written in Haitian Creole.”

Another informant replied,

“My parents left me in Haiti with a family. After five years, when I was old enough to go to school, I came to the United States in 1971. I lived and grew up in a West Indian community. My community was considered the Haitian Mecca of the world. I went to Haitian church and I attended Haitian mass. My career started in my 20’s. I worked in television for 14 years, and it was very exciting. I met a lot of people and did a lot of traveling. I was doing very successful when things started to change when I got to my 30’s. I always thought, if I did not make it in television I would pursue a teaching career. Year after year I kept doing better in getting promotion. When I left broadcasting, I was a manager for broadcast operation. I was responsible for programming 24 hours a day. Going through all the affiliate stations across the country, then 9-11 happened. I lived through Princess Diana’s death. I lived through the plane crash in Avianca, the Berlin Wall. I lived through all these things in history through television, and so I always thought [I would be} a fine English or History teacher, because I could impart a lot of communications skills that I had acquired in my courses. Then 9-11 happened and I was forced to make a decision to leave broadcasting. Then I decided to pursue a career in education. I enrolled in graduate courses. My sister and cousin taught Special Education in different states. I have a lot of relatives who are teachers in Haiti. It is part of the family history to become a teacher. I decided to pursue a Master’s in Special Education. When I became a Special Education teacher, I fell in love with it. I really did. I felt it was my chance to do something, to give back to the community, and here it was a population of children who I felt would be left behind and I had a young lady I tried to help. She was the person who solidified my career as a teacher because I realize so many

of the special education children cannot read. When I used to call on her, she used to get upset with me, and finally one day she cursed me out and I realized that I had to help her. I read another book about a young lady who was 16 years old and was in the eighth grade. She had literacy problems; they did not know what to do with her because high school special education teachers were not English teachers. It was a problem that I took over as my own. When I first started teaching, nobody paid attention to me, nobody listened to me, because they said, 'You are just a new teacher, you do not know what you are talking about.' I said, 'I will show you.' Now I feel that I became an administrator; I have written proposal. Now I have the attention of the Assistant Superintendent, and he asked me to put together a reading program for high school students. This is my way of saying what I am going to do now as a department chairperson, and he says, 'If you are going to do it in this school, you have to do it in all the comprehensive high schools,' and this is what I am doing now. I am working with the people in the district, the Director of Special Education with the Assistant Superintendent, and the Principal of the school to bring more reading programs, especially for the special education children. It is becoming a fulfilling and rewarding job.

"It is important that the school district need Haitian administrators, because I feel that, not to differentiate, but to differentiate for lack of better word, African Americans do not really understand the West Indian culture, the Haitian culture, the West African culture. When I pointed out to them that there are children who are coming here from Haiti from age 12 or 13, and they automatically put them in high school they do not realize that many of these children have not been to school in years and it takes someone who understands the culture, who understands the mentality, the fact that education is

very important. But because the poverty, or the illiteracy that takes place there that a lot of these children have not been to school and nobody realize how much help the Haitian children need; and they want to learn, but they also struggle with fitting in, especially the age, the adolescence. It is cool to wear your pants down, and you have to talk especially children who are coming to this school. There is a very large Haitian population here in this district, so it is difficult for the Haitian children. It is important for the Haitian children to have Haitian leadership who understand what their struggles are, and to be able to make sure that their needs are met as well.”

Next informant said,

“This is a great responsibility because you are talking about influencing positively the lives of children. You have to make sure that they really do get educated from the basics to the greater things. Also, trying to make sure that the children get what they should be getting educationally, and in terms of making sure that teachers are ready to provide the children with what is necessary in terms of their curriculum, and also learning what they need to learn and their grade level, and also being prepared for to receive their fair share of an education.

“Everyone in the school building, the Vice Principal is no different. Your job, your first responsibility is safety, order and, absolutely, instruction. You are responsible for the well-being of the children, and if that means absolutely working in partnership along with the teachers, the parents, the community, the security guards, the paraprofessionals, the custodial staff. It is working together to create the environment that you want for the children. We want the children to live well, to think well, and learn what they need to learn so they can move on and become active participants in society.

“You know the reality is this. It is a partnership, because if anyone who is in this business believes that this can be done only from the side of the school is [making] a big mistake. The children spend more time at home than in school. We have to work in conjunction with the parents, whether we have difficulties in the sense that their views, and or wishes may be a little different than our views and our mission here at the school, but I think every single one of them wants to see their children achieve. When their children succeed, I believe that this is where the partnership comes in. It is almost like being married. You do not always agree with your partner all the time, but for the sake of the vision what you want to accomplish is your work.

“The vice principal position is challenging. It is very challenging. It is a vocation. It is a way of life. It is not a job, because we take it with us. Our hours are supposed to be 7 hours and 20 minutes. No one wants to believe that you absolutely have to put more time and you take work with you at home. Some of the physical work, paper work you take home with you and [also] take home the children because you need to think about them and [also] other people who work in the building because you wanted to see them but the day goes by too fast. You do not have time to touch base with all the people that you meet. You do take it home with you; I mean some people are a little bit annoyed when you mention this aspect, but this is not like, even to certain extent, being in the corporate world. Some people do that as well. You take certain things home with you, but now you are dealing with people. Our product is making sure we have people with the right basis, the right background, and the right foundation to replace us in the future and it is not easy. There is never enough time in the day. You know you meet some administrators that would say to you that we would have to do some paperwork yes,

but this becomes last, this is the part that must be taken home. The day is too short for us to attend to what is called or so-called paperwork. This has to be extended into your own private life. You must take some of it home. Right now I find it unfair for me to sit in here while they are around and things are due. I will stay late this afternoon. I will stay late after work. I will take it home with me to do it, because I do not have that much time with the children in the classroom.”

Regarding this question, another informant said, “I think administrators should reflect the population they are servicing. Indeed, in most of the metropolitan areas there is always a conglomeration, or an enclave of, Haitians; so therefore, it will be quite beneficial for the youngsters to be able to identify with someone of their ethnic background.”

When asked to elaborate, the informant said,

“Based on my personal experience as a vice principal, and also principal in another district, the youngsters may confide in you simply based on the fact that they know you are of a different ethnic group, that you are of their ethnic group. In other words, a Haitian student will share things with me perhaps he will not share with a lady vice principal, so to that end it is one avenue to reach a child. It is another way for the youngster to see that, if Mr. C. can become a vice principal, I can aspire to be a principal, and to that end I have to follow the procedure, the steps that must be reached in order to get to the goal. Also there are certain things that may be happening in the home that the youngster may be pushed to address a certain way, but yet by dealing with someone like me who is very familiar with the Haitian culture I can perhaps shed light on certain issues such as parental discipline. As a Haitian person, you do know that Haitians’ view of

discipline is strict corporal punishment, and that is the result whereas the youngster in school understanding is well-versed in the area that corporal punishment should not be used. This is one of the issues that the youngster may be uncertain about. "If I report my parents, what will happen to them. What will happen to me?" The other common issue is the dress code most Haitian; at least first and second generation Haitians are always concerned about the attire that the youngsters use when they go to school. It is a whole slew group of things [that] may be imperceptible to the Native Americans that a Vietnamese, Haitian, or a child from Burma will feel more comfortable dealing with his or her own kind in order to address these cultural issues.

"The other issues are about food. Food also is one of the cultural issues. Well, as you know at the other school that I worked at youngsters did come to me at the age of 16 going to 17 and they only had, let's say, a fifth-grade education, or some of them were 16 and 17 they had to be placed at the high school but yet the high school did not want them because based on the age they were 16 they feel there was no way that these youngsters will graduate. They were sent directly to an alternative program where there was no bilingual, no ESL support, and as a Haitian native I am sensitive to their needs and I know the complexities, the political issues that precluded them from going to school regularly, and so on and so forth, and I felt by using the immersion approach allowing them to be at the high school and taking courses, at whatever level, will expose them to the language enough so any remedial courses that they may need in their future can certainly be beneficial to them, and there was a daily occurrence because in the late 80's we had the influx of refugees from Florida that moved to the area, and I believe I was instrumental in addressing their social and academic needs. I am not saying enough

pertaining to what any concerned administrator would do, but I was more apt to do it because of the fact that I knew more than enough about the lifestyle, the issues that they dealt with from their motherland.”

Need for Haitian administrators.

Still another informant expressed that it is important that the school district need Haitian administrators because African Americans do not really understand the West Indian culture, the Haitian, and the West African culture:

“There are children who are coming from Haiti from age 14 to 17, and they automatically placed them in high school. They are not aware that many of these children have not been to school in years and it takes someone who understands the culture, the mentality, and the background education. It is very important, there is poverty, and illiteracy. A lot of these children have not been to school, and nobody realizes how much help the Haitian children need, and they want to learn but they also struggle with fitting in. In this school you have a very large Haitian population. It is difficult for the Haitian children. It is important for the Haitian children to have Haitian leadership who understand their ways and make sure their needs are met as well.

One informant replied,

“Yes, they need Haitian administrators, but I think the philosophy is if you are an administrator, then you are an administrator for all children. Once you become an administrator you work for the whole system. I think it is good what they are thinking, but I think that the children are missing out. That is the way I feel, because if you are a Haitian administrator and they put you in Haitian school, then the children will feel that

they have somebody to look up to. I feel that the Haitian children need the Haitian role models.”

Another informant said,

“The understanding of the immigrant flight, I relate to that. I work to make sure that children do not waste opportunities because the future is now for them, and also for teachers to see any child that walks through those doors as a gifted child. If you have another language, [you are] already gifted because this is what the gifted people are looking for. You already have the opportunity to be gifted because learning English in addition to yours will make you bilingual. I am Haitian and an immigrant and that helps. I like to travel and that helps me understand different people and cultures.”

Another informant said that Haitian leaders have a very big responsibility:

“The only way to ensure that responsibility is making sure that everyone is aware of the rules and regulation for safety. When I say everyone I am talking about staff, children, and parents should know the rules and guidelines. I am very much aware of what they are, and safety is very important. You look at your building to make sure there is no unsanitary conditions, no hazardous areas, cracks, broken furniture, grounds trees that are in the way or grass too high etc. You have to keep your eyes open all the time.”

Another participant expressed that it is definitely a plus to have bilingual administrators:

“I think part of the problem with supervision of a bilingual program is that we do not have enough bilingual supervisors, supervising bilingual teachers. Supervisors very often do not know about bilingual methodology, how to deliver bilingual instruction, and they do not speak the native language themselves, so how can they go to a classroom and

observe instruction. I mean they might be able to observe the tone of the classroom, the atmosphere of the classroom, but as far as content, how do they evaluate whether the content being delivered in the native language is appropriate. You know we cannot do that. I think it would be important for schools such as this one, or the schools where they have a lot of bilingual students to have bilingual administrators, but that is a whole political thing. Also, whatever services that are provided to the mainstream should be provided to the bilingual students. Very often these students are picked on, because of who they are, and all these issues need to be addressed by the school. Services meaning personnel: Do you have the personnel in all levels? Do you have principals? Do you have assistant principals? Do you have people in authority who represent the Haitian community?

“As a vice principal of discipline, I was called in about a year and a half ago to maintain order in this middle school. This school has been changed tremendously. Now you can walk in the school, before you would not be able. Basically, what I do, I did a lot of counseling by talking to kids, let them believe in themselves, teach them about the pride as the first Black nation on earth. To tell them that they came from great people and to enjoy and to continue to live the legacy of Toussaint Louverture of Dessalines, those who really work for the benefit of mankind, in order to make to make them feel independent to keep the pride. If they know their history, they will be able to be proud people and as a result of that it will improve their self-esteem.

“Also, one of the main reasons I joined the public school is because I wanted to reach out to innercity students, students who could not really afford an education, students who were not really living in a standard family such as where mom and dad

were not there in order to provide for them and are there to teach them to build them. I see myself as a mentor to this community. I am here to improve the community to reassure children that there is a future there but you have to dig into your life, into yourself, and you have to work hard. I believe in hard work because nothing is given; it has to be taken. Power is taken but not given, so I believe in order for us to achieve as a people, we must strive to work hard with pride in order to make a difference, not only in this community, but also in our homeland. So, since I am not living in Haiti, I am living in the United States, I choose to work with the Haitian children, as well as other children, in order to make the bridge from America to Haiti so one day we continue to work with the Haitians. Also we had adult education where the adults were taught how to read and write, and as a result of that, we have improved their lives, you see the community has changed, they have moved from poverty in order to [reach] a higher class of society and education is the key. I never forget when I was in school there was a propaganda that says **“C’est par l’éducation que les hommes se distinguent.”** [Yes, education does make a difference into people lives]. Through education, you can really achieve, you can improve people’s life. I believe in education, and I know by educating people they can better themselves. They can better their society and they can become better for tomorrow’s society. The society will be benefited by their input; so, therefore, that is one of the reasons why I admire the U.S. government because of the value they put into education improving people’s life, yet also improve society and also thereby if you get educated you get more money; the more money more taxes for the government so I believe everybody should have access to education, rich, poor, black, white, red, yellow because education is so important. There is a proverb that says “education is expensive

but try ignorance to see how expensive,” ignorance could cause you your life, but if you are educated you can better serve your family, your neighborhood, your nation and the world. I am a servant. I need to serve whoever needs my service in order to make a difference in this world.

“The leader is someone who is competent, skilled, and can service the community. The leader should want children to live well, to think well, and to learn what they need to learn so they can move and become active participants in the society. The leader needs to see the children achieve and succeed.

“The educational leadership position is a very challenging post. It is a vocation; it is a way of life. It is a 24-hour job. You take it home with you. You take the paperwork home with you. It is extended to your own private life. You take the children home with you because you are thinking of ways to improve their learning, their achievement. You do stay late after work. Some people are annoyed when this aspect of the work is mentioned. You have to remember our product is making sure we have people with the right basis, the right background and the right foundation to replace us in the future.

“This administrative position should reflect the population they are servicing. It will be quite beneficial for the youngsters to be able to identify with someone of their ethnic background. For example, Haitian students will share things with me what will not be shared with another administrator. They do need Haitian administrators because the children are missing out. They need somebody to look up to. There are a few Haitians who are administrators but they are not necessarily in the schools where there is a heavy population of Haitians.”

This informant stated that he feels that Haitian children need to see those role models.

Research Question 2

What happens to the climate of the school when Haitian administrators serve?

Haitian people are hard-working people, but they are also very naïve. They do not mind sharing their knowledge to maintain a better relationship, which in turn will allow them to stay in their current positions. In the school system, they organize parties for the children, parents, and their staff. They celebrate the culture of the students and staff in their schools. They motivate their staff to work hard by giving them incentives and perks. In the majority of schools that I visited where Haitians served as administrators, their main focus was on students and their parents, whom they saw as factors in creating a manageable climate in their schools. According to Wilmore (1992), schools need to focus on three goals to obtain an effective school climate. The first goal is to promote the school curriculum and instruction where subjects taught are fun and interesting. Materials are repeated in different ways, in order for students to grasp these materials. There should be peer tutoring. Teachers' strategies should be student-oriented and hands-on. The focus should be on developing the minds of the students in order to become better future leaders. Students should be encouraged to pursue personal interests beyond the classroom. The climate of the school should be warm, safe and nurturing, so that the students always feel safe to make mistakes while they are learning. Students achieve best when they can learn from each other (Cox, 1990).

The second goal is to promote student affairs or activities, because students who are most active in school stay in school and make better grades (Fenzel, 1990); the more opportunities that are available for students, the better. When varied activities are offered, the staff obtains another wonderful opportunity to get to know students individually. The educators gain insights into student problems early enough to affect changes. These insights help teachers better understand the behaviors of the students. Wilmore emphasized that all teachers and staff members should be involved in students' affairs to make sure that the students get the message that we they all care about the students. Through students activities, students develop self-esteem and make friends. The school should develop a diversity of students' activities. Everyone should be invited often, cajoled into to coming to whatever the school is offering until they find their niche. Everyone needs something with which to identify, something to be "their own." Therefore, students need adults' encouragement.

The third goal is parental support. Wilmore stated that parents will support any school when they sincerely believe that every person at the school loves, supports, and cares about the individual development of their child. Anyone who is overtly loved, listened to, and cherished, responds over time, and the students begin to talk about how people at school care. The students begin to talk to each other about it at school and at home. Therefore, caring becomes the culture. The parents sense it from their children, and eventually it becomes the norm. Additionally, the nurturing climate is reinforced.

As long as the parents hear about this climate from their children and experience it for themselves, they come to the school via phone calls, notes home, conferences, and PTA (Parent-Teacher Association) programs, which will give credibility to the school.

The parents will begin to feel that they are a part of the education of their children and become partners with the school. They will show support for the school as things happen and the children will benefit. The children will be the definite winners.

We must show that we care. The schools have a difficult time bringing Haitian parents to school because at home, in Haiti, it was not their habit. They come to register their children for school, and they make sure the children go to school every day, attend all their classes, be on their best behavior, do their homework, have the necessary tools they need and the rest at school is the teachers' job. The teachers become the second parents while the children are at school. The parents rely on the teachers to do what is necessary and what is best for their children. The children are the window of a better tomorrow.

Motivation.

To brighten the school climate, Levine (1988) placed emphasis on creating an atmosphere that encourages learning by looking for ways to make teachers, parents and students, feel excited about teaching and learning. One way to motivate students is to give them awards for everything they do well, for outstanding academic performance and perfect attendance for each semester. Also, give awards when students make the Honor Roll, when they do well in athletic events, and if they read the most books for a book competition. Make sure to take special notice of student successes. Hand out merit certificates, give out prizes, and display students' photographs and other achievements in the hall, and give praise whenever it is deserved. Find reasons to recognize all students. Sponsor contests and fundraisers to get students involved.

We acknowledge the accomplishments of staff members who are doing a good job, encourage professional development. When teachers and staff members attend workshops and training sessions, they should share with others what they have learned when they return. Give special recognition to individual staff. Each month, honor any staff member, whether it is a teacher or custodian. Reward them with a dinner for two at a restaurant for a job well done, or hold a staff breakfast. Show your staff appreciation.

Power up your parents; make sure that the monthly school newsletter is full of school information and tips that will help parents with their children. Invite parents to come to school. Offer workshops on rearing children, using computers, tutoring children at home, writing stories and articles. Get the parents into the classrooms. You can try organizing a monthly movie night at school, and sponsor social functions just for adults.

One informant said,

“We do it in our schools where we recognize the best students. We have to recognize the teachers because we put more stress on them. We recognize the teachers for excellent attendance. We are not doing it as much as possible; when we do it, it is an afterthought, but if that becomes a consistent thing where you recognize people I think it will reinforce and build momentum. So, that is one area we have to work on, accentuate positive practices, exemplary practices, oral recognition, certificate or whatever method you want to apply, sometimes saying a simple, “I notice today Ms. L.’s class has 100% uniform compliance,” and recognizing the class by making the comment. That is how you do it by reinforcing the positive things and extinguishing the negative.”

In order to enhance the school environment, one informant said:

“I share myself with the community, with the children, with my staff. I provide them with information about the culture, about the community. Maybe a person who is not Haitian American would not have provided them with this kind of information.

“We also have teacher-of-the-month incentives. One way is to give plaques and/or certificates at the end of the year for anyone with perfect attendance. Those who are dedicated, hard-working persons, devoted, and who are always willing in many ways to do special things for people, would be recognized publicly. Let those persons know how much you appreciate what they are doing by occasionally giving them a friendly pat on the back. Hopefully, the person will try more to excel. I read a minimanagement book that taught me different strategies. I become successful because I take interest in my employees. Once you invest in your employee, you would see how the product they would provide for you would be excellent, because they believe. If you have pride in what you are doing you are going to see it in the product that you produce. That is the reason whatever I do, I try to do the best. I always try to be my best by putting my mind and my soul into it.

“Every opportunity I get I meet with my staff. I present myself as Haitian American and I speak to the children in Creole. I speak in Creole to parents; I never have a meeting where it is monolingual. My meetings are trilingual. I greet in English because I am in America in an American school where English is the prominent language. Next, I greet my Haitian brothers and sisters in Creole “**mwèn kontan wè nou aswvè-a**” [I am happy to see you tonight]. Then I have someone do the same in Spanish, as common courtesy.”

Staff support.

The informant continued:

“I definitely treat my staff with respect and professionalism because they behave professionally. Firing a teacher is handled contractually. A teacher is observed, and if the observation is unsatisfactory, if the teacher is not meeting the requirements as stipulated by their contract, then you call them into a meeting, explain to the teacher the areas of deficiency. You then provide the teacher with a prescription to help remediate the areas of deficiency. There is a timeline that you give the teacher to rectify the deficiency, and then you evaluate again. You also have to provide lots of supports, [such] as staff development, team teaching, and observation of another teacher to look at the strategies that you want the person to implement. If that does not work, you have to continue the whole process that is delineated by contract. It would take several observations; a full year before that could happen. You never fire anybody on the spot. That just does not happen. Also, I cannot say teachers were fired. I would say they were dismissed. They did not meet the criteria and were redirected to a different profession, a different area. Some people may be transferred to another school.”

Another informant said,

“You always reward your teachers with wonderful words. That is important. Thank them for their commitment, for their dedication, their hard work, and provide them with opportunities to relax. Give them some release time. When you have meetings, you provide refreshments, things that show appreciation and give those rewards, keychains, little trinkets, all types of things. I love it when somebody gives me rewards, because I appreciate it.”

Climate.

The informant continued:

“To maintain a safe climate of the school, whoever walks into this building needs to know that they are coming into a very safe learning environment; and if behavior is reckless, injuring the life of students and staff, that person will be removed as per regulations. He or she could be removed by a simple conference with the person. The person could be escorted by the security guard or removed by the police. It all depends, but they need to know that whoever walks into the school environment is entering a safe learning environment different from the streets. If street behaviors are being carried into the school, the children would know that there is a difference and we would want them to know the difference.

“For safety, you have to alert the police and safety officers or security guards. As you know, the security officers in the school are now an extension of the police department, and if there is any problem the police is called. We have youngsters trespassing and trying to make it very unsafe for the teachers. There are a lot of changes made, and some matters are simply referred to the police.

“In this building I offer a very sensible learning environment, where every day I celebrate the achievements of the children, and also they are reminded every day of how they should behave, how and what they should do to be successful; and also we are reminding them of our expectations of them and what they need to reach those expectations, the goals. It is a place where we provide a very safe learning environment, and they have a family assistant in the building. They have a lot of security officers, and

they have all the other teachers and assistant teachers in the building. Overall, the tone is positive and it provides a safe haven for the children.

“I think knowing about the past of any institution is important toward setting new goals and new horizons. People need to realize that everything started somewhere, and if you are in the right place you may want to bring some changes. What you do is to actually have your public relations [department] publish it so people would know this is where they were. This is how it was before you came, this is where we are now, and this is the direction in which we are moving. This is the action we are taking now, so that people know that is where they were. Now, it is pretty much balanced and stable and we are getting up to spring up for another horizon in the future. Once they realize that they would be educated, they would know just it did not work, but it does not mean this is the way it will remain.

“For the administration to accept new ideas, the new ideas should help the school to succeed, to raise the scores in the standardized tests. I am sure every principal would be encouraged to try new ideas. Especially if the principals feel that the direction that the teachers are taking could be beneficial for the whole school, you will not be looking at a few children. You look at the whole school to get your results. This is what determines the success and credibility of the school.

“Teachers are celebrated for having and running a successful program. They have teacher recognition day, are recognized over the loudspeaker for doing excellent work. They receive letters, notes, for putting up a good bulletin board, having a good performance, running a good class, bringing the scores of the school up on a consistent basis. Let teachers know that they are doing a great job.

“The students are recognized daily. I would say hourly, because they are recognized consistently by the teacher in the classroom. Recognition happens on a larger scope by grade level, the school, the district and the city because it depends on how well students have been performing. Sometimes, the performance is rewarded by a piece of art or a selected prize for the winner. They also have winners for particular subject matter. Based on their performance at school it could be essay writings, they would send them to the city and one of them would be chosen. First, the selection process has to take place in the school. They would be placed on bulletin boards, children of the month, children of the week and that is for all subjects, even attendance. Sometimes these announcements and competitions come from the district. Whenever they need student participation, they would forward the information to the school. When it comes to us, we would ask the teacher to select a child that is best suited to participate in the event.”

Safety

The informant continued:

“To keep the climate safe, if a child misbehaves, the child’s parents must be contacted by calling the parents over the phone. If the child is suspended, a letter is given to that child. The child can also be placed on a behavioral contract. If it is the first offense, I could have the child write such things as the following: I will not fight, I will not use profane languages, I will listen when I am spoken to; I will attend school every day. If I am absent, I will bring a note, I will not be late to class, I will not disturb the class, I will stay on task during class. Based on the behavior of the child, I will prepare a contract which is suited to the behavior. The child would sign it, date it, parents would sign it, and the administrator signature will be included. If the child violates the contract,

then I will proceed to the next level of punishment. I can also send the child to indoor suspension. Indoor suspension is when the child has to come to school and is assigned to another room where there is a teacher that deals strictly with discipline behavior. They teach them how to behave, what to expect, why they should not do that again, and then I sign it, give it back to them to be signed and also a copy sent by mail to the parents. The parents are also contacted by phone to let them know that this is what to expect at an indoor suspension.

“It is already in the system. Over here, this is a log. I log everything, the student ID [identification] and everybody that I see every day. The period I see the child, date, time, day that I give the detention, including parents’ name and teacher’s numbers. I put the telephone number of the parents and then contact them, whether it is the father, mother or a guardian I put it right there. There is also a case management form that the teachers fill out for misbehaving.

“The teacher fills in the first part and I complete the rest, and then send it to another office to be processed. Once the form is processed, it is in the system, the whole school system has it.

“I can be at any school and pull that information with the student identification number. If the police stopped the child, the information on the child will be used, social security number, and/or identification number. Let’s say, for example, if a child was found on the street when the child was supposed to be in school, the police would bring the child here. Bring them to me; a report is with me and I have to make a decision whether I should suspend the child or put him on a behavioral contract.

Suspension.

The informant continued:

“Outdoor suspension is when the student is not permitted to return to school for a given amount of time. When you fight or steal or you do something disrespectful, this is how a student is disciplined. If a child is neglected, we should inform Human Rehabilitation Services. If a child is abused by anybody, you should call Human Rehabilitation Services. You can call the child’s parent in order to let them know about what’s going on. That is the nature of my work. Also, I do a lot of conferences with parents, teachers, and students.

“What to do when two students fight? I listen for the reasons, who started the fight, I get the witnesses to testify. I listen to the case, and then make a decision whether I should suspend the child or put the child on a behavioral contract in order to improve his behavior. We do not believe in suspending a student unless it is necessary to do so because we want the student to spend more time in school. We do not want to prevent the child from learning. Therefore, what we do instead of suspending the child [is] we may give the child indoor suspension where the child will be in the classroom learning, or could put the child on a contract if the child later violates contract, then an outdoor suspension will be given.”

Job expectations.

The informant continued:

“But I know what to expect. There is a line; there is a line that is drawn. You know what to expect in your job; you know what to do and what you can’t; the dos and the don’ts. If you know the dos and the don’ts, you know what to do. You do not have to

let somebody wait for somebody to tell you this is when to do it, when not. You just go and do it. So when I was hired as a leader, as a general disciplinarian, yes we have problems in the school, but we designed a system and I implemented the system to see to it that kids followed through. Through the system, I said, 'No children in the hallway without a pass, and I have consequences and if you failed to do them, then you get suspended. If I find you without a pass, you have go back to class to the teacher where you come from and make sure that the teacher issued you a pass. If it is not an official pass, we will not let you go. You have to have an official pass—one that describes where you came from, where you are going, and what time you left the room. If you are found in the hallway, or if you are caught in the hallway without a pass, that means three days out on suspension. Call your parents, invite them for a conference the first time, put you in indoor suspension, and next time you are found you are going home for three days and the parents signed the contract before the first day of school.' They send it home, the children sign it, and parents read it and send it back to us. I do not know, yes you signed it. That is the end to that."

Parents' contributions.

The informant continued:

"New York is moving out of the leadership teams; where the schools are run by a group of teachers, parents and principals, and 50% of the members of the team must be parents. It is not enough to bring in parents as team members; when you bring them in they must be able to contribute. If you are fighting for a place at the table, when you get it, when you sit around the table you must be able to contribute, you must know what you are fighting for. If parents do not know about the issues that we are dealing with in the

school system, how can they contribute? The parents know about their children, the parents might be just fighting for their own child: 'I know my child cannot read.' It is a big problem with a lot of other children, not being able to read. There are other issues, dealing with budgets for example; parents should be able to know what that entails. The word is self-explanatory, to form leaders and I think they should understand the problems facing the school system, understand the school system and to have visions, to bring changes into the school system, to be effective change agents.

Another informant said:

"We give leadership workshops to parents. The board of education and the district have workshops on school leadership teams. Other times we invite guest speakers to speak to parents. The parents come here to find information about schools. The parents come here with letters they do not understand in English. We translate the letters and documents that they cannot read. We have people here who speak French, English, Creole, and Spanish. For those languages we do not speak, we refer them to other organizations.

"Depending upon the place, if they translate for the school system, yes I can understand, I can just call the principal and say, 'Yeah, this is what the document says.' But if we depend upon the place they are translating it, those places may have their own requirements as to who they accept. Basically, it is not that you do translate official documents, really, but a lot of times parents do come here; for instance, people who do not speak English. They receive a letter and so you come, you read it for them, and tell them exactly what it says. Sometimes it could be to write a response, you help them do that.

“You take somebody who just arrived here who does not know. I mean, you are also an immigrant, and when you came here you were a child. But, you know, so take somebody who just arrived, okay, [who] does not know anything about this community here that we are living in, and you know they, even though they may have people at home, those people may not know anything about the community. So, because a lot of times when they come here, and nobody ever teaches you anything so you do not know anything and so, people have needs, they have things to do, they need to know where to go. When they come here, you sit down and talk to them. You find out what their needs are, and then you refer them to the places that can take care of their needs. It could be people who are looking for job training, so you know where the places are that give job training and you refer them. It could be that they are sick and they want to go to hospitals and you...for example, in Haiti, if you do not have money, you cannot go to the doctor. But here, you can tell a person who, even though you do not have money, you could always go to the doctor; we could refer them to community centers, places that can take care of them. That is what we are here for, it might be a legal problem and you do not know where to turn. We might refer you to legal aid; we might refer you to a private lawyer. People could be looking for jobs also, and do not know where to go. We might direct you to agencies that look for jobs for people.

“People might not know they can go to a real estate agent for housing because when you say we do referrals, it is really talking to people and finding out...for instance, the other day, there was a lady whose house was set on fire and she lost almost everything in the house; we referred her to Red Cross. There was a problem with the landlord, so we intervened; we wrote letters for her. I had a parent whose child was also

arrested and she came here to me, so I referred her to legal aid. We basically have books, videotapes, materials that the parents can come and borrow.

“We basically advocate here for parents and students. We help parents, we help students, as part of our mission, also we help sensitize school personnel to the needs of the immigrant children. About two months ago when the group of foreign people were coming, and you expected the school system was going to be flooded with people from that country and this is not what we had, such a center would be, try to teach people about the needs of these people, how to better serve them. Here in this district, we have a large group of Caribbean English and Haitian Creole population. We share information with principals on having schools that deal with foreign people, teachers, Haitians. The problems they face when they come here and when they were in Haiti, we try to make people understand.”

What we do for parents.

Another informant said:

“Sometimes it depends when they bring their children to school in the morning. Just ‘Hello, how are you? Any problem? How are the children doing? How are things going?’ Small talk. No purpose. Just to let them know that you know who they are and you are interested in their well-being. There are times when you have to get a hold of parents. When parents come to see you and they are not very pleasant, one of the first things I put up front is that ‘I am going to listen to you, but without all that screaming or shouting. You are talking to me, and if you really believe that you are that upset you have to shout, go home, come back another time, or come back later because you cannot do this.’ It is the same thing we say to the teachers. We are modeling for the children. If

you are going to come here and scream and shout and we are telling the children not to do it, what type of message are you giving to the children? We cannot do that, and sometimes they have a very good reason to be upset and remember I always keep that in mind. These are parents and we are talking about their children. This is very, very important. Their children, their well-being, someone else hit their child. Their child left something and someone said something wrong to their child, especially the adults, other children bullying another child. These are very important issues and, as I mentioned before, they are in their children's best interest, and I always say to them, 'Please, we want that. We want you to come in. We want to listen to you, but we have to be very, very careful.' In addition we have PTA meetings where the parents are invited, and to the extent possible where principals try to provide translators, interpreters for the parents to translate for them, and these are the types of meetings that we have."

Another informant said,

"I have not really thought about that. I would imagine that, lately, the principal of my school has done something with the morning announcements, where he will play African American music, not only American music, American Hip Hop, American Rap, and it did not occur to him that there are students from other cultures who said, 'What about our music?' After it was brought to his attention, he made a point of playing some Haitian music to acknowledge that multicultural aspect that we have here in the school, and so it is not enough as far as what an administrator could do to help the school environment, but it is a start. I do not know what more we can do. Probably, we need to come together with a focus group to discuss it. We have a multicultural festival every year. Now we have a Haitian flag downstairs in the main hallway on the first floor. All

these things are part of the environment. I am sure there is a lot more we could do if we put our heads together. We can certainly... I do not know if there was ever a Haitian Club in the high school but there can certainly be a Haitian Club. I do not know as an administrator if it is something I could do or encourage a teacher to do.

Promoting diversity.

An informant replied by promoting diversity:

“I teach students to accept one another. Teach students to accept other cultures. In order to do that I make sure that we dwell on their culture; there is no way you can understand others. If you do not love yourself, you cannot love others. It is a long training process, and we use various modalities, songs, movies, short stories. All these things are done prior to the general assembly that will be the coordination point of promoting diversity and throughout the school year through art work, poems, and visitors that I invite to the school. I always ask them to touch on diversity, teaching students how to accept others, and how to work in groups. We do touch on group dynamics in promoting diversity, and in fact, I believe where this message takes a foothold. It enhances the climate of the school. We have less talk among ethnic groups, and students start to identify with the school. Once they take ownership, certain things that generally happen in the urban setting would diminish.

“We do acknowledge all the cultures that we have here: Native Americans, African Americans, Caucasians, Hispanics and two or three Haitians youngsters. We have varied activities, displays of paintings, short stories, presentations. At the evening events, we invite the community and have food sessions, where the parents bring food from different cultures and dress in the garments of their cultures. These are the

collaborate things we do to promote diversity. Once you promote diversity, the youngsters know the administration is serious.

Positive climate.

The informant continued:

“I have children perform in different cultures. For Hispanic Heritage, the traditional time is run in October. I do some activities in October, and then in February that month is also Black History. I think it is quite fitting to bring a Black Hispanic to let them know they are Black people everywhere. They have been exposed to a variety of cultures like Haitian. Our official language is French, our native language is Creole, we have a tendency to lean on the French culture in terms of food. Someone from Jamaica is influenced by Britain because it was a British colony. I had a speaker from Panama last year. He works in the district as a lead teacher. He is also a musician. He did an expose on Panama, and when he started speaking Spanish, even the African American children said who talk that talk. He speaks that language because he is from Panama; that is where he grew up. His culture is very Panamanian; the food that he eats is different from the American cuisine, but yet the bottom line his job as a teacher is to educate children and he is doing a good job at it, and he is not afraid to say that he is from Panama because he is not ashamed of his culture. You should not be ashamed of who you are. You should love yourself so you could love others.

“Being a foreigner, of course, is a plus where I work because I come in with different languages and another culture and the sensitivity to deal with other people. I think that is an advantage to actually being a foreigner and being able to appreciate and celebrate other cultures.

“I do not think I am the only person with an accent. I know everyone for sure has an accent. Whether you are black, yellow, green, orange; whether you are from Brooklyn, Massachusetts, New England, or New York, Britain; whether you are European, or Haitian, Caribbean; everyone has a different accent.

“You have to understand when it comes to accent, one applies to certain people, certain groups or certain ethnic groups. I would say, generally, if you hear a French person speaking French or speaking English with an accent, they would say “Oh, how romantic it is,” and they would even portray it on television, or anything else as being very romantic someone speaking with a French accent. Whereas, if you take someone from Haiti speaking English with an French accent or Creole accent, they will say, “I do not understand what you are saying.” You have an accent or you have a thick accent. So, that is the difference. The difference is not really the accent, but who is saying something with the accent. That is what makes the difference.

“I am not sure. I do not know if there is, but for them to go and look for teachers elsewhere under the pretense that they cannot find anyone who is qualified to do the job, there must be more than that, because if you go into most of our schools in the innercity, most of the teachers are mostly from the Caribbean or other places from “third world” countries. So they probably need teachers from the first world countries to integrate in the system.”

In creating the proper atmosphere, Matthews (1981) stated that, monthly, to increase the morale, they plan building events such as staff breakfasts, staff appreciation days, staff field day competitions and public relations campaigns featuring bumper stickers, notepads and pens with a motto. They also have a series of upbeat activities,

such as a Valentine's Day luncheon, a weekly bulletin on classroom events, school events, a school spirit day and a staff party. Spending time together socially and professionally helped staff members get to know one another better; ultimately it will build a camaraderie that reflects in their professional relationships. Additionally, you can propose a week of special projects, holding breakfast, sending flowers and candy to teachers and giving special "You are appreciated" lapel pins.

An informant said that he invited a popular Haitian singer with his band to perform in his school. He invited a well known Spanish Dance group to perform. He had a Haitian catering place cater one of the luncheons at the school. He also invited a well-known African American group to perform at the school.

School climate.

The informant talked about school climate:

"For the climate of the school what I have done in the past, when I was a principal at the other school, the cultural issues were not solid. So, we had some programs for Hispanic Heritage; we had some programs to promote some Jewish Holidays as well. But, in another school, I had a general assembly to address specifically diversity, because I always believe in that. I do not believe in a melting pot. I believe in the salad bowl concept where you can be part of a whole but maintain your identity. At both schools I have done assemblies promoting diversity.

"The bottom line is that the best way to manage is not top down; it is team building and has to be collaboration between teachers and administrators. What I do... it is evident that I am the team leader, because it is well known and I have the posture of a team leader because I am there to support and I am not there to get you and punish. My

behavior is not to walk around with a whip and start writing people up. When I first became an administrator I did that, and I found out quickly that you catch more flies with honey than with vinegar. I grew into the position, I realized that it's a team effort. I would not say 'my subordinates,' because I never see myself as above them. I am a team leader. I get them to do more when I can. I get them to buy into my vision, and my vision is similar to the Board's vision. I work hard to gain the support and collaboration of my peers. We want to educate the whole child; you have to turn the whole person, meaning that teachers have affective needs just like the children. You have to address their affective needs and let them know that you are listening to them. Whatever they tell you, you need to react to it and you need to address it professionally in the manner [that] they can gain intellectual growth from that exchange. I have been an administrator for 18 years. It took me almost a year to realize I cannot go around writing people up threatening to bring tenure charges. It is time-consuming, and it took a year for me to learn how to work with people. To me, that is 60% of the job: the ability to work with people.

“As I said, if the person said to you, the person is certified, the person is ready to work. Then you have to ask the person, “What can I do to help you do your job better?” You will certainly get well. Some will say I need more supplies; I need two tons of paper because I like to run dittos. I need not to be disturbed during my preparation time so I can be more refreshed dealing with the children. When I send children to the office, I want them suspended right away so they know that I mean business: Do not send them back to me, and whenever I want to leave before three o'clock I think it will be fair for you to just let me go because I could have taken sick leave, you are familiar with that.

What I do I have the person come in my office. I have spoken with a few of them even during the summer. I give them a call: 'Hey, Ms..... How are you? How is it going? You know school just started you know, we did not get a chance to chat; I know that you are a novice.'

"I know the hustle and bustle in the first few days. The youngsters are boisterous. They want this; they want that, so you are trying to do, to work with them to acclimate yourself with the environment. 'What do you think I can do to help you out? Would you like me to come to sit with them tell them a little bit about the principal, the principal's office, about the school, how I like to see things done, tell me what do you need? You need some supplies? Okay, you have to meet with your colleagues from the other set, first grade teachers and see what kind of supplies do you need that you can share and I will do my best to get as much as I can, since I have a copy of the budget. We can sit and look at it together and I can show you how I can help you.' In addition, what we should do is to organize, since we are promoting teams. I think we should reserve the cafeteria once a week for all of us to sit together and make students learn, student work to see what we can do to move the population along. We plan on differentiate instruction, so on and so forth, it takes so much to work on mandates, but there may be some things we can do and there are some youngsters who may be functioning below grade level at least two or three. Maybe we can arrange to service these youngsters together at one point during the day, when they see that I am reaching out to them. You address issues that are close to their heart. They do not have to like you, but they will remember that you did something positive, something they wanted. One thing that is important, the meeting must be able to discern needs versus wants. It is a balancing act. To win the person over to you, you

have to look at their needs, you have to look at their wants, and you have to be sure the person is on track to accomplish the district mandates. You have to very personable and, as I said, in other words, demonstrate the effective need. Let say a teacher has a three-year-old child. She has a babysitter and the babysitter would be running late for the next three days and she says, 'Well, I'll take the time off. I will take half a day and will not be able to get here until 9:15. Suppose you take or drop the youngster at 8:20. Well the best thing to do to promote continuity of instruction is to allow the teacher to come in at that time, but, again, as a building base administrator, to protect yourself, you tell the teacher, 'Send me an e-mail and I will respond to you so that will be the documentation and my justification.' I make a little note on it and just put in a file somewhere, but if every two weeks she wants to come in at 9:30, 9:00, 9:15, then it is an issue. It is an issue that I cannot tolerate because you are promoting negative behavior. They will have negative impact on students' learning. It is a balancing act, but you see how the person feels about you. If they know that you are there to assist, you are there to help, to make them work better to help them get better results it should not be a big issue to win them over professionally that is.

“Well, what I have done is basically practice what I preach. The first day I met them in this school, I told them about my background. I had a copy of my resume available for them to look at—my portfolio actually, and subsequently I told them that I am from Haiti. I do have an accent. I am very proud of my accent. I am very proud of my background. I am from the poorest country in this hemisphere and with a long history of greatness, and I promote diversity. I accept other cultures because I grew up with other cultures. My main focus is to give children an opportunity to get to the piece

of the pie that this country offers. It is the best country in the world. They have the greatest opportunity here, and we have to lead the world and the way we do this is by following the district's mandate, the curriculum guide, assess youngsters, cover the objectives once they get 80%, then you move to the next 20% to differentiate instruction. Make sure that they catch up, and then again I ask them to be very comfortable, to make the children feel comfortable, because I believe that the youngsters can sense... they have a sixth sense or seventh sense. We then let them know we want them when we do not. The way you receive them at the door dictates how happy you are, so if you are in a bad mood, you had an issue with your husband, your wife, your child, they would not get on the bus and made you late, it shows on your forehead. The children will have the same attitude and the same inhibitions, the same fears. They will be distant; they will try to talk to each other, and obviously you will be off track because mentally you are not in the classroom with them and you have the tendency to not pay attention to the ones that are truly in need. So, I enforce that they need to have a positive attitude, leave their baggage at the door, in the parking lot. Come in and perform for the children and put them on track. Then you can pick up your baggage on your way home. It is a very difficult thing to do, but if the person gets to a point that they feel that coming to work is a good thing, Then it will reverberate to the student's population. Fortunately for me is that I am enjoying here, which is great. I have a group of teachers I have met. I enhance their productivity by addressing their needs, so on and so forth. Again, you have to practice what you preach as an administrator; I cannot come to work at 8:30 as the children are coming. I have to be here before the children, and I have to respond to my e-mails either late at night or early morning so people will see that, even when I am not here, I am

concerned about what goes on here. Then you have to throw some hints when you are talking to them. School leadership committee (SLC) meetings you have to attend to, listen to their concerns and they will shoot questions at you; therefore, put you in a tight space. You have to be ready when you go to these meetings.

“There have been a lot of modifications due to funding; cut the money to justify why they are cutting so they are limiting a lot of things that could be [that the] School Leadership Committee would not be paid. Years ago, they paid the parents as well; then, the past three years or so the parents had to be volunteers and teachers who participated got pay for the actual meetings. I guess this year they are not. I just spoke with the School Leadership Committee Chair this morning. She came by because we stay in touch. We talk about that we will continue to have School Leadership Committee because that will be their voice to me in a lot of ways to get them involved in the school’s affairs. The union representative is also an entity; this is their voice. It comes mainly when you are dealing with negative issues, when the school leadership committee addresses things with a different point of view to improve the school.”

Parental involvement.

On improving parental involvement to improve the climate, Mr. L. said,

“This is my own view regarding parental involvement. I do not think that parental involvement should be something a school should say. It should come from the parents themselves you see looked at as a priority. The administration of the school should not give that a priority. It is not for me as a principal to ask parents to take interest in the education of their children. It does not make sense to me. That is your business as parents to be interested in the education of your own children. If it so, then

you take the step to make sure that your involvement is there and so on but not for the school, the administration of the school to go and spend time and energy to through the hassle, the trouble to get you to be involved in the education of your own children. You are doing a favor to the parents. The parents do not do me any favor. I do not take favor from the parents. That is not my role really, not to get parents involved. The parents should be involved themselves. The incentive should be from the parents themselves not from the school. I have a PTA and a PAC [Parent Advisory Committee] here. The PTA is the Parent-Teacher Association. The President of the Parent-Teacher Association is very much involved having the parents come to the school and talk. This is not what you really want from parents. What you want from parents is the value they put in education. You want parents who value education, who are going to make sure that children do their homework, who are going to make sure that their children go to the library, who are going to make sure that children have some time at home to read. They create an environment at home for their own children to see education as a way of success. That is the kind of parental involvement that is the one we should value really, the kind who cooperates with the school to help the school do better by having the children to look at school as the place to go to learn, to have a good time and to be successful academically and socially. We have the PAC that is a Parent Advisory Committee. Since we are a Title I school, the federal government gives money to the district, which in turn gives us some money to have parental involvement. You have to have workshops for parents, you have to have meetings with the parents, and you take parents to conferences, local or out of state. So we have that, we have that. The parents really, every month, have a meeting organized by both the PTA and the PAC. Okay, those meetings really are where the

parents will come to talk about their problems, about what is going on with the children, about what they can do to help the school. We have some parents volunteer in the building, we have the PTA who organizes groups of parents to tutor some children, and the PTA will have some officers in the school to help in the office here and to help with discipline, or things in the cafeteria, all kinds of things. We give them an office in the school, not only an office, but there is also a parental room, a parent room. That parent room is mostly for the early childhood children the pre-kindergarten. The law requires that you have a parent room. You have a place where the parent can come and have meeting; we have that in the building. We have workshops for these parents very often—maybe twice a month—because that is a requirement by the law that you have so many workshops to help the parents understand the necessity of having the children in school so that you can give them that extra work and so on. The role of the parents is to understand the standards and to help the children meet the standards. To encourage the children, to create a climate, some kind of environment for the children to meet those standards, in terms of the policy, I did not think the parents had too much a role to play in that. Of course you have hearings, but the things are presented to the parents. It is not that the parents hold the powers, the decisions, making people what to do. They would tell the parents what we have in terms of standards for language arts, in terms of standards for math, in terms of what you have to do to have a high school diploma. Now you have to have five regents [exams]; you have to pass all five so that you can have a high school diploma. That is the power of the standards, the raising of the standards the parents have nothing to do in terms of deciding. You see the politicians make a lot of noises about those things. Those things have no substance, parental involvement, all

kinds of nonsense, it is just the meat. The essence of the matter is you have a curriculum, you have to cover a curriculum, you have to perform at a certain level, to move from one grade to the next, even to have a high school diploma or to finish high school. You have a curriculum; that curriculum has to be taught, children have to be able to read certain... to perform at a certain level; that is all it is, that is all it is. Then, you have a lot of children who cannot make those standards. Even when these standards were low, a lot of children could not meet them, let alone now we have about 40%, maybe 60% of the children not making the standards, dropping out. You are going to have a lot of them dropping out of schools.”

Another informant replied:

“I believe what they do is to make parents feel okay. The parents become more receptive and relaxed that they can feel comfortable to go speak to the person. They will be supportive, and when you have parental support, parental involvement, your children will do better. The children who are of the same nationality, they see you. They have a role model. You serve as a role model for your students and that helps.”

One participant said:

“As I looked back I can see the things that I did that my principal appreciated. The same way I am looking at the classrooms. Sometimes I am looking for myself in the classroom, because I do not see the teachers who look like me.

“Unconditional dedication to children, and that is what I have... a few spectacular teachers who have that. The bottom line, the child is yours and you do what you have to do. You plan thoroughly. You offer a beautiful environment. You teach all the time. Every interaction is an opportunity to teach. To go back, remember when you told me

about nurturing children and I believe I answered nurturing the teachers. Nurturing the children is making every interaction an opportunity to teach something, even in the way you model, the way you speak to them. The way you rectify the way they answer. I used to do that even before it became part of the standards. Now they are asking, 'Is a child able to hold a conversation with an adult?' It becomes part of the standards. But it used to be what adults did. For some reason it has become the standard because adults have stopped modeling for children. Somewhere along the line, they just stopped. They agreed that children spoke one way and adults spoke differently. They would not rectify a model and say you mean. **'Une phrase entière s'il vous plait.'** 'A complete sentence please.' They stopped, and they say that children do not speak the way they should or the way they would like to speak so they can understand the written material. That is what I did as an assistant principal all the time. They use to come with the ATS (Automate the School) sheet that is an attendance sheet. In that other school, the procedure was to have a monitor bring the sheet down. In this school we do not do that because it is too big. We have people taking those things up. The teachers pick them up. That is different. They used to come to the counter and silently hand me the paper and I will say, 'What can I do for you, my dear?' They will look at me and give me the paper silently. I said, 'Say something.' They will attempt to say it is. Then I will give them the sentence when I will say something. Some of them will come up this or my teacher gave me this. I said, 'What is it?' You know, the next day the child will come and say, 'Ms. so-and-so sends the attendance sheet to you,' and after a month, they would be very articulate those who come down. That is what I called nurturing children. To set the expectation, model what

you want and then you get it. This is what I called the spectacular teacher, those who do not miss the opportunity to teach in a nice way of course.”

Selection of staff.

The informant continued:

“I have a good disciplinarian, but she is learning to be a good teacher. I have one who is good and strong at the same time. I was able to get two people that did not apply for grade eight into grade eight, which was excellent. I was not able to move two teachers from grade two to three because they did not want it. I tried my best but they did not want it, and I had to make the decision of not putting them there against their will because they are excellent teachers. But for some reason they did not want to move up. I tried but I did not get that. I was not very pleased about that because I wanted them on my testing grades. I get along with them and they are good, but for some reason, I was not able to have them move up. I have the feeling that one problem is I have the two of them on the same grade. They are one looking at each other. You make the schedule to see what vacancies are open and tell the district that you have vacancies. They send you the people to be interviewing. I have quite a few new teachers, which is another item of stress because you have to train them fast. I give them a buddy first, a staff developer or an experienced teacher, to help them and a funded person to help them plan. They have funded people; they do not have a class. They come in and they work in groups. I have people doing demonstration lessons to work with them.

“They look like clusters, but they do not do preps. We call them funded teachers, Title I teachers. I put only few to work on, and I go in, the Assistant Principal goes in. I want to give them support until October and then I would observe them hard. I am telling

them what to do. They are outside, lunch, and then the seventh graders is sneaking out and I say, 'What grade?' 'seventh' And I say, 'You need to have your lunch.'

"So it is a little, can get a little tiring, again when I am finished with lunch time, I am done. I have to take a break. Do some paperwork because it is a mission. Well, what can I say; that is my job to improve teachers' performance, and now the entire month of September is devoted to going into classes to see what their needs. I do not have problems with them, but I have discovered the depth of what is lacking in some instances in the hiring that I have made.

"Somebody may even have good resume and even may have a Master's and mess up in the classroom. I try to take people that have the most education. I start with the background. For example, you have somebody who has the background in Sociology and someone who has a Master's in English. I needed somebody to take a grade six; I would take the person who has the English major.

"Another person, who had a degree in Education and the other one had worked in Wall Street. I went with the Education; that is the way I will start, and from that I enjoy the interview. However, you may find someone with a different background who is intelligent and who can learn who is starting a new career, then you may be very lucky and that person turns into a very spectacular teacher. I have met that too, but the rule of thumb for me, I take someone who went to school to do the job. At least we can be on the same page in terms of the conversation. I have people here now, a few of the newcomers. She is having trouble controlling the class, and when she came she was an excellent substitute. Obviously, you know I have to train her. The first thing I tell them is the conversation for training. I start telling them, day one, you give them whatever they

need, and then when you pass you tell them whatever you see is not happening. You whisper something, or later on you say; by the way I had to have a one-on-one sitting-down conversation with one of them explaining to her right away. Listen, I have to start by telling you that I know what you are doing is very difficult because you have to listen to several different people and try to learn. I know one day you will develop into a teacher, but the children have no time, they will be seventh graders once. I have no time. I may not give her the time to learn bit by bit. She has to learn fast, and I am confident that she will learn fast. That is the interaction with several people, whether it is about the lesson plan, whether it is a demonstration lesson I am coming to the classroom for an observation. That is the way I do it, so, I suggest you relax and learn. It is not that she is doing anything wrong yet because then I chose to train her because the children have no time because last year one told me you know I am new, I said, listen they have no time.”

Parents.

The informant continued:

“When the parents call you to give you the report, these same parents were anxious, almost accusing the world of losing their child. The same parent who called you to say, ‘Yes, Madame, we found him.’ I will say, ‘I am very glad your child is safe, Madame. Have a good weekend.’ Do not say and then that is the job, but she is a parent that is her child and the poor teacher she did her best. Poor me, I had to take on this, but that is the job. When that is over, I called the superintendent to say they found the child and she said I am glad he is safe and she hung up. I have to be in the mix. As I told someone one time, I am responsible for people’s lack of judgment. I am accountable for other people ineptitude. That is my job, they make the wrong judgment and the ball falls

on your foot. You have to always be watching, looking, supporting, and talk to people to see how they think.”

Another informant said,

“The discipline plan is a schoolwide plan involving parents, teachers and students. That tells you specifically our school’s philosophy. What are expected of the parents, the students and the teachers when they come here in this school? Whenever the plan gets violated, there are consequences. Basically, these children know, for every action, there are consequences. If you choose to violate it, then be ready for the consequences. We involve the parents, the teachers, the community, and I think it has worked tremendously as far as making the school successful.

“The standards are coming back and excellent teachers use them. They make it mandatory to spread the good practice for everybody to follow. In a sense, it is good. However, they are not giving people enough time to be trained before being held accountable. In that sense, it is hard and also what they are not doing. They are not giving the resources to support teachers what they call staff development; sometimes it is not staff development. It is teaching what should have been learned in college by that teacher. We find ourselves, instead of implementing strategies and helping them to learn, we are teaching them a knowledge that they should have learned. It is the situation and you have to deal with it.”

A participant said that, regarding reaching parents, this participant does it in different ways:

“Sometimes it depends when they bring their children to school in the morning just say, ‘Hello, how are you?’ ‘No problem.’ ‘How are the children doing?’ ‘How are

things going?’ Do small talk. Just to let them know that you know who they are and you are interested in their children’s well-being. Regarding parents, we listen to them. We design a plan. We carry the plan through, and you do not send them on their way. We make an appointment or call them back after a month or six weeks.”

Another informant said,

“Oh, yes! If they place Haitian administrators where the Haitian students are, it will improve the climate of the school. Definitely, because right now they are schools where there are ethnic tensions between African American and Haitian students, and in that particular school they do not have one Haitian administrator. They do not even have one Haitian counselor. I think it was last year they tried to hire one. In that school, they have ethnic tension. I think if they had somebody in the upper level at the administrative level that was Haitian, I mean well qualified, you know I think it will help the school climate. The Haitian children will feel better about themselves. The community will feel greatly about this assistant principal or principal. I think they will need a principal, but I think also even at the region level they will need somebody Haitian. They do not have one person who is in administration over there in the region. So at the upper level we do have principals, four principals but I think they need more. They definitely need more. If you look at the number of Haitians in the school system, I think the last time we counted, we had 287,000 students. I think more than 30,000 of them are in the system, in other words they are talking about kindergarten to 12, not the adults. In the kindergarten to 12 we have at least 30,000 students. I am talking about 30,000 who are just receiving English as second language. They consider them regular children but they are just taking English As Second Language. They are in English As Second Language,

that means that we have a substantial number of children with Haitian background, Haitian descendant children in the system, and for that the more the merrier. I think they should have more, but if you look at the list we will see that we have a substantial number of assistant principals who are very qualified to become principals and the principals should be really considering going higher in, other words, to region, because they go according to hierarchy. You go to region first, like a director, then after that you go up to assistant superintendent, and then after that you can come to the Board of Education.

Informant, Mr. D., said,

“You have to gauge the temperature of the parent, and in most cases you can always tell them I will be with you right away. You will have to come back. I am trying to do this or you may be occupied with something. At least make eye contact and say I will do it or I am doing this and so on. You never ignore a parent because we talk statistically, but the child is not a statistic, that child is a 100%. I do not care we have 90% of the children passing, but my child is failing; that is what I concerned about. You do not view a person as a statistic; you view them as your own child or whatever, your own mother, your own sister, or your relative or whoever it is. Right, most of them come for discipline; I want to help you, find a sibling, find a tutor, give materials to work with the child, I suggest things to parents, and I do not know if they take the suggestions. I gave them the yearly standards where your child is supposed to be reading between September to June, 25 books and book equivalent. Read to the child, do whatever you can, but do not denigrate the child, no matter what. It is your child; you have to become an advocate for your child; work with your child; go with them to the library. These are

the suggestions. Get other students to work with them, get phone numbers from other students. Maybe they can do work together because the child's relatives are not available.

“One thing teachers like to say the parents do not care. We can think of the worse parents but every parent cares. They care but they do not exhibit the behavior to show that they care because they do not know how. As a teacher or an administrator, you have to show them how they can take the easy step. If they have a problem with the child, the worse children wear nice sneakers or has all the latest video equipments, use that as a motivator. I do not have problems with my own children, since they both starting driving. That was one of the greatest motivators, and still is for the younger generation now. Clean your home, you do not do it in half an hour, you cannot take the car. Do you understand what I am saying? You use what they like. You cannot have the car, you cannot go there. You do the right thing, you will have it. You want these sneakers, you do this. For a lot of parents, maybe they have issues, especially immigrant parents, sometimes I really sympathize with the parents, especially immigrants who have nothing who come here work hard, they work very hard to make it for their children. The children do not realize that. The children are basically growing up by themselves. They are not working for not very large wages. They put tremendous power; that is why he came to America for you came to America as an immigrant; you do not want to go back failing because you might have as well as stay home and stay under the coconut tree or whatever food you can collect. You do not come to America to starve so that is the one problem with immigrants. They work very hard and there is to be in Living Color about this Jamaican guy who had 53 jobs with the Range Brothers They always make fun of

this Jamaican guy who always have five, six, seven jobs here and there. You are so driven as an immigrant sometimes you have to establish the rules and this is one of the problem with my friends in here right here in the school. The parents are busy working. I know some parents who drive taxis; they probably do that 12, 15 hours a day. How much time can you really nurture, work with the child? That is where our role comes in; therefore; we have to be sympathetic and can never tolerate teachers who have this kind of thinking, because I internalize, I put myself as a parent and said, of course I want my child to have better than I. I want to achieve the highest; it will be difficult for my kids to have the level of achievement, but at least put them in the situation to achieve something significant. If you insist for children to bring something, they will bring it because the flyers come to their home free. Through penny savers, they deliver free flyers on the weekends. You have to be insistent. The same children you say cannot afford it, look at their sneakers. Exactly, their sneakers and their outfits cost more than my shoes. I will not accept their answers. When I taught I never accept their answers. Students will say our parents pay taxes, you the teachers in the schools have to give us everything. When I taught mathematics, I insisted the parents buy certain books, review books, but they want their children to achieve a certain levels, you have to input something and when the children see you sacrifice they are not going to trivialize it. You give them a pencil, they break it up, but if the parents pay the money for a pen or whatever it is they will claim more tenaciously to it. So everybody, I do not think poverty is the issue, it is a matter of how you prioritize things and the insistence. It is not an easy job to be an administrator, or a teacher, anything, the consistent, the constant, until they get into the culture. I do not care how poor they are, they have means because I know some people that I have

facilitated who had zero, they are able to get to college free, I helped them out being able to access the aid.

“Well, they get puddle and punished in the middle, but they have jobs, they have their houses, they have a relative security, so why should anybody be grudge for keeping whatever they got. I disagree with what the middle class is saying. The poor has... because the same middle people are the ones who have jobs where they cheat their companies by taking fifty dollars lunches, having cocktails, doing things like that. I do not feel any sympathy for them. I am not afraid of paying taxes because somebody has to pay in order to maintain whatever status quo there is. I do not grudge people how are you going to uplift society unless the bottom has some type of affirmative action done on their behalf which is seen as something negative. I think if the people want to maintain the peace, the middle class has everything, why not enhance those who do not have and help them as much as you can because even in the system that works the poor people are not the main beneficiary of welfare, the poor people are not the main beneficiary of education. Let us look at the prison industrial complex just to digress a little, the major prisons are in the rural areas, towns are built around rural communities, that is where you get the money, you get employed where are the houses of the poor people so they are being used to provide for the prison complex, plus if economic is...when you talk about welfare, you are talking about the transfer of money that would have been idle when you pay a farmer to produce X number of chickens that are set for free lunch. He is making money because he has a product that somebody is buying because it is free, people are wasting it, they keep on wasting. He has something to sell, and the baker, whoever makes ice cream, they sell it for school or they transfer the payment through welfare

checks, who is the greatest consumer—not the rich, the poor persons are the greatest consumers. In terms of what they call the marginal propensity consumer it is 100% the poor people. The middle-class people do not consume as much as the poor people. It is the poor people who move the economy, the idle money, they move it because the money just sits in the banks and earn. It is not the poor... they may get the short term but we must educate them for the long term. That is my position. Now everything is changed over the last 10 years. Teachers used to do lunch duty, Circular Six is a tremendous negative in terms of maintaining certain status in the school.”

Administrators' viewpoints.

The informant continued:

“Some people are in it for the pension. No other reason, I am very resentful of teachers who come in two minutes before the children. Who walk in when they line up and they all assume that everybody else is out there. I think education is a dedication that has to be there... a commitment that is what they call a vocation. It is not a nine-to-five; it requires time extension for preparation, dealing with individuals. The difference between working in education, we can never compare education to industry because industry has common inputs which result in common outputs. Classically, they used to ask why schools are so inefficient. Well, in the factory you can produce 5” nuts over and over again; they have a standard. Human behavior is not like that, that is the problem. That is something they cannot understand dealing with human behaviors; there cannot be any comparison. It requires time extension, it requires the student patience, communication, that type of things, a lot of planning. It goes back to planning. Another thing about plans that I observe last year with a teacher teaching math that I was working

with, I gave her an example of a lesson, I brought materials for her to work with. I said, 'Okay, I am coming to observe you.' The teacher chose graphing equation, did not have graph paper; I mean it is unconscionable. When I entered, she asked me, 'Do you have any more graph paper?' Then I told her, 'You are not prepared; I will come back; get your materials together.' If you do not see beyond the second page or whatever, then you are just working for the pension plan. It is either for administrator or teacher. It is not easy... people think it is easy... it is not. They complain if what you are telling them has no connection to them. They will be bored, especially if they are smart children, if you give them works that are too easy. They will be bored and they will disrupt you. And then you complain so. In very few cases, materials are the issues. In recent years as an administrator, you provide them with as much materials. Plus, the teachers get about one \$175 to buy extra materials they need for bulletin boards, etc... You want to be successful, you can just say, 'Earn the money; you have to input something. If it makes your job easier bring it to the school, but again you do not even have to spend for the materials if you planned it in advance. You tell the students next week we are going to do a unit on planets please bring construction paper, bring your scissors, whatever is needed. You tell them way in advance. That is long-range planning. You do not have to buy materials; they will bring the stuff and if you say bring newspapers...'

“Sometimes you get things and you try to accommodate them as much as possible. If you historically have never or have ignored things that they asked you to do then you know you have a problem. You have to deal with everything in a timely fashion. At least if they ask you for a report, you do it. It may be slightly wrong; then you do a followup. You say, I omitted this and that, but at least you list them. You

cannot ignore things. Going back to working with the children, a parent sends a letter; you address it quickly; you get on top of it. You call the parent; you may not be able to meet with the parent. 'Yes, you say I got your letter; I will investigate.' You can put them off, but they hate to be ignored. 'Oh, yes. I received the letter, however...' - you have to make up something: '...I had a long meeting all day in the district office, but as soon as I finished I will try to address this issue.' In the meantime, you get, or try to get, other people to work on it because people get infuriated. They hear things happen in the class, in the school area nobody responds to it. Then they are with time management, you have to do it skillfully because you may have people who may want to take too much of your time. As I mentioned before, work with them. Sometimes you forget, like this summer, a parent wanted to know if the child should go to summer school in the high school. If you do not get back to them, they call. You try to work expeditiously, get other people to work on it because you look at the bigger picture, but to every parent their child is the only one in the school; and they need your attention now. So if you can say, 'Hello, Ms... I read the letter, I have to go to a meeting, I have an emergency, and I will get back in touch with you.' When a parent has an issue, you can't tell a parent, 'I have 1,225 students to deal with you have to wait.' You cannot do that. That is the only person they concern. They do not care about the others. You are looking at the bigger picture. So, you give a little thing at the top.

"To continue the momentum you have to establish a system of recognition for people who are doing exemplary work. A system of rewards; reinforce the positive experiences. If you see some negative, you extinguish it by presenting some alternative ways. You will not dwell on the negative; you just show, as I was telling you, if a teacher

has a problem in transition, you will have to show them exemplary practices, you have curriculum fairs, to maintain the standards, you have math fairs, science fairs, literacy fairs you involve the parents. Once you got a good start, the climate of the school is good, the structure is in place and the processes are exemplary you maintain that by continuing to provide the services. The critical thing is the beginning. You have to keep motivating the teachers by accepting and recognizing their achievement.”

This informant also said, “I focus solely on what I am doing. It depends on the nature of the personal problem. Sometimes the personal problems can be so overwhelming. I cannot pontificate or say anything definitive because I have never had to deal with that situation.”

Another informant stated,

“I always knew I was going to work with children. My major was Early Childhood Education and Child Psychology in college. I worked in the public school system at a high school, and I just found out some of the emotional problems that the children had were so extreme that I did not know how much of an impact I would have with them in the realms of their mental stability and getting them back on course. What they were going through at that age in their life I just could not relate. I still do not understand how children at such a young age deal with some of the issues that I had encountered in that high school. I began covering some classrooms, an 11th-grade special education classroom at that high school; it was history and that is how I get into education because I always love working with children.

“I love nurturing children; I do not care from where they come. I do not care if they are Asian, Alaskan. I like dealing with the younger children. I am in a job where I

can come to work and children will say, 'I love you.' What job do you go to and people say that they love you? You work with their parents and they come to you with their problems. They come to you with their celebrations. It is a great job, but a stressful one. The Haitian children in the building do not know that I am of Haitian descent. I do not hide it, but I think that the Haitian children are singled out and get picked on because the media has shown Haiti negatively. I could be a role model to them; even if you start off poor you must want to do better for yourself. My father came here poor and he struggled. As a result all his children have completed college. He has done well on his own and we come from a very important history and somehow it has gotten lost. I do not have any children of Haitian descent in the school right now but I had in the past. It helps them to let them know that I understand what they are going through. I let them know I do not wear it around and say that I am from Haiti but this not my role here, but if I see a child being picked on and start to see their self-esteem dropped and they feel like they are inferior then I let them know.”

A participant said she does parent workshops once a month:

“I do it in the morning and in the evening, because you have people who work who cannot come in the morning so you have to do one after 6:00 pm for parents. Also, we have done Saturday school from 9 am to 12 pm. To achieve those things, I have a wonderful assistant principal who is extremely competent and soon to be principal. So we agreed she comes one Saturday and I come the other Saturday. If you have family obligations, we plan ahead together and we are able to share the responsibility. We never stop working and we are here every Saturday.”

This participant said, “You always reward your teachers by using positive words. That is important. Thanking them for their commitment, their dedication, hard work, providing them opportunities. Giving them some release time, have meetings, provide refreshments to show appreciation and give them rewards.”

One participant said, “This building under my supervision offers a very sensible learning environment, where every day we celebrate the achievements of the children, and also they are reminded everyday how they should behave, what they should do to be successful, and also we are reminding them of our expectations. It is a place where we provide a very safe learning environment. They have security officers, teachers and assistant teachers in the building. The tone is positive and it provides a safe haven.”

Another informant said,

“If teachers have any problem, they send the student to me. I speak with students; I speak with parents to create an environment where I develop a relationship between teacher, student, parent, and administrator in order to make the flow easy. If there is a problem, we target the problem by talking with parents, talking with teachers, and once the problem is identified a solution is provided. Most likely, we sometimes refer to the counselors and sometimes talk to the children and find out what is the problem. There are cases where teachers may not understand the child because of cultural differences. I use the Haitian culture in a positive way in order to reach out to the parents, the students, to develop an environment that is suitable for all in order to make teachers’ life easier, and to make the student feel comfortable to learn, to ask questions, to develop intellectually, morally, socially, and financially.”

The Haitian administrators put forth a large effort toward improvement of climate in the schools they are serving. That is why their schools are well managed and doing well. They apply all the motivational tools that help their schools to be effective. It is not an overnight process, but with the right drive and encouragement, it can be achieved.

Research Question 3

What skills do Haitian educational leaders bring to the profession, and what hurdles might they face?

The Haitians educational leaders bring diverse skills to the profession. One informant brings education, law, and economics. One informant has an MBA. Another informant also brought the skills acquired while working as paraprofessionals, teachers, vice principal and principal. Another informant has a Master's in Curriculum, a Master's in Bilingual and Urban Education, a Professional Diploma in School Administration, and also worked as a paraprofessional, a teacher, a vice principal and a principal.

One informant studied Education and Law in Haiti, Law and Economics in Paris, and Education and Business Economics in the United States. Another informant worked as a paraprofessional, a teacher, a vice principal and a principal.

Mr. L. said,

“I went to Paris in 1964 to study. I lived there for two years and a half and then I went to Zaire. I stayed in Zaire for three years, then I came to the United States. I became a paraprofessional within two or three months, then six months later I was going [to] college and I was working in the factory during the night. I had to leave home very early in the morning to go to school. From school I went to work and I came home by midnight, and in the morning by 6:00 or 7:00 a.m., I had to be on my way to school. So

after six months, I was very lucky, I had a good lady in the student department at the college who directed me to a school where they needed a paraprofessional, and they hired me.

“The first six months I was taking English as a second language during the day, and after that I got admitted to the graduate program in education. Then I took the test to become a teacher. I wanted to teach foreign language at that time. I took the test, passed it and I became a foreign language teacher in a junior high school; that was in 1971. I became a foreign language teacher, and I stayed there for four years. I taught French. Then I taught ESL; after I went to the Board of Education as a monitor in bilingual education. From there, I stayed four to five years. I became an assistant principal. All the times I was studying, I was going to school. After my Master’s, I had a scholarship to go to the university to do administration and supervision. After I got my degree in Supervision and Administration, I became assistant principal in the elementary school. I stayed there for two years. After two years, I met the superintendent who knew me at the Board of Education. When she came to the District office, she found me at that elementary school. Then she offered me to come to this school where I am right now as an interim principal. I stayed in the position for two years before I got the position on a permanent basis, and that is how I became a principal in the system.

“You have to have credentials, emotional intelligence, know how to work with people, show that you are qualified, that you have talents. When they need somebody they can call on you. Some people are book smart. They do not know how to deal. They do not have the interpersonal skills. They do not know how to behave, how to interact with other people. When I was student at the college, the professors appreciated my

work and how I interacted with other students. The lady recommended me to become paraprofessional saw I had talents. I approached her and told her I needed a job to send money to my family. She said I am going to send you to a friend of mine who is a principal of a school who need somebody to work with children in special education, so she referred me to that principal. I had good relationship with the people, both at the school and at the district level. Again, another person recommended me to become monitor at the Board of Education. She became the Superintendent of the District. She was very happy to find somebody that she knew. When she needed somebody to become principal, she picked me. People react differently to environment. Your own personality influences how people see and react to you. If you are in a position to help other people, it may benefit you in the long run because you may need help at some point in time. At least this is how I feel about it. I majored in education because I already earned two degrees in Haiti. One degree is in Education and the other in Law. I went to Paris; I continued my education in Law and Economics. When I came here, I decided to do Education because to me it was easier for me to get a position. I did go back to school to do Economics. I also have received an MBA.”

Competence.

The informant continued:

“It is hard work. You need to have a vision, and put things together correctly in order to reach the goal which is equal to one hundred percent. It is not all luck. Ten percent of the goal may be luck, but 90% of the goal will be hard work. You are not going to sit there and things will come your way. You have to go after it. At least that is what I did. I did not sit back and expect things to come my way. I went out to get them.

I felt I had to be prepared for any kind of eventuality. In fact, when I became an assistant principal I was looking for a position in business. The opportunity came to become an assistant principal at the K-8 school. I decided to become assistant principal instead of pursuing the business route. I was prepared to do both, and it does not come to you on a silver platter. I was at the Board. I was trying to get into business. I was trying to get into supervision and administration. I was doing those two things when I heard there was that position at that K-8 school.”

Conflict.

The informant continued:

“Number one problem in this school is conflict between nationalities, the African American adults versus Caribbean American adults, and the Caribbean American adults versus the Haitians adults. One summer I was walking to the school building to get some renovations completed. Two women walked up behind me and one said, ‘This is one of those dirty Jamaicans; and the other one said, No, no, he is a Haitian.’ Then the first woman said, ‘Haitians or Jamaicans are the same thing. They are all dirty.’

“I had PTA President going after me just because of my ethnicity. I had a female teacher, and I put her in charge of the early childhood center, which is the annex to this school, and subsequently she became an assistant principal. I had to go and talk to the Board members. Dr. V. was the President of the Board at that time. I told him that I needed to have this lady as my assistant, and he wanted to please me. He said, ‘I will give you what you want.’ She became my assistant principal. The minute she became my assistant principal, she told the parents at the early childhood center she should have been the principal of the school. She started a movement against me emphasizing she

should have been the principal of the school. What did I do again? I went to Dr. V. at that time and I told him this is what the lady is doing to me now, and he came, we had a meeting together. He told the lady, 'Listen you are my friend, and Mr. L. is my friend, if you do something against him you do it against me, and if you do something against me you know what I can do to you.' Two months later she retired. Dr. V. said, 'No, no, no you are not going to become principal.' You see what I am saying? I am saying that you have to understand the political game. How the game is played, so you can use it to your advantage, otherwise you are dead. It is critical, it is political. I am told that I am the most respected principal in the district because of my qualifications and how I can handle things, but yet you still have all kinds of problems with parents. The parents will come here. You understand the neighborhood; it is not one of the best and they will attack teachers, attack the children. They will have fight among themselves. This year we want to protect children and teachers. We said that the staff would have an obligation to protect the children and themselves. We are not going to allow parents to come and go the way they used to. We are going to follow some procedures to get into the building. One parent said, 'That man left Haiti, an oppressive country, and he comes here to oppress others. That is not going to happen,' and she went to the district office. The district office called me and said, 'What is happening?' I told them, 'The safety of this building has been compromised, because parents are coming here to assault teachers and students, and fight among themselves. I cannot let that happen. I cannot tolerate that in the building. If that is what you want me to allow, then that is not my place here because I am not here to tolerate that kind of nonsense. I have to have safety for all.' They left me alone. Then you see those parents. The district office does not want to hear

complaints from parents, if you are a weak principal they would blame you and you will cave in. I told them, 'No I have to have safety in the school. I have to have order in the school. Parents will be complaining, send them back to me. You do not have to take the heat. I can take the heat. I have no problem with that. I am going to tell them if they come to the building to make noise to disrupt instruction I am going to tell security to escort them out of the building. I will call the police on them because I need that safety net in the building. I need a sense of safety and security so that my teachers are not afraid to come here.' They had to leave me alone. You have those encounters. It is not easy. The political power that I tell you, it is political. They talk about education, education, education; that is true, but before education it is politics; for some reason they are afraid of parents that are making noise. They are afraid of that. I am not afraid of that. If I am justifying what you are doing, then I am going to continue to do it because I am tenured. Now it is hard, because the heat, the State is against you. Most people will be against you, because the minute they have two or three complaints it is too much for them. It is too hot for them. What you have to do, you have to have a reputation of someone who is competent, who knows what you are doing and who is not afraid of the consequences. I am not afraid of consequences because I tell them, 'Listen I do not need to be a principal all my life. I can do something else. If I am not a principal I will be very much comfortable. I have all kinds of degrees and I know how to work. If I am not a principal I will be working in another field and I will be making money. I am not afraid of taking the heat.' That is why they leave me alone when I tell them these things. The PTA would have petitions to get me out of the school, but I got her out of the school while this fighting has been going on for two years with the PTA President. It was bloody. I can

tell you that. Every minute you have a petition circulating, the principal has to go and what happen was that they were stealing money, the children's money in this building and I went against them. I told them, 'Listen I cannot tolerate that in the building. You cannot be here and take money from the children for your own purpose; you cannot do that.'"

Confirmation.

The informant continued:

"They are complaining about me, writing letters against me. I would write back, and I told them, 'Listen if you are going to be against me, if you hit me, I am going to hit you three times harder because I do not play games. That is blood. I am going to go against you, and I am going to go for you, and I am not going to play games, and I am going to get you.' So we fought, we fought, and I got them out of here. I got them out of here but again you have to do the right thing. I got the Board of Education involved and investigating them, and they found out they were stealing money. They could not stay. I got them out.

"Whether or not my ethnicity helped me to become Principal, I do not think so. It could be that Dr. S. wanted me to become principal because I am Haitian. She knew me and she knew that I was talented. She thought that I could be a good principal. Now, I guess Dr. V. becomes friendly with me for two reasons. One is that he loves Toussaint Louverture. For some reasons he became very friendly with me, and as a politician he taught that I could gave him access to the Haitian community. But every place he goes he would say that I am one of the most competent principals he has in this district, and he takes pleasure in saying that when he became President of the Board. Only one Black out

of 19 schools, out of 19 principals, one Black principal he had in this district. He managed to hire 15 Blacks to become principals. So, he takes pride in saying that in doing it because he wanted the district to become a more balanced type of district. I benefited from that too, and I think it is harder for an immigrant to have a position of leadership in a community of poor people because the culture of poverty is a very strange culture. The people who are victims of that culture do not understand that you, as one of them, can come and make a difference, can come and be successful and try to get more people to be successful. They do not believe that. They become jealous, jealous because if you become a success it is at their detriment. You should not be there. It is not your place. Your place is somewhere else. I do not know. It is okay for somebody else to come and become a success, but not you. That is one aspect of it. The other aspect, there is a lot of good people who will come to you to tell you I am very pleased that you are here because I know your history; I know and I see what you are doing. You are doing a good job. You are making a difference and I am supporting you. See, I feel the reason I am saying that, as a human being when you do things, you expect everybody to accept it to see that you are making a difference. When you have somebody who is coming out from the left field telling you that you are not doing anything, you feel hurt. I am saying that you have some people who will come and would be your enemy, but most people will be your allies. Most people would be your allies, but you have a minority who would be against you. They would try to divert the work you are doing. Even among the teachers, not openly, but at the same you have to be smart enough to neutralize them, to neutralize that group. What I do, I know people like power. You try to get them on your side by giving them favors. You do some favors to neutralize them, and when they know

that they will need favors and you will be willing to help them with that, they will leave you alone, at least openly.

Empowerment.

The informant continued:

“Another way they try to divide you. Anything that you want to do, they divide to conquer. Then you became powerless, no cohesion, they destroy you, all of you. That is one way to destroy any group. They can divide you. That is why they have infiltrators in groups to find out what is going on and to try to divide the leadership. The minute the leadership is divided, there are no followers. The followers are not united, so we have one going this way, the other going that way, then you have them fight one against the other. You give little things to this one then you have them fighting each other. You step aside and you watch them destroy themselves, self-destruction. That is exactly what people do, people in power that is what they do. How do you maintain a dictatorship with corruption, and division? I am watching you and someone else is watching you. Everyone is watching the other. I am doing little favors for you. I am doing favors for someone else. This one is fighting you and you become powerless.”

Another informant has a Master’s in Curriculum and a Master’s in Bilingual and Urban Education. This informant worked as a paraprofessional, a teacher, a vice principal and a principal. This informant brings the gift of nurturing.

The informant said,

“I nurtured the teachers. In addition to the day-to-day operation of the school, I was responsible for staff development. Nurturing new teachers, nurturing students, of course, because they were the two of us only, nurturing the bilingual classes because

there was a bilingual program in that school, and I did everything else by supporting the principal and by working with her side-by-side. This is where I got my major training as a principal, from working closely with the principal.

“We were in a building with one principal and one assistant principal. Unless you work together, then you cannot really do the job, because you do not have a second assistant principal or a third assistant principal. That was only me. I was able to do whatever she was doing as a principal. She shared it with me, and I was called to assist in the decision and in the process of planning. I was very much involved because we work closely together, which is very important for my training. Let me give you an example in terms of nurturing teachers. It goes beyond supervising them. It goes beyond rating the teachers. It means for you to identify what their weaknesses are and what they do well, and promote their self-esteem, in that sense build up what they do well and minimize what they are learning to do. On the one hand, my job was to observe and to underline what is there to be fixed, on the other hand to promote and nurture the self-esteem of new teachers.

“Regardless of how closely I worked with the principal when I was an assistant principal does not fully prepare me for being the person finally accountable for everything. This is the difference between being an assistant principal and being the principal. Now the buck stops right here. In other words, whatever decision is made, finally, you are the one to stand behind it. You are responsible for people’s mistakes, people’s lack of judgment, but you are responsible. As an assistant principal you are involved in many things. However, there was always the principal. As a principal, when

I say to someone, 'What do you think?,' I am only brainstorming, but I have to make the decision myself, and that is a huge difference.

“To be a vice principal, I remember one thing someone told me - I remember the principal with whom I worked. She said to me, I will introduce you to the staff, but you will have to make your own way. She also told me there is no such thing as your teachers and my teachers because we split the school in such a way that I will supervise grades kindergarten to three and she will do grades four and five. However, she told me right away, 'Even though formally that is what we say, actually, you supervise everybody because when I am not there you are in charge.' She said there is no such thing as a teacher not supervised by you. She told me to wear the hat, to wear it well, and do the job. I think I will repeat the same thing to the vice principal: 'I will introduce you, but you will pave your own way, which means you will have by the way you carry yourself, the way you work to give the message that you are here to help, but you are the supervisor,' and I will give the person enough responsibility to allow the vice principal to be responsible for certain things and not be undermined, not overruled him or her. Never overrule once the decision is made unless this is dangerous. You do not want the vice principal to be someone that the teachers will bypass to get to you, and the person becomes useless. When you leave the building, you are anxious. You want to be able, when you leave someone in charge of the building, you know the person can run the school and the teachers will just cooperate and do the job as usual.”

Affirmations

The informant continued:

“In this school, there are two vice principals. Every school is different. In this school, the schedule is very special. We cannot break it up by grades because we have specialties kindergarten through eight. We have one person responsible for kindergarten, one and two; another person for three, four, five; and someone else for six, seven, and eight. Let’s say, I declare that someone does kindergarten, one and two; someone else does three, four and five; and someone else does six, seven and eight. It looks neat, but that is not the reality at all, because along with that, we have bilingual Spanish for kindergarten through eight. I have one bilingual Spanish class on each grade level. The person who has the specialty in Spanish, regardless of the grade level, will have to nurture kindergarten through eight Spanish, and also we have the enrichment Spanish kindergarten through eight for another class. All the Spanish instruction, both bilingual and enrichment, someone with the Spanish specialty will have to look at it regardless of the grade; same thing for the Haitian Creole and French. Even if the person will do three, four and five, he or she will still have to nurture and supervise kindergarten through eight, French and kindergarten through eight, Haitian Creole bilingual. For mathematics let’s say Mr. V. is in charge of six, seven and eight graders. He is responsible for everything regarding mathematics, regardless of the grade level in terms of assessments. Literacy is for everybody; we all supervise it, and there is a great deal of overlapping. I cannot say that this child is not in Miss so-and-so’s grade. Once there is a problem, you handle it regardless of your grade, and it works better for me in this way because I do not want teachers to relate to one person as their supervisor. Even though on paper I write Miss A., my vice principal handles kindergarten, one and two, but she also handles literacy, which means she will do staff development. She will do workshop for grades

three and four, and Mr. V. will do workshop on science. He will do kindergarten, one and two, for the program that the district has for science. This is what we do, and it works for us. Since I am in charge of everything and if there is a seventh grader giving hard time, I will be there very often, even though I am not directly on paper the person for six, seven and eight. If there is a meeting for six, seven and eight grades, I will send Mr. V. If there is a new teacher's class to observe whose wings need to be clipped, I have to go in six, seven, and eight grade.

"I have a seventh grade class that I love very much, because their teacher left them midyear and they had a substitute teacher for two weeks, and finally I found a new teacher, a young teacher. She is a science major because their homeroom teacher had to teach science in two other classes. The students thought they could give this new teacher a hard time at the beginning; I had to go in and explain to them their responsibilities. What was their job? What were my dreams for the students? I had to nurture them today, and when the teacher picked them up after lunch I met her with seven children. I say, 'Miss, where is the rest of your class?' Then she quietly told me they walked off the line. I said, 'Will you make sure that you know exactly the children who are with you? Take a good look and we will talk.' I gave her a few minutes to reach her classroom and then I entered. They are on the fifth floor, so they were sitting down looking at me, slightly concerned, and I explained to them why it was important that they stay together when the teacher picked them up. I said to the teacher, 'Would you kindly explain to them where you want them when you pick them up?' She said, 'I want them on the block that says 17.' I told them, 'I heard what your teacher said, and my question to you is: Is it too hard to do?' They said no. I said, 'You will not be punished today because I am not

sure you understood where your teacher wanted you to do. Tomorrow we will meet again; in the meantime, you will write down on a paper where you will meet your teacher tomorrow, sign your name and give the teacher the paper.' I told them that we will see each other tomorrow. This is an example of clipping their wings. Tomorrow we will see how well they understood it."

Hurdles of the job.

The informant continued:

"I still have one language teacher teaching four, five, six, seven and eight. I do not have enough children; I have a leftover class with two groups anyway. It means that the language teacher has one half to teach, not a half plus another half, because they used to merge two different classes for language. It is a good deal of satisfaction in that sense for me. I reduce the number of periods given for foreign language for the younger grades. Once upon a time, we used to require the children coming to this school midstream - I am talking about children who are not in kindergarten - to be above level in language and English to be admitted into the program. It has changed, because the district is overcrowded. If there is room and there is a child somewhere who comes with a variance from the district, that child will sit in a class and the child never took French or Spanish. That child may also be below level in reading. His mother tongue is English, so there is no need for the child to get five periods of French a week. I cut that down to two to three periods. The requirement is for the child to learn his own language and to take a second one, if the child is coming midstream.

"The kindergarten children, they will take their class normally. They grow up with the program. Let us say a child is coming in grade six and received a B grade, and is

reading below level. I give that child five periods and French as enrichment. I identify these children as children that are very frustrated, and they have behavior problems in many instances. They are not given many periods. That is another thing that we have done.”

Challenges.

The informant continued:

“There are challenges that I overcame. One challenge was the fact that we set up a program for the second lunch hour. This school has three lunch hours. Actually, I have five lunch hours because the last two are double lunch hours. I do not have enough room to sit with everyone at the same time. One group of children has to play while the other group eats, and then switch. My mentor gave me the idea of counting the number of youngsters that can be fed at one time. He just counted the tables; this is the table that you fold. I used to call them one table. He called them four because, wherever there is a break, he called that one table. He counted eight times four, and he told me the amount of children that could be fed at one time. That is a nice experience. Then he told me, ‘Now, you count the children that you can feed, not the classes, after counting the number of children, comparing it to the number of children to be fed.’ I decided to divide the group in half. I would feed half, and another half, because it does not matter whether they are outside, sitting, or waiting. We cannot feed them together, anyway. They have to be fed one group at a time. We set that up very nicely. We looked at it, and I chose the classes that were closer to the lunch room to go first, like the main building goes first with two classes on the third floor. There are two grades and three classes. They eat first, and in the meantime, the other classes, grade five and three; grade three classes go

straight outside to play, grade five will eat. They used to come to see whether or not to go outside. The aides would say, 'You sit,' or 'You play.' Now they do not have to do that anymore. They directly go outside to play. When we almost finished feeding the children, they moved class by class outside and the other ones are brought in to be fed. I walked that memo to the teachers for them to discuss with the children. Then we started on Thursday and I gave them the memo Tuesday. The children were prepared. You know how they conference with somebody who came in. The time I got downstairs, I saw children back and forth. They were worse than it had ever been. Then I said to my administrator, 'What is happening here?' 'Oh no, we had room, so I called them in.' I said, 'That has nothing to do with it. You feed half, even if you have plenty of space. You still feed half. I had to have an appointment, and said, 'We will talk later.' At the end of the day, I trained her again, because she did not get it. I assumed she did, but she did not understand. The next day, I went down to implement it. I stood there, and they were still in that form. When they finish eating, they stay and clean up their table. When the school's aides say, 'Go to play,' the child leaves everything to rush and play, and now they know they do not need to rush because they are not going anywhere. Yesterday it was raining; the children, who usually go outside, reported to the auditorium. We had to interrupt the flow.

“Some of them read books, as we are putting movies together. The little ones – the third, fourth and fifth - they are easier to please. The younger ones they know their minds. They know what they want when they go to the auditorium. They want to speak to their friends. Sometimes they do not care about the movie. I lower the expectations

and have them sit down. I tell them, they may talk as long as they keep their voices low and they do not get up.

"The eighth graders, you have to hear what they have to say. The eighth graders go outside first for the last lunch. They go outside while the six and seventh graders are fed. Sometimes the seventh graders may try to go outside with the eighth graders. I have to make sure that they do not. They can have their own lunch, and at a certain point, when six and seventh are almost finished you have a few classes left, you call the eighth graders. Some of them do not want to come in. You announce, it is time, and then they come in. As it is almost time to line up, some of them remember perhaps it may be a good idea to have lunch. That is when you may have a conversation with the staff. I feel for them. I was telling someone today, you were there when I was talking to the teacher.

"Taking care of the seventh and eighth [grades] is difficult. It drains you because you want to deal with them with a high level of dignity and respect. You do not want the staff to scream at the children. I do not do it, and I do not want people to do that. At lunch time, they should be spoken in a certain manner. Which means it takes more energy because they will do the same thing over and over."

Another informant said:

"I bring to the position the knowledge of Haitian culture. I bring to the position a deep understanding of child-rearing practices that are no longer acceptable. I am very clear in terms of what I do not want. My job is to take parents to that level, where they can see what is beautiful in their culture and matching it to the opportunities here. I think that they are very lucky in many ways to have me, because I am not the type to wish that we could do certain things to children because it does not work at all. I happen to believe

that beating up children does not work. There are adults who think that if you could beat them up it will be better, but I happen to disagree, even though I am from that background. I was not hit as a child; I was always reminded that I could be by my mother. When I meet a parent, I can relate to the parent and work with him or with her to move away from those child-rearing practices without putting them down, because those are the tools that they have, and once I am able to do that I think that my mission is accomplished. The children do not need to be mistreated in order to be loved. Tough love does not work. It never went anywhere.

“I am very clear about it. I am sorry to speak so strongly, but I think this is true my mission. At first when they meet me they know that I am from Haiti, a few authoritarian Haitian parents think that I would agree with their method that they must beat children. Without making the parents feel badly, I listen to them first and I work with what they bring. I think that I made a few differences in some people lives because there is that guilt. There is that powerlessness when they take away their habits from them, and there is the guilt after they do what they are not supposed to do to children.

“I am very clear there are ways of dealing with children that come from Haiti. There was a lack of opportunity for all. The parents do not praise their children enough; it looks like a cultural thing but it is a form of survival. Let us say you live where you do not have equal opportunity for all. You live in a neighborhood where the neighbor cannot send his or her child to school, to no fault of their own. They happen not to be able to do that. You cannot praise your child for beautiful work done in school, because the one next door cannot afford it. You keep a low profile. You train your child to be very humble about achievement. When you come to America, you do not praise your

child for hard work. The child thinks that you are not proud of him or her, and there is again another thing. I give compliments to parents, because over there calling attention to what you have may be putting you in jeopardy because the rest cannot afford it. It is not their fault. That is my opinion for the lack of praise. I may be wrong but that is my opinion.

“I am working with my assistant principals to bring up that level of leadership. When I arrived, I realized that because of prior experiences with the other person in charge. The assistant principal that I found on the premises did not have a great deal of authority. I worked on that last year to send people to the person who can fix the problem. You cannot give the person responsibility without authority. If the person is responsible for something, you have to respect the fact that he has the leeway to make decisions and not to be question all the time. I have a feeling that might have been the case before, because I found a staff that was not willing to follow the lead of that person. There were always bypassing the person. You have to work on that, because the person may not be able to lead the building when I am not there. One thing to do is to promote and appreciate the person who is there to see how to relate to this person. I do have a nice group of teachers that are excellent teachers. I call them God’s gift to the universe, top of the line.

“What saves me is my sense of humor. I am able to make jokes out of situations to myself. I deal with them. I call them God’s gift to the earth when you have teachers like that you have to nurture them. Yet, someone has to supervise them, and it is hard if you do not give the person respect and the right to make decisions within certain spheres. They would not decide something major without me. To groom somebody for the

position, that is a piece of the job too. Dealing with secretaries is another piece. They are my first line of defense against the world, and they are hard-working people. You make sure you show them your appreciation.

“Cards for Christmas; you give her a nice card saying something nice about what they do, outstanding, with my own handwriting. When I meet with them I would praise the fine job that they do and respect what they do. Once in a while, I will say, ‘Ladies, can somebody stay in front, come in my office?’ At the beginning we met more often, but now they do their thing. I see them because they have different areas of specialization, and one is my own secretary. She is the one who makes things happened for me. A lot of judgment, she is good, I make sure if by any chance she decides to do something, I say, ‘Fine,’ and I let her do it. That part is very good; that does not mean you are always training them. In terms of what you want on the counter, especially interacting with people. Appreciation is the key! In terms of loyalty, it is the key. You must be able to have a degree of loyalty for your staff. I am talking about the clerical staff. I give them something each on Secretary’s Day – roses for each of them to take home. The two assistant principals share the cost. I do something general, and I have something on the side. They work extremely hard, and it is a hard job dealing with the public. I do not call it a job anymore, I call it a mission, and I cannot see it as a job. I cannot because the contract requires us to work in the summer, and it is very annoying because I like my summer time. I have three weeks and a few days for vacation.”

The next informant, Mr. M., said:

“What you bring to the profession, first of all, is your expertise; secondly, you bring your desire to lead. I am talking from my point of view. What I bring is an

insatiable desire to learn, regardless of the amount of years and experience you have. You should be always in a learning mode; you should be a lifelong learner. I think the greatest skill you must have is how to interact, manage, and support the team. At least 60% of the job deals with managerial issues. You have to remember you are an educational learner first, and you have so much to do; it becomes nebulous. You have to keep the issues, and you are an educational leader than a manager. You should not be concerned about the broom, the chairs, the paint, and the painting of the cafeteria. You have to do your classroom visits, interact with the teachers and look at the lesson plans. You have to look at grade issues; you have to look at the parental contacts that were made, the disciplinary issues that are brought to you. Anything that encompasses teaching and learning should be in the forefront.

“One of the key things a Haitian administrator brings is the experience that he or she has in that specific culture. If you bring a Chinese person on board, if you are bringing someone from Yugoslavia, you bring someone from Russia, the person brings his or her culture.

“My expertise in languages is one thing that I am bringing. I was able to transition from one culture to the next. In some cases, it was through assimilation and acculturation. The primary thing you have to be skilled enough is to be a team leader. You should not be hired because you are a Haitian; you should not be hired because you are Jewish; you should not be hired because you are Korean, and you are servicing a lot Korean children. You should not be hired because there are a large Indian population and speak Gujarati. That is not the primary thing. The primary goal you have to be a capable leader who will be there to manage and lead the team to accomplish the district

goal. As part of your package is the expertise that you bring, the ability to reach various communities based on your ethnicity and your cultural background.”

The next informant, Ms. L., said:

“I honestly believe anyone who has more than one language, more than one culture, more than one background, definitely brings more than the person who speaks one language, who has never experienced another culture, who does not know anything about any other tradition. If you speak Spanish, if you speak Japanese, it is always a marketable skill to be able to say that you have the additional skill I can probably use the fact that I am Haitian more so now in my career as an educator than my previous year when I was working in television, because when I was in television no one needed a Haitian translator or someone who spoke another language. You had to be able to speak so they did not know the place of origin. When you talk on the phone, I could probably use the fact that I am Haitian more now in education than my previous job. I even had to take speech classes so no one could tell my place of origin. I took speech classes, and communication classes to broadcast properly. Now, I can use my skills as a Haitian American in education.”

Another informant said,

“What any individual brings to a profession is expertise, yourself, your culture, everything that you have to offer. The Hispanic does the same thing. An American would do the same thing; brings himself/herself, brings their background and brings everything to the profession. Of course, the culture enhances the environment, because I share myself with the community, the children, and my staff. I provide them information about the culture, about the community that a person who is not Haitian American would

not be able to give them and it enhances the environment. I present myself as Haitian American. I never have a meeting where it is monolingual. My meetings are trilingual. I greet in three languages because all three are represented here.”

Another informant said,

“The Haitians do bring a lot. They are overqualified. We bring so much to this profession that sometimes I tell the teachers we wear many hats, even as teachers, as administrators and as counselors. We speak many languages and we are multicultural, we bring all that with us. A lot of administrators came from other backgrounds; for example, we have administrators who were counselors for many years. We have administrators who were social workers, who were working in the business world, who used to work with other organizations. We have administrators who used to be administrators in other states. They are bringing all these experiences with them from other states, and they were involved with the Haitian community. Some of them speak four or five languages. We have medical doctors who are here in this system. You can imagine if somebody brings all these experiences to be an administrator as Haitian, we are multicultural we speak Spanish and lot of us can bring that to administration. We can speak to the Haitian children and their parents. We do not need a translator. I came from another state; other administrators also come from other states. I think maybe that is what is keeping us back, because, think about it, when one Haitian comes here they look at him/her. They look at the resume and say, ‘This person is overqualified because that person has so much. Sometimes they come with Ph.D. already, and they do not know what to do with us. These people speak all languages, and they ready. We are afraid of you because we think that you are moving too fast.’ So, the African Americans

are saying, 'We are moving too fast,' and it is not only the African Americans who think like that. A lot of people think like that because they say it looks like we are just coming in, and they think that it is when we came in that we are starting, and in 20 years, we reach our goal. We are moving too fast, so there is a reluctance to help us because they think that we do not need help. We are so far ahead of every group that they want instead to push and said to wait your turn. I was talking to one principal at a school. She is my best friend, and she said, 'Some people do not know that they have to pay their dues.' You have to pay your dues before you receive a promotion. They had to pay their dues, in other words wait their turn, but they think we are starting from scratch. I think that is one reason why you could not find more administrators in poor places. They feel we are too aggressive. You might say some people are aggressive because they want to get ahead but it is not common in all of us. I think when you look at table one; we have several Haitians working as assistant principals for seven years, eight years and some of them in one school. Why are they not working as principals? I would say that Haitians are very passive. We wait a lot, and then we do not have the political pull because, even though some of them became administrators like assistant principals, they do not know a lot of people. The system is going up and down. There are a lot of people who are going up; there are a lot who are coming down. They get demoted a lot from the top."

The participant added:

"I was born in Haiti, and I was raised in Haiti until I was 13 years old. I graduated from junior high school and high school, and then I went to college. I majored in French and in Education. After I graduated from college, I worked in business. I worked as a paraprofessional in a school with Haitian children in the bilingual program. I

worked there for four years and taught French, algebra, hygiene and music. After, I moved to Florida to work as a teacher. I obtain my Master's in TESL [Teaching English as Second Language]. While I was pregnant with my third child, and ever since then, I have been working with the Haitian community. I worked with the Haitian community when I was employed in the police department for three years. I did work in radio and television, and I have done consultant work. I have done lot of presentations on Haitian culture, Haitian language. I think that prompted me to become an administrator because I had a chance to know a lot about the Haitian community, the Haitian parent, the Haitian students and the schools. I had a great deal of experience when dealing with principals, superintendents, assistant principals, diverse teachers and diverse students.”

As you can see, the informants bring extensive skills with them. They bring their language skills: French, Creole, English. Some were working as foreign Language teachers. They bring their cultural skills and their discipline skills, because they like order and safety where they work. They do not like chaos.

One informant, Mr. L., told the district office that he is responsible for safety in his building and parents are coming here to fight, to assault teachers, to fight children, and have fights among themselves: “I cannot let that happen in the building. I cannot tolerate that in the building. I am not here to tolerate that kind of nonsense. I have to have safety for teachers to teach and safety for students to learn.” The informant said, “You have to be prepared for any kind of eventuality. Treat everybody the same. You cannot have disorder in a school and expect good results. You just cannot. You have to have order. You have to have discipline and you have to be consistent. You have to be

competent, know what you are doing and not be afraid of consequences. The Haitian administrators also bring their organizational and educational skills.”

The informant also said, “I could say that a school needs diverse cultural backgrounds. I think it is great when you have a diversity of people from different backgrounds in a school to show the melting pot rationale. When you have a melting pot, you have people with a variety of cultures; adults and children are exposed to these cultures. We have Cultural Awareness Day, where students are exposed to varieties of cultures and can really shine. The parents bring all kinds of food, children dressed in their cultural outfits to represent their culture.”

The informant continued:

“Haiti has a very important background which has been lost in the United States in the United States history. During African American history month, they do teach the children about African Americans contributions. I think we should recognize the contributions of Blacks in the Caribbean. We celebrate Marcus Garvey; he was of Jamaican descent, very important man in our history. Malcolm X’s mother was Grenadian. The mother is of Caribbean descent and we celebrate Bob Marley’s important legacy that he left. We do not hear too much about what Haiti has done as a Black island. Haiti was the first island to gain its independence. All we know about is what suffrage Haiti goes through or what the media show us. Haiti has a very important history for Black people to be proud and it is just lost.

“I also think as an administrator you can use cultural diversity. I am not going to say they need to. I am in a situation where I happen to be of Haitian background. I think, because I have exposure to the cultures of the Caribbean, it allows me to know and feel a

little comfortable. I cannot explain it, but I am not saying that someone who is of American, African American would not feel the same way. I guess I can relate to the culture because the school where I am is 90% Hispanic, but I can relate to the culture because of some of the similarities. The food similarities are rice and beans; the way certain foods are cooked it is pretty much the same preparation.

“Haitians can speak Creole. They offer the bilingual skill that is one great skill. I think, when you look at Haiti or when you visit Haiti, one of the greatest things of being Haitian is the possibilities, because when you visit Haiti and you see the poverty, you know there are possibilities. Haiti is very poor, and it is sad to see it so poor, because it is a beautiful island. I was there two times; I stayed in the city of Port-au-Prince. If you are able to erase all the destructions that took place with all different coups or revolutions, if you can erase all of that, it is one of the most beautiful islands out there. It is a shame it is not happening, the tourism, because all the other islands rely on tourism to help increase their economy. We need to bring tourism back to Haiti because it is so beautiful. In the United States, we have poor communities, but I think even the poor communities are not near as poor as the poor community in Haiti. I think even the middle class communities in Haiti do not measure up to what a poor community in the United States is like. I visited my parent’s home; I cannot say for all, when I was in Haiti even some of the middle class homes might not measure up, or they are probably equal to or lower than the home in the United States. I am not saying that my heart does not break for the children over here in the United States. I want them to have more, but I do know that they are in a lesser degree of poverty. There is a deeper and more saddened and more humble poverty in Haiti. Even though you are poor in this country, you are better [off]

than a child in Haiti, and in fact they have that access to the academics that we do provide in the public schools with what we are providing them. They have so much possibilities in their life ahead of them compared to this. This is one of the reasons I brought my niece here because she is so smart. She is really a smart girl, and what would she have done in Haiti? What would have happened to her? Where would she go? That is why I spent over two years making sure she was able to travel to the United States.”

Getting hired.

One informant stated:

“I think it is because of my qualifications that I was hired. I think the language and the background were a plus. They pick you based on your qualifications. How you meet the need of the school, and I think the fact that I speak Creole having the culture becomes a plus for this area because you have other Haitian administrators who are not in Haitian schools. Not all Haitian administrators are in schools where you have Haitian students. You have Haitian administrators in schools with just Cuban students but yet they are there. Well, in my situation it was a plus that I happened to speak Creole.”

One informant described the difficulties encountered when first coming to a new school:

“When I first came to this school, all three of us were new to the school. We basically had nothing to rely on. There was nothing to rely on in terms of continuity for the administrative staff. We had to forge our own and try to figure out the directions, the leadership group in the staff, the followers, who are the influential people in the staff and try to work with them. Although, you are trying to create your own agenda for the good

of the children, you still have to convince people about what you are doing and it is going to be beneficial for everybody.

“Before I started working in the school, I went and I looked up the school report card. For instance, in this school you have 70% Haitian Creole, another 70% non-Hispanic background; between 25 to 30% are Hispanic background. These are some of the things. Then you want to know which children are ELL’s (English language learners), which children are first-generation immigrants. You know the different groups, the different constituency within the school and then you go on the ATS [Automate The Schools] to find reports. It will tell you the passing rate of your fourth grade class for the mathematics exam.

“Before you go on the ATS, you look up the school report card. It gives you some information, but it does not particularize it for students. It gives you the general trend, the yearly progress if a school has been making progress, say, in ELA [English Language Arts] yearly from year to year.

“You cannot predispose many things. You have certain characteristics that you are open to learning, since it is a new situation. In some way, you can describe it as a type of a learning process during your first year. You have to be open to what people have to say, and listen. There is a tremendous amount of listening that has to be done. As a new person, if you are going with an old administration, that is to your benefit. Each assistant principal is assigned to a particular role. One does the elementary grade, and the other one does the middle school. If the administration is already in place, the principal has the general vision. A new administration has its own vision; however; it has to be bought by the existing staff. It is a little more difficult when the school has

completely a new administration. Unless you are forming your own school, you have the choice to pick your staff. If you inherit a staff that is already there, it has its own agenda, or it may have its own philosophy and its own culture.

“Your leadership style has to be definitely noticeable at the beginning. As an administrator, you must maintain leadership and not let people lead you around. You look at what they want and you look at the different entities. Maybe a cooperative person might be there; you work with the person. Then you have the school leadership team which is an organ of influence in the school. You try to pinpoint who are on each level. You have a kindergarten to eighth grade, so you have nine different grade levels. Each grade level has its own group of teachers. The group has their own culture within the school, and you have to identify the person who is the leader of that group, because in each grade there is a leader who has had experience who all the members respect. You try to work with that group, that small committee. You listen to what they have to say. You suggest things to them and work with them. If you do any extensive reading on administrative responsibilities many of the things done are ad hoc. You think of it as you move along. You have the ability to think and make decisions. I expressed to you before, you may have a long list of things to do on a daily basis, but then you may be interrupted. Then you have to do other things as you move along. As a new administrator, it is a learning process. The principal of the previous administration is like a mentor because every assistant principal can potentially be a principal. Some may not want to be, but it is like a principal in training. Some may not choose to go beyond just be an assistant principal, being a supportive person rather than being in charge of everything.

“You meet with teachers; you look at schedules. You meet with the students. You organize the students. You lay the rules down. You may meet with different grades. You give them the rules of conduct, the code of discipline. Within each school you have a code of acceptable behaviors.

“You do staff conference, when you meet with the staff. You give them a pamphlet of acceptable behaviors, dress code etc... You follow the mission and the vision of the district. As an administrator, you are not going to do anything revolutionary in your first year. You are just going to go and work as hard as possible with the teachers. Everything is based on one’s relationship with others. There is a Brazilian researcher, Fiere - there was an article about him several years ago. He worked with adults, and he basically said everything learned is based on relationships, establishing positive relationship. As an administrator, you have to have good relationships with the students and staff or you are not going to achieve much. One thing is not to forget at one point you are a teacher and there are concerns that teachers have about students. You have to look at the larger picture of the school. One pitfall a person should avoid is being consumed by a small group. You try to address everyone’s problem, but you have to organize it in terms of time. For instance, if you have a phone call, never make a phone call be more than 10 minutes. You need to address things quickly, because people will try to engage you for extended periods of time, preventing you from achieving items on your agenda. Time management is the priority.”

Another informant added:

“We face many challenges, the challenge of poverty, children who come to school who are not prepared for school, state and district requirement and guidelines that need to

be met, staff members who are not totally committed, lack of resources and materials in some areas. We face the challenge of making sure that children learn to become great citizens. We produce children that are learners that are going to succeed in life. The greatest challenge is making sure that a child is given the opportunity to learn as it is called No Child Left Behind Act. That is a great challenge.

“I think the challenge that I face as a Haitian American is that I am being watched. I know the eyes are on me to not make it. People may think that I am not as competent as an African American or Hispanic. That is a challenge for me to make sure I make it. I also have to live up to my own Haitian brothers and sisters who sometimes do not give their full fledged support. They do not know you, and they are looking to see what you can do. I have to always stay above the water so that I do not drown.”

Commitment.

The informant continued:

“I am committed, and I prove that I am committed, because the time I spend in preparation, the kinds of programs that I look for the school to make sure that we have a quality education that follows all state guidelines and regulations and provide children with different opportunities. I work hard to make sure that the children come to a building that is clean, well-organized, and teachers are prepared. I am consistent with, and I am totally committed to, making sure that we are doing excellent work. People accept it, and are supportive because that is what they want.

“It is a very big responsibility. The only way to do it is making sure that everyone is aware of the rules and regulations for safety. When I say everyone I am talking about staff and children to know the rules and guidelines. Parents know what they are. I am

aware that safety guidelines are very important. You look at your building to check for sanitary conditions, to make sure there are no hazardous areas, cracks, grounds trees, grass too high and broken furniture. You must keep your eyes open all the time.

“What any individual brings to a profession is expertise, you, yourself, your culture, you know, everything that you have to offer. The Hispanic does the same thing too. An American would do the same thing too: bring themselves, their background, and everything to the profession.

“I believe the administrator’s job is harder than the teaching job. I have experienced both jobs, and I think both are very rewarding because you see the end result is rewarding at the end of the school year when I have promotional activities to see how a child has grown. I had children who were in fifth grade who went to middle school who came by to visit and were so happy. They are happy to come back and they love what they learned here. They are so smart. You see your rewards as an administrator, as a teacher. The only thing with administration, you deal with a lot of adults. You deal with a lot of adult problems and you have a lot of paperwork.”

Other administrative duties.

The informant continued:

“Everything has a procedure. Usually a lot of the mail that comes in is telling me to do something. I am looking at what they gave me that came in the mail today. Here is a bill that has to be paid. I know I have to give that to the secretary. This is a memo from the division of mathematics and science that is telling me about a workshop that they are going to do in preparation for a conference. I have to send teachers to represent, and to learn. I have a form to fill out whom am I going to send another meeting, special

area teachers, training for teachers. I identify who is going. Also, if there's some company advertising I look at them. There are a lot of companies asking for information. It is different all the time. I talked about it with my assistant principal and they give you manuals until you want to drop. You got papers until you want to drop. When I need information, I pull them and look for it. Basically, when you get a manual, you go to training, they tell you what is in it, and what is the purpose? That one that says critical incidence response, that is a manual that tells you what the procedures are to do with various incidents at the school site, [for instance,] if a child is injured. If there is a bomb threat, an intruder comes into the building, it gives you the procedures.

“I remember when I became an assistant principal. I knew what the job was. I came to this State I became assistant principal, basically the same job. The difference was some of the terminology was different and their online system was different. I had to learn as I was working. If I am looking for a child history I need to look into the computer and see why this child was ever referred before. What services were provided? I did not know how to do it. They will train me. I did not get that training yet. I called the secretary or a counselor. They show me how to do this. That is how you do it. You learn every day. You never stop learning.

“My job this weekend is to review my region handbook. The region is the area office. They provide you with a manual with all the guidelines for different things. That is inclusive of district staff. They are different; you have to prepare an observation schedule, the school performance plans. I have not read those guidelines.

“I know when they are due. The procedures I need to follow and preparations because now everything is on line. I have to read them. I do all those wonderful things that you do not have time to do during the day.”

Another informant agreed:

“It is all about that. It is a very tedious task, but that is the only way you get things covered and you get to be on top because some things will escape your memory if you just let it go. You may think that you will remember, but give it two or three days and a parent comes to you and says, ‘I spoke to you about my child,’ and you would not remember the parent, you say. If you do not have your log to go back to see what you say at that time to that parent, then it is going to be her word against what you say. If it is written somewhere, that this is what we agreed upon; this is what we decided to do and it is written down, no one can dispute that.

“Your skills, I mean this goes without saying because in this line of work you have to constantly reassess yourself. If you have the conscience to do a good job, you must always reevaluate, reassess, take time and look back at your practice and see what you can change and make it a daily task.

“To give a meeting, the staff has to be informed first of all; you can either send a memo to say that you are going to have a meeting. If it is planned in advance, or if it is an emergency meeting, you could just call it in immediately and then you have your agenda. You present your agenda to the staff. If you have additional materials to support your discussion you bring it, sit down and pass the information. That is how you do it.

“Innovation is incorporated into my program. Innovation might be something that has been practiced in the past or in other place or in five years. I have helped restructuring my school, my old school in terms of class formation. I look at the children scores, balance it out and see this child’ scores and analyze the math and reading scores. I would desegregate the data to see where they were previously based on the results of the scores will determine how the classes are formed. Then you can decide how to place your teachers and where to put your brightest children. How you are going to help the slowest, because some schools have a tendency to have classes numbered one, two, three, four, five and six. This is number one, number two, three, top and bottom, which is a concept that I do not want to deal with, the top and the bottom, if one can be top given the proper conditions. The proper circumstances to reach the top you have to have the discipline, control, determination, knowhow and materials. That is what I will personally work on with the help of my colleagues in setting up classes, think about changes in the structure and holding students accountable. Giving assessments on a regular basis and holding even the cluster teachers liable for teaching reading basic skills, whether they are doing math, social studies or science. These are things that I do in my practice. Some call them innovative; for me they are normal things. That is the way they should be.”

Another informant talked about relationships with parents and students:

“I have absolute relationships with the parents and the students, because I think the students see me as a role model. They see me as their other side as someone who speaks Creole who grew up in the United States who knows both sides. They cannot get away with a lot of things, because I am able not only communicate with the parents, but I

also know their little tricks, tricks-of-the-trade that they may want to pull because I am part of their system. That has helped me a lot too, as far as dealing with them.”

Another participant talked about public relations:

“You have to do good public relations by inviting the community to come to your school to see what is going on. Once people come, and they participate in what you are doing, they will come back. They will talk about it. I also go on the radio and provide community service as far as talking about education. It is done both in English and Creole. When people hear you, they want to see what your school is like and many visit. You make sure any time something wonderful happens you publicize. You have to always celebrate the successes of the children. The children are your own piece of advertisement, anyway, because if they are happy at their school, if they are doing well at their school, they are going to say what school they are from. They will proudly wear their school shirts with their school name.”

Another informant talked about parent involvement:

“I can achieve a lot by having the parents to get involved in their children’s life, by also creating an environment that makes it easier for the parents to come and feel at home when they come to this school. They feel more comfortable when I speak their language. They can express themselves in their home language, which also makes them feel at ease, and willing to open up. I can target or identify the problem and work with the parent and the student in order to provide a solution.”

As you can see, informants bring all their expertise to the profession. They also bring the desire to lead. They also have a desire to learn because, regardless of the number of years and experience they have, they will always be in a learning mode,

because this profession requires them to be a lifelong learners. They also must show that they can interact, manage and support the team. They must show that they can lead the group.

The most important thing that they bring is knowledge of their culture, their history, and their languages. They can transition from one culture to the next. They are able to manage, support and accomplish the district goal.

Speaking a language other than English is a great marketable skill for an administrator. The Haitian administrators bring more than two or three languages. Some speak four or five languages. They bring all their expertise, the culture, and all the professions that they experience before becoming an administrator. They are overqualified. Some were social workers, business people, counselors, lawyers, medical doctors, Ph.D.'s, radio and TV commentators, insurance agents, consultants, and agronomists. They can speak to the children they are serving in their own languages. They can speak to the parents in their own languages.

They do enhance the environment where they are working. They share themselves with the community, with the students, and with their staff. They do not need a translator. One informant said that African Americans are afraid of Haitians, because they feel that Haitians are moving too fast. Haitians do not know that they have to pay their dues or wait for their turns. They feel that Haitians are too aggressive.

Another informant said that his first priority is providing safety for his staff and students in his building. He needs that in order for his students to learn. He said, "You need order, discipline and consistency. You have to show competency."

So, you see, these administrators bring their organizational and educational skills. Also these administrators serve as role models for these students, because they are able to relate to these students better.

Research Question 4

How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?

The Haitian educational leaders describe their leadership styles as persevering. They do not take no for an answer. They work hard for what they need. To make sure teachers are on target, they make rounds and walkthroughs. They visit classrooms daily and make observations. They are visible in the classrooms. They walk with a checklist and leave a copy for the teacher. They make sure staff and children are safe in the school building. They maintain consistency, and make sure that students are receiving a thorough education and are achieving.

Informants are determined to achieve their goals. If it is schooling that Haitians need, they will attend night school to get the needed credentials. They will work hard at tasks given to them.

Informants create a daily routine, to be visible in the classroom. The principals set procedures and handle any issues that may arise. The goal is to promote and handle instructional issues and to make sure teachers teach well. If teachers are weak, Haitian principals provide them with staff development, and give them suggestions. Haitian principals observe experienced teachers, and provide demonstration lessons. Haitian principals tell the teachers what they need to improve, give them the tools to do it, and go back to see the improvements.

In response to Question 4, an informant said:

“The leadership experiences have been very positive. The first year I started I felt that it was a top-down operation. I was the overseer; I [tried] to punish people who were not on task, instead of helping them to grow. I learned to build teams. Then my job became more intricate. I was more effective in accomplishing the goal of helping people to grow and to stay in the team. My leadership style is inclusive, because I get people involved in the decision making, especially the people that are going to be impacted by my decision. I examine their recommendations and feedback before making a decision. I should say that my style is a collaborative style, where I promote team building. I focus on goals, provide necessary tools and involve people. I help people seek one another, and I incorporate research.

“When I need to share information with the team – basically a policy – I I send the policy. The policy is clear cut and nothing is left to interpretation. If anything comes from central office I share it with the staff at an official meeting. Put it on the agenda and keep minutes in case there is a follow-up from central office.

“I am very comfortable with the people I work with because they trust me. I have a proven track record and they know that I am competent. The staff knows that I can do the job, and they know that I want them to grow to become comfortable with me.

“I feel the vice principal supports the principal; if you are a leader without subjects some people will say you cannot function, but I am a handy leader. The key is not how many people you have, but how effective you are dealing with the issues presented to the team.”

Informant (Mr. L.) has another kind of experience. He does favors for teachers; for example, if a teacher would like to go home early.

“The rule is that you do not go home during the school day, on your preparation time. What you would do is to give that teacher an assignment to come early and to leave early. The staff takes that as a favor, because they are dying to go home early. You have to be very careful how you do that. That is one example; there are lots of other examples. If you have a position out of classroom, they would like to have that. You manage to create a position to neutralize them. Give them power, take them into your cabinet, and neutralize your enemies, the destroyers, people who destroy what you are trying to do. Those are the ones you neutralize. You try to neutralize them, not 100%, but you get the leaders together. You find ways to neutralize the leaders.

“Doing it directly will get you in trouble; you have to do it indirectly. The same thing for parents. You neutralize them - parents, teachers, and all people who are in your way. You have to find ways to get them out of your way, so you can continue to work. You see now, everything is about reading scores – math scores and so on. You need to show that your reading scores are up, and that is one thing that is very important to the superintendent. As the principal, you can do what you want, as long as the reading and math scores are improving. If your scores are going down, you are in big trouble. You cannot do what you want to do in terms of your position as principal, because everybody is looking at what you are doing. If you can show that you are producing, then you must be doing something right and you can use that as an argument.”

Administration load.

Mr. L. continued:

“You cannot be with your staff all the time, but you find ways to know what is going on and you have to use your assistant principal and other people in your organization to help you. You inspect what you expect. You have to inspect your assistant principals. My assistant principal started observing two classes per day in September. I organize the work in such a way to remove a lot of pressure from them. When you come to see me or an assistant principal, you are not going to see us immediately. You have to see the person in charge of discipline, and if you are not satisfied, then you make an appointment to see me or an assistant principal because the principal and the assistant principal are in the classrooms. I tell my assistant principals to be in the classrooms in the afternoons, or at least two periods a day. At the end of the day, I ask them questions. Have you observed two classes? You do not have to write an observation every day, but I need three observations per week. Three a week, or a minimum of two, but you have to observe classes. This is the only way I am going to find out whether or not these teachers are teaching, and I also do the same. I observe in the morning and in the afternoon. When I am out of the office, I tell my secretaries not to call me unless the superintendent wants me. If somebody comes, Mr. L. is not available. Otherwise, you are in deep trouble because no one is going to penalize you because you have not met with a parent. You are going to be penalized if your children are not producing. I am going to make sure that the children are producing. I find ways for the parents to be satisfied, because I have somebody on staff that can meet with parents and resolve their problems. I have a teacher who does that. I manage to release the teacher from classroom duties to do that. You have to be smart to do those things, because if you do not do them your priorities are not right.”

Observing classrooms.

Mr. L. continued:

“When you observe the classrooms, you look for lesson plans and blackboard configuration. You are looking for how the children are reacting to the teachers. You question the children to see if they are learning. You do not have to question the teacher. You will know whether or not the children are learning by questioning them. You have a few specifics to look for when you visit a classroom. The most important one is the interaction between the teacher and the children - the responses the children are giving. When you ask the children what they learned today, [and] they respond, ‘I do not know,’ you know you have a problem. You have the teacher teaching one thing, but whether or not the teacher is reaching the children is most important. You have to question the children to find out. You have to check if the teaching is having an effect, if the learning objective has being met. If the teaching is going over the head of the children, then the teacher is not reaching the children. As a teacher, you have to double-check, you always have to assess, and self-assess, to see what the children are learning. If the children are not learning, you have to change the strategies so that you can reach them. That is the only way you are going to make sure that children are learning.

“We align the curriculum with the standards with the assessment. We know that the assessment is aligned with the standards. If you teach the standards, you teach the assessment. You see what I am saying? Yes, you have the book. You have the objectives. For example, Number and Number Relations is one objective, in the standards. You have five or six lessons. You cannot cover all five lessons; all those lessons are related to Number and Number Relations. You teach three, and you know

those three cover everything on that topic. You go to the next one, Computation and Operation concepts. Let's say you have four to six chapters, you cannot teach all of them but you choose three out of five to teach. Now, when you do that, you cover the topic and you move to the next one, Computation and Operations concepts. You cover the topics that will be on the test. You select the questions based on the standard. You do not want to miss something on the test when you test those children. If you do not teach a particular item, they will not know it for the test. You align your assessment with your standards, and you choose some sections to cover specific topic. One topic may have 10 sections, but covering the same topic, so you do not teach 10 sections, but you teach maybe six and you know that you cover everything in those six sections. This is a big school; we have 1,355 children as of last year. I do not know how many we have this year yet. We have 75 teachers, 35 paraprofessionals. We have 127 staff members. That is a big corporation. We have 10 special education classes. Each class has a paraprofessional. Sometimes you have two paraprofessionals because of the situation where you have behavior management problem. We have paraprofessional for a child who has problem and has to have that person to take care of him alone individually. We have the Supervisor of Special Education who comes two days and a half.

“Listen. A school is a good school as long as you have good teachers. A school is as good as the people who work in the school. If the teachers want to make the school, they will make the school; if they want to break the school, they will break the school. Regardless of what you do, you have to cultivate the teachers to get them to buy into your vision. They told me they did it for me. It shows how much they embraced me when I came here. That was a fight. I had all kinds of parents who would oppose me, not

because of what I am doing, but because of my ethnicity. You have fights, conflict between African Americans versus the Caribbean Americans; and in the Caribbean Americans group you have the Jamaicans against the Haitians. The Haitians against the Trinidadians, the Trinidadians against...I had to deal with all kinds of nonsense.

“I decided to be very objective; to treat everybody the same. Conflict was the number one big problem. You have the African Americans who tell you that they were here first. They were born here, versus the Caribbean Americans who are newcomers. You have that conflict and in the Caribbean population of Haitians. I remember I was walking one summer to this building. This building has been renovated ever since I became principal of this school. One summer, I was here trying to get things done and I was walking on the sidewalk of this street. Two ladies were coming behind me, and one said, ‘This one is a Jamaican,’ like a dirty Jamaican, and the other one said, ‘No, no, no, he is Haitian.’ The other lady said, ‘The same; that is the same. The Haitians, the Jamaicans, they are all dirty.’ I had the PTA President going after me just because of my ethnicity. I remembered I had an assistant principal the second year, I had a lady teacher I put in charge an early childhood center, and made her an assistant principal because it is difficult to get someone. The minute she became my assistant principal she told the parents that she should have been the principal of the school. We had a meeting together and two months later she retired. She retired because she wanted to become principal. I am saying that you have to understand the political game. How the game is played so you can use it to your advantage otherwise you are dead. It is critical, it is political. I am told that I am the most respected principal in the district now because of my qualification and how I can handle things.

“It is okay for somebody else to come and become a success, but not you. That is one aspect of it. The other aspect of it also, there is a lot of good people who will come to you to tell you I am very pleased that you are here because I know your history I know and I see what you are doing. You are doing a good job. You are making a difference and I am supporting you. I feel the reason I am saying that as a human being when you do things, you expect everybody to accept it to see that you are making a difference when you have somebody who is coming out from left field to tell you that you are not doing anything. You feel hurt, maybe that is why I am saying that you have some people who will come and would be your enemy, but most people will be your allies I would have to say that. Most people would be your allies, but you have a minority would be against you. They will try to divert the work you are doing. Even among the teachers not openly but it is the same you have to be smart enough to neutralize them to neutralize that group.

“They would say, ‘The school is going down,’ and I would say, ‘No, you are wrong. The school is not going down. These are the data from first year, second year to third year. Every year, you have a steady increase; you cannot say that the school is going down unless you do not know what you are talking about.’ Then you ridicule them, you ridicule them, because then if you have the data to show that you are doing things and they tell you that you are not. They do not know what they are talking about. You take the data and say, ‘This is the data. This is how the data shows that.’ You do two things. One is that you have to produce and then you have to maneuver, to manipulate them, to neutralize them so you can control.

The Parent Teacher Association President petitioned to get me out of the school. It took two years to get her out. It was really awful. Every minute you had a petition

circulating; the principal has to go and what happen [was] they were stealing money, children's money and I went against them. I told them, 'Listen, I cannot tolerate that in the building. You cannot do that.' She was complaining, writing letters against me. I got the Board of Education involved in investigating them, and they found out they were stealing money."

Leadership style.

Another informant said,

"My leadership style is more of a person who tries to support. I am not one of these people who say, 'You are two minutes late; I am going to dock you,' or, 'It is my way or the highway,' because the teachers are experienced and I involve them in the decision making. I seek advice from the senior teachers, but they would not come up with a solution for a problem. They would say, 'That is not my job. I teach my classes, do my duty, and leave at 2:50 pm.' I took a direct approach with these teachers. Tell them what to do and put it in writing and we can have a conversation about it. I tend to do both. I tend to involve the teachers with more experience who are decision makers, and they show appreciation.

"When I started, teachers would say, 'What kind of leader is she going to be? Is she going to be hard on us? Is she going to be tough? Is she going to be writing us up every day?' I do not do that; I talk to people, but if you are going to give me an excuse for not doing your work you are giving me no choice. I have to do my job too, because if I do not I will get a note. My superior reminded us to write [up] teacher who has been out for 15 days, late every day and not submitting lesson plan. If you do not write them up you will get a letter, and I have been honest with people. I do not have anything to

hide. I have an open-door policy as much as I can do my work via the computer. I have personal files here, and they can go to their files. I have teachers' personal materials. I did not stab anybody in the back to get this job. I got the job fair and square and I am trying to do it as honestly every day.”

Another informant said,

“I lead by example. I lead by example by participating in the job wherever it is in the classroom. I want learning to occur in a particular way. I will step in and demonstrate. The custodial staff does not understand what I mean about this toilet. I will get the toilet brush and show you how I want it to look. Last Saturday, just before the opening of the school, I was here in my jeans, my gloves in my hand and I was walking the school grounds picking up the garbage that they did not pick up, telling them, ‘This is what I need for you to pick up. Look in that corner, pick this up. You have to do that. I believe that everybody has to be part of the process and has a voice. We have committees who organize and who help support an event. I am not autocratic, I go by the rules and regulations, and we have committees that permit everyone to be a stakeholder. Everyone has a piece, a voice and a vote. That is how it is done.

The next informant also talked about leadership style:

“My leadership style is to get everyone involved and to get everybody to share in the glory. I am a people person, and whenever there are people involved I feel better and that we are all going to get the honor. You know together, as they say, if you have a joy you share it, it multiplies. If you have sorrow you share it, it diminishes. You have to share everything. That is my style.”

Another participant shared,

“I am always analyzing. My style is to think ahead. I try to be always a step ahead. Whether it is something positive or negative, if this happen and a reaction will happen, this is one of my leadership style. I think most leaders do this, most administrators, most teachers, because what we do is we are always trying to figure out that if I do this then that will occur. This is what goal is about. You are thinking ahead. I do this, this is my goal. I have to do something to get this goal. I guess I am always looking of what is the goal, and where I want to go and this is one of the biggest styles, and I do believe you have to look at what happened in the past, what have you done and this is all what data is about, but I favor using data. My leadership style is - I guess I should be able to say - I like to be able to sit with my teachers and talk with them the first year. Get to know you, because change is difficult for anyone when you get a new administrator. Everyone has their own style, so you have to get to know that person’s style and you have to know that teacher. What he or she brings to the table. What is their teaching style? And that is where you have to have that patience. You have to watch, and say, ‘Okay I see why they are doing this.’ You also have to mold them to fit what you want, the way you want to go. The way you want your children to go, and everyone has to see that goal. I believe in collaboration with my teachers letting me know what their goals are what they want to do. I have a teacher who said she is thinking about administration in the future. She needs to know where to go, what she wants to do, and how can we help her get there. If this woman becomes an administrator she is going to be a better teacher. She knows the ultimate goal, which is to be able to move from her classroom to a group, a building, and that is my goal to inspire change in this building. If she can move her classroom academically she proves to me that she needs another

position outside the classroom. She shows that she can get that position outside that classroom. Of course she is going to get all the accolades that come with it, and then hopefully she could get her next step to become and probably reach her goal. I am very supportive of my teachers. I also support my parents.”

Another participant said,

“I will say my style is more, I will call, open to any ideas and criticism that a teacher, student and parent may have. I am very flexible. I listen to what’s the problem, teacher or parent and how they feel, then I make a decision. I am very people-oriented as far as leadership. I am an open-minded person.”

Another informant said, “As an administrator, you are able to invite, motivate many students, and staff members. You could probably implement some of your philosophy, and hopefully lead by example. My notion of an administrator is going back to the old idea of being a master teacher where you model exemplary practices that are working for you. You need to enjoy working with people and be able to have the ability to motivate people to work.”

Another informant said, “The difficult part of the job is when you are trying to have someone fired. The difficulty is that you are dealing with people. It is their career, their life, their families. You have to make decisions that will affect them. I find the difficult part actually is absenteeism. When you have absenteeism, the continuity of instruction is interrupted it destroys the continuity. Another difficult part is to do damage control because of the way teachers talk to parents and students. You have to tell teachers no matter how bad the children are. You never articulate anything negative to a child. You do not want teachers to be saying negative things.” This informant also said

that, when discussing accountability and achievement scores, progress is defined as significant growth.

Experiences.

Another informant said,

“I think I always work hard in what I do. I worked hard as a paraprofessional and teacher. My husband used to say, ‘You are working 24 hours a day to teach third graders,’ because that is the way I am. I will not say that I am a perfectionist; however, I do give it 110%. I worked hard as a teacher, because I wanted to be a good one. The same way I worked hard when I was a student, because I wanted to be a good one. As a parent, I wanted to be a successful one when it was time for me to take the administration courses. I happened to take them to complete the requirements. That is what was available. In the meantime, I took the courses. Here, I was doing a thousand things as grade leader to nurture the school. I am trying now to put people in leadership positions, and they are reluctant. I want people to be able to teach someone else. Later on, I worked as a resource teacher and then, as a Gifted and Talented staff developer. I was reluctant to go outside of the classroom, but a friend of mine saw something in me that I did not see: ‘Now you will have more time to do what you want. You will reach more children via the teachers. If you stay in the classroom, you will reach fewer children. If you work with more teachers you will broaden your base and more children will get your service.’ I took that suggestion when they cut the program; the woman in charge of the program at the district level had a short list of her best teachers to become staff developers. I was on that list based on the things that came out from the school when I was there. It meant for me to travel to two more schools in addition to this one. It was a

difficult choice for me. I had to work here a certain amount of time and in two other schools. It was difficult to convince my principal to allow me to do this, because she was convinced that I would not be able to make a difference. I was able to convince the person who was in charge to give three days in this school and one day each for the other schools. In order to keep me, my principal said yes. It meant for me to never have a preparation time because the three days that I was here I worked all the time because I had to get things rolling. I prepared the project and I gave my proposal. Since the school was split by division, by small schools, I said I will focus on one division. One day, they call me and say that they are looking for someone. They are looking for people to interview for the interim assistant principal somewhere. Do you have your papers? I said, 'Yes, I do.' So, they threw names around. It was a list of people to be interviewed. I went. At the time, my principal here was out of town. I could not call her to say, 'What do you think?' I went, and the people were pleased with what they heard. What they knew about me and what they heard in the interview, and that is how I became the interim assistant principal at the other school. It is a world of hard work, just hard work. When I got there, I worked very hard with the principal. I was lucky enough to have someone willing to train me, and I was not afraid of hard work. She chose to work with me and not have me to work for her, because as an assistant principal you are either one of two. You either work for the person or you work with the person. Working with the principal means to stay long hours, if they are doing something on the computer. If there is a report to get out, you stay to help. You help him/her to get the work completed. If they have an idea and they call you, you do not make them feel that is your private life, do not intrude. You learn to brainstorm and they can brainstorm with you. When you

allow that to happen it means you walk into the building on Monday morning, you know exactly what is happening. If you want a private life, you walk into the building on Monday morning, there is a list of tasks for you to do, and other people know what is to know and you do not. The people will lend their ears and their brains to the person. A person in leadership position needs someone to bounce ideas off so they can carve something that makes more sense. I chose to allow it, because she was about to train me. I learned more than any other person in my position because I work beyond the call of duty for the children and the teachers. I remember when that principal called me to say to me, 'The position is advertised. Are you going to apply?' I said yes. She said, 'Thank you,' and that was the first time she called me at home. I had one month in the job and she gave me a list of things she appreciated in me. She taught me and that is it: hard work, backbreaking work, I call it. I do not think you can be any place without working hard or willing to work hard. You work hard and it is late, but you have to do the job. Things will happen no matter what, but you will have to be able to be in the mix. I told someone one time, I am responsible for people's lack of judgment. I am accountable for other people. That is my job; they make the wrong judgment the ball falls on you. You have to always be watching, looking, supporting, and talking to people to see how they think."

Another participant said,

"Our work day is 8 am to 4:30 pm, but that is never the case, because during the day that is when I walk around, do whatever I have to do. Once the students leave, that is when I stay to start doing the paperwork. To assign whatever I have to assign to the teachers for the next day. Whatever paperwork that needs to be completed is done after

school. If you are an effective administrator, you need to be visible as possible during the day. I cannot stay in the office and do paperwork when they need me in the halls, in the cafeteria, and to do parent conferences. Although, my work hours are from eight to four, it is never the case because at 4:00 pm this is when I start work. Some days if I do not have much work, I leave at 4:30 pm. Other days, we may be here until 9:30 pm. It depends and it varies.

“We do not have a set time. That is the field you choose. You will find out as administrator, the divorce rate is extremely high. One thing I do, whatever free time I have I make sure I spend it with the family and we do activities together. Sometimes they come here in the school. Sometimes I go home make sure I see my boy and then come back to the school. If you have to go home to put your children to bed you do that and you come back to the school late to work. I would say that is the profession that we have chosen. It comes with the territory. They remind us downtown that whatever free time we have, spend it with the family because they know once school starts very little time is spent with them. Midyear is not so bad. At the end, it gets crazy, but so far I have not had any problems.”

Another informant shared her experiences:

“Part of my routine every day when I come in, I put my bag down, I check the fax machine, grab my keys, my walkie-talkie, and I start. I start on one end; I go through the whole building, then to the portables, checking out there. We check the grounds. We do visual check, and you look to make sure everything is in order. If something is not in order you call the person who needs to take care of it. You get a lot of exercise. There is never a typical day. I do not know about any other school, but I believe from talking to

other colleagues, there is never a typical day. You may have a 'to-do' list. You may get to it, but not the way you want it because different things happen. What is typical about it is that you have to do your morning rounds. I stop in the cafeteria to see how the breakfast program is going. If there is any parent with a concern, any children or the cafeteria staff, then I continue checking my classrooms. If I find maybe that in some corner, they were supposed to pick up the garbage and they did not; therefore, I have to call someone to get it done. You verify if there was a break-in the night before, vandalism or something like that. If somebody else did not see it, now you see it, you take care of it. Then I go out to the playground where the children have lined up. By this time it is about 8:15 am. By that time, the teachers start to come in about 8:20 to pick up their classes. You monitor and make sure that no classes are left behind. Make sure the persons that were supposed to be on duty to watch the children are on duty. Once the teachers start taking their students, I do a second round to make sure. Sometimes when you are talking with parents, you see a class and you are not sure. Did you see that teacher? Is that teacher in? The principal and the assistant principal do the second round together. She starts on this side and I start on that end, so that I do not have to do the whole building again. Then I visit the classrooms to see if the instructional time is happening. What are they teaching? Are they on target? Are they following the guidelines that they supposed to be teaching and the children are learning? You do a spot check. You visit the classrooms, and usually your classroom visit is not for more than three to five minutes. Then I come back to the office and answer messages, check e-mail, do the mail that never stops coming. You handle the different kinds of things that come up. Sometimes I do not get a chance to do my entire classroom visits because I am

called - there is a parent in the office who must speak with me. The district is on the phone, they need to speak with you. You go with the flow. Children and parents come first; those are your priorities. You are a public servant; you have to provide the service. They have a concern; you have to address the concern. During the day, there is always something to do when you come to the office. You put in a couple hours of paperwork and telephone calls. Today was payroll day, so I spent over an hour reviewing payroll before approving it. That is another task. The secretary has to review the timesheet and put the payroll into the computer, but I have to review it to make sure everyone is given the hours they worked for and are being compensated accordingly because I have to approve what goes into the computer. You have to always find someone who did not sign in. There is no punching of cards. They sign in and they sign out, and most of the time, people forget to sign in or sign out. When it becomes chronic you do not get paid. Then you will remember. That is about it.

“Regarding instruction, when you go to the classrooms you are looking to make sure that they have scheduled that day for that hour; that is what they are doing. It is consistent when you do formal observation. You verify what was done before with what is going on now. If there is consistency and continuity in what there are doing. You also verify grades that they have given the children they match with what is in folders, portfolios that is how you monitor. You monitor by giving a guideline on what you need. Benchmarks are basically the area of competency that the child is supposed to have learned. They tell you what those competencies are and what skills will be tested. You have to have a plan as to when you are teaching the material. When the child takes the exam, he has been introduced to it, he has mastered it. What we do, we develop a team.

When I say team, I am talking about the teacher, assistant principal, principal and all. It is a long-range plan, where we put what is being taught. We provide them with what we do. We have to follow to make sure that we meet those criteria, because you have to do a report to the State at the end of the school year. For example, this week, I should have been working on the report and I have not gotten started yet. I have to prepare the report for last year's plan. I have to show how we progressed. What progress did our school make? And this year we did very well. We made some significant gains. One of our goals was for the children to increase their reading levels. Especially the children at the lower quartile, and they did. The school went from a D to a C. That is a nice jump, because you have to make certain points in order to get there.

“I do not like to say that I am a workaholic, but you have to get the work done. This is not a nine-to-five job or an eight-to-four job. If a person is able to do it that way, I want to learn how to be more efficient. I have an administrative support team, and I count on them to monitor what is in our plan. I count on them to do some of those things that help, and I have not delegated everything yet so I can leave at 4:30 pm, as my director knows. She can always find me here after 6:00. Luckily, I have a husband, **li plenyen, li reziyeen, li reziye** [he complains but he resigns himself]. He knows that I am going to be home late. There are certain times that I tell him, ‘You know dinner will not be prepared by me. I will expect you to have dinner ready for the children and me.’ They know they have learned to be self-efficient. Unfortunately, they complain about the fact that I care so much about the school children and everybody else's children and I am not there for them, and it is true sometimes. I try to make it up to them. Once I get things settled after the opening of the school year, then I will have a set time that I know I

will have to be home to do homework with my son. If I am telling my parents that they have to spend homework time with their children, I better go home and do mine. I do not know how I manage the stress, but it looks like I manage. Sometimes I want to say I am out of the school. It gets so frustrating, and I want to do this because I want children to have a good future. I want tomorrow to be better for the next one. I think about if I did not have people who were dedicated to me I would not be sitting where I am sitting and I do it. On the weekend, I make sure I find an opportunity to relax, and I think sometimes the very best therapy is finding a colleague that you are able to share your frustrations. You hear theirs and they hear yours.”

Another informant said,

“I am the type of leader who believes in unity, togetherness. I believe that a leader cannot be successful without the people that are following that leader. In order for the leader to be a real leader or a positive leader, he must invest in the people that he is working with. He must be open, be open to them like an open book, if people have problem they should feel at ease to come to that leader in order to share their opinions, and by sharing their opinions, they can come up together with better ways in terms of education or whatever segment of society that leader is working on.”

Another informant added,

“I nurtured the teachers in addition to the day-to-day operation of the school. I was responsible for staff development; then I nurtured new teachers, nurtured students. Nurturing the bilingual classes because there was a bilingual program in that school and I did everything else supporting the principal working side-by-side with her. This is where I got my major training as a principal by working closely with the principal.”

Administrators at work.

The informant continued:

“We were, let’s say, in a building when you have one principal and one assistant principal. Unless you work together, then you cannot really do the job because you do not have a second assistant principal or a third assistant principal. That was only me. I was able to do whatever she was doing as a principal; she shared it with me, and I was called to assist even in the decision in the process of the planning. I was very much involved in it because we work closely together, so which is very important for my training.

“This is what a principal says about a work day and experiences: My day begins at 5:00 in the morning because I have to come here and be here at 7:00. I am here around 7:00. The children start coming at 7:30 a.m. At that time they come, they have breakfast, but I am not involved yet. Between 7:00 and 7:45 is the time I try to plan my day here to tie up loose end to try to do some work on the computer. I can, because my secretary takes the call for the people who are absent and my assistant principal plans the day in terms of the substitutes. Sometimes I have to tell them something special, but I am not involved yet. At quarter to eight, I try to catch the people that I want to see. I tell my secretary that I want to see Mr. S., because after five minutes to eight they start coming in the building. My assistant principal has the children to enter the building. We used to line up outside, but since the cold weather steps in, I found a way for them to be inside.

“Some of them go to the auditorium: grades five, six, seven and eight. Grade one is downstairs on the right-hand side. Grade two is on the left-hand side downstairs. Grades three and four are in the lunchroom. So, one assistant principal is downstairs. The

school aides and Mr. V. goes outside to invite the students in, and the teachers pick up the students by 8:15 a.m. At 8:15, they go to their classes. Excellent teachers have them on tasks by 8:25 a.m. This is the target time to push everybody to be on task at 8:25 a.m. At 8:25, if everybody is on task and nobody is late, because when somebody is late you have to stay with the class. If no one is late, I make my rounds at 8:25. Let's say, 8:30, and I trained my assistant principals. They each take a floor and we go. We call it a sweep. We encourage students who are late to go to their classrooms. We go to the classes if we have to; we just pass by and we smile. That is the first round of the day. If during my round I see something that I want to observe I go in and observe. I try not to go in first period because I want the teachers to have their routine set up. If I see that the person is not on task I go in to observe. Around 9:00 I am back in my office, and that is when we have our cabinet meeting. Ideally, we should have that earlier in the day because this school starts very early; the children are here at 7:30 even though I come at 7:00 a.m. We are too busy to have the cabinet meeting and my other assistant principal does not come in until maybe 7:35 a.m., so we cannot have it, but 9:00 we meet, and I have the list of things that I want them to do – things that we have to share, and at 9:15 a.m. we spread again. They go do their things and I go do mine. In the meantime, if there is a parent who wants to speak to somebody. I take care of that parent if I have to; if not, I go back to the floor. That is a good day where I can go back to the floor, go and observe what I said I would. Then I come back if there is a grade conference, I do that too and the lunch hours come in. When the lunch hours come I am either in my office doing some work making calls, taking care of things, on standby for the lunch hours or I go down because, when there is somebody in the lunchroom, someone else has to be on standby to take care

of the building, to take care of things. The last lunch hour ends at five minutes to 1:00 because we have three lunch hours, and that is when I do another sweep of the building, to be visible, and we dismiss at 2:30, 2:35 p.m. I am outside to say goodbye to them. In the meantime, I will do grade conferences with the new teachers, meeting with parents, calling the district office that is the day. The little people come to me with their concerns.

“There is a difference between the rounds. The rounds I walked around and I come in and I look. I look and I see but the observations I go in I sit down I observe and I write down things. We also have checklist for the walk through. If we have a good day, we do what we set out to do. My target is to have 50% of my time spend in classes. That is not happening yet, because they are too many interruptions and things that interfered. Unless we take care of those things, then they pile up.

“Yesterday, someone came to me as I was putting on my coat at 2:25 p.m. to take care of dismissal. A teacher came to me and said, ‘Ms. D., I need to speak to you. It is important.’ I said, ‘What happened?’ She said, ‘One child I believe had beaten another child,’ and I said, ‘Did you take that child to the nurse? Take the child to the nurse. Let me know what happened; I have to go to dismissal.’ For her in her mind as a teacher, the reaction would have been to go up to the nurse. The child was already with the nurse and she knows what to do. The decision to go outside was based on the fact that, unless I am outside I will have other issues with the dismissal – with the eighth graders who take the bus, with the children who are getting in trouble outside. They behave well if they see you outside. Once they do not see you, they come up with ideas. I went outside, I took care of dismissal. When I came back in I called the nurse. The child was fine; the skin

was not broken. In a case like this, I chose to go outside because I could prevent things outside and everything was in place for this case. There is another case, a child got hurt in the fifth floor and they told me that he could not get up. I went up right away. Drop everything and leave. Go, because there was nobody there and I said, 'Get the nurse; I will be upstairs,' because I knew also getting upstairs meant to make sure that the other children will not gather around him. To make sure that the floor would be calm. When I got up there, I had to direct traffic in the other direction. You make judgment of the situation. Sometimes you drop everything; sometimes you cannot. It depends.

"You have to be calm. At least, you have to make believe that you are calm and play in your mind what you are going to do because they told me a child apparently fell and it seems that he hurts his knee. He cannot get up, and I said, 'I will be right there.' I do not have to say, 'Get the nurse; I will be right there; call 911.' By the time I got up there, the child was on the floor. There was a teacher with him, but everybody else wanted to come. You have to move them away.

"We have a book that tells us what to do. To tell you the truth, this is the day-to-day operation. My focus is instruction, but otherwise once you go to school they talk to you about instruction. They do not tell you about the day-to-day operation. I know, the day-to-day operation I learned by being an assistant principal and watching the principal followed the rule that she has learned because they are two books that they give you. They call them Standards Operating Procedures; they tell you how to for example, if you hear there is a problem somewhere. They come to see how it worked. Your job is to set in place procedures. When things come up, did you have a procedure in place and how did you handle what happened? The ideal is for children never to fight. If there is a

fight, how do you handle it? You cannot pray that they would never fight; if a fight occurs you handle it. Once you put that in your mind, rehearse it; that is what I learned as an assistant principal. At first, I used to be very anxious praying for them, never to get in to trouble, but I was told very clearly there are things that will happen, and you will have to handle it. Then you say to yourself, 'That is not why I am here. I am here to promote and handle instructional issues and to make sure that teachers teach well.' The day-to-day operation is just something that you do so teachers can teach well.

Teacher implementation.

This informant continued:

"For teachers to teach well, they have to do their plans. They have checklists that tell them what I want to be done. They know what is expected, and they are professionals and they are treated as such. I am here to remind them of what that is they agreed to do when they decided to take the job. They agreed to plan for the children and the plan will be reflected on how successful their teaching practices are. They do their planning. If they are weak in certain areas, you provide them with staff development, and when you observe them, you give them suggestions. You tell them what they do well; you tell them what they need to improve upon, and you give them the tools to do it. Then you proceed to see another teacher. It could be having somebody coming to do a demonstration lesson. It could be to do a workshop for them to learn. Then you go back to see how well they are doing because this is the main job. Now we are given an assessment. They keep a balance between covering the curriculum, especially math, and doing the test sophistication preparation which is very important. Let us say you are working in a class, there is a test coming in a few days -- I will say April 12. It was

agreed upon that children will be involved in test sophistication practice every day, and then you will build up from what you see they are lacking and you walked into a class and you, the teacher, is happily doing journal writing. In other words, not only she did not listen, she did not remember, she could not do it, or she does not get the point. That is why you do the walkthrough, and you go to another class and everybody is on target. You have to go back to let her know that something is wrong. I give the teachers a checklist that tell them what needs to be done in the class, and from time to time I remind them items to remember and you go to see again.

“The checklist is distributed to the teachers at the beginning. They know what it is. They know what you are looking for, and they are familiar with it. When you give the checklist and you check it with the rating they already know.

“They already know that they are out of order. They already know, for example, if you are talking about bulletin board being current. We are in March, being current means it has to be March or maybe February; cannot be January. Now you cannot have snowflakes in the windows. There is a window with a few snowflakes on it. That has to come down. One thing for example, last week I was going to a meeting and I typed up before leaving items to remember, plan books open on desk, learning objectives on the board, students engaged, active teaching and then I posted it for them to remember. Students must be doing something with the teacher. They are engaged in a task. Sometimes the teacher is teaching all alone and the children are doing their own things. That checklist was discussed; they know what is an active teaching. Active teaching is another way to say standing up teaching. I cannot say standing up, but I could put active teaching. If you can demonstrate to me that you can be actively teaching seating behind

your desk, that is great, but I do not think so. I did not want to put the word standing up teaching but that is what I am mean.

“Same thing for lesson plans. The lesson plans, I can tell you this is what I want to see in a lesson plan but the format of the lesson plan is up to the teacher. You know that ruling that they were able to get from the board of education. The format is up to the teachers. Then I say, ‘I am not going to discuss your format, but this is what I want to see in the lesson plan.’ ‘Oh, what book do you want Mrs. P.?’ It does not matter if you can put all I want in that small box that you have that is fine, but this is what I want. I will say exactly learning objective, procedure, summary, follow up, and homework. If you can put all that in that box that is fine. Of course you cannot. Unless you plan for children, you cannot properly teach. You cannot.

“I believe several teachers have a problem with planning. I do not take it as my problem; it is their problem. Some people who are master teachers I have to tell them to make sure they have their plan books. The people who are weaker ones, I say to them the lesson does not go well. It has something to do with your planning so the lesson is a miss. I look at the plan, the plan is out of order and I connect the two. I want a full plan from you after, because my goal is to connect their mind with the planning. Unless you plan well for the week, you cannot possibly do it well and this is a process.

“If this is a formal observation, I tell them in advance and tell them what it is that I want to see; we agree that is a formal observation. With the informal, I just come in and I sit down and observe. If this is a formal observation, we do a preobservation, but most of my walkthroughs are unannounced, and sometimes during the walkthrough if I see something that I want to observe I stay and I observe. Then I make an observation and

that is an informal one. I do that if I see something positive, something that deserve to be recorded for the person. Also, in that checklist at the bottom I write some comments.

“As a principal, I need to have on hand my guidelines, my suspension folder, the budget, the trade books because we have been working on them, the checklist, my planning form for the day to see what I am going to do for the day, walkthroughs, and observations.

“What I am going to do daily is based on what is coming up. Let’s say, tomorrow I have a Parent-Teachers Association meeting, so I know between now and tomorrow I have to have my principal’s report for the parents done. I have to have the materials I am going to discuss. The agenda for my piece is done. My handout for the parent I have to have that typed. Plus, one thing, this is the end of the week I know I have to have a checkup [list] to see whether I met with most of the teachers that I said that I would observe. Most of the time I do not do the whole thing; I have to reschedule for next week in my mind. I have meetings and there is somebody coming in for a staff development and I schedule it for tomorrow. I have to do a schedule for that. I have to plan my day around that, and 50% to observe instruction. That is what drives me, and everything else is to make sure that there is a climate for the 50% to take place. It is a daily struggle. Tomorrow, I know that I have to carve time to do that piece for the (PTA) Parent-Teachers Association, even though I may not be able to be present. I have to give it to my assistant principal because I am going to a conference. It has to be done for him to present it in my name. I have to type my observations, because after you do the observations you have to write them out. Today I manage to type two but I have more to do.”

Scheduling.

The informant continued:

“In terms of opening the school, what I have done was to prepare my faculty confidence notes. I try to get all my staff in one place, since my staff is new. I worked diligently to interview each one, and categorize them. I was ready to meet with the staff on several key points. We had an action plan for the new year based on the results of last year and a great deal of creative ways to meet the needs of the children who did not meet the standards last year. I offered them breakfast on the first day for teachers. I give them time to take care of their rooms. I had my faculty conference around midday, 11:30. I think that was being creative, instead of rushing it for 9:00. It gave me time to make my folders the way I wanted. This is the plan for the opening.

“Coping with the opening is another issue. the planning took place over the summer. The first meeting I inform the staff on what I wanted to do. I shared with them the agenda of the district. The district had an opening session with administrators prior. Based on what the superintendent gave us, I put together my agenda. The keyword now for the district is getting results. You have to streamline the results of the standards. How to meet the levels three and four? How to move children from one level to the next? You reach better results. My job was to package the message to my staff. The message has to reflect the culture of this particular place. We put together a nice folder; in that folder we have some administrative matters on the policies we want to implement. Most topics were the same as last year. I repackaged it. I gave them again the Mission Statement. It is like renewing your vows like in a marriage to remember why you were there. The opening staff meeting is very crucial; it sets the tone and it bounds us again in

terms of what we want to do. I introduce the new staff. My union person welcomes the old staff, because we have three people coming back from sabbatical and one from retirement. I think the opening went well with the teachers. Now they are getting the children. I investigate the things that I wanted to fix. I am very pleased to see the hard work that I invested, in terms of students' movements in the building. It is working well this year.

“The one issue I had last year was that the children moved too much during the day based on the schedule that was given to them. The schedule was done by the prior administration. There was an attempt to track children based on their ability to create an advanced class. They had the children based on their reading scores. We had children who are taking Spanish and children who are taking French in the same class because they are in the advanced group. Now you have six, seven and eight; this is not that bad. Groups four and five were moving for language because this is the way they were grouped. It created an undue stress in terms of school climate because of the movement. In group four, children were younger and livelier. They were in the mini-building, so the move was not bad.

“I found another issue: children being blamed for something that they had no control over because they were given the wrong schedule. It was too late for me to fix it when I came in September. I made a conscious decision not to change everybody's schedule as a new principal. You cannot come in September and reshuffle the entire school. I did not want to consider the issue. As I went through the year, I kept a mental note; sometimes, a written note, on things that need to be changed. There are other issues like our children's attitudes and abilities toward learning. But if you create a schedule

that puts too much stress on children then you have to fix that. I spent a good deal of time toward the end of last year.

“At first, I was monitoring the floors, because there were already a few complaints about the climate. It was difficult based on my expectations and my standards. I observed and I noticed that little people from grade five were being split; half would go to Spanish, half would go to French. Two halves would be in one room; that is too much. I said to myself, ‘No more.’ We sat down to form new classes. I took the roster of the French teacher. That became one class.

“I took the roster of the Spanish teacher for grade five. That became the second class. There were children left over and were split. One class would be split for language in group four, and the others they would stay put and the French teacher would walk in to teach. The Spanish teacher would walk into her class. I did this for grades three, four, five, six, seven, and eight. I have one class per grade that is split for language and the others stay put. It is a big difference in terms of unnecessary movement.

“For different level of meetings, the cabinet is key, because the ideas must be bounced off people’s minds with similar responsibilities. I would meet with my two assistant principals about certain ideas. I would get other people involved, especially for the structure, anything that concern teachers. They would help supervise other projects. When I want to get programs in place, I talk to people first. I talk to a group of people at the same time. I get a flavor, a feeling, of what they think and want and then I work on the implementation.

“Teachers had to reflect on last year: what would work well for you and what do you like? Some of the reflections were quite interesting. Based on the information, I met with my secretary to prepare a schedule for the classes that I will have for next year. It was a great help. I am getting a new set of kindergarten children; you motivate them to see how many per grades, and you write that down. Now, you have that list of classes and you match it with the choices of the teachers. However, I also had my own ideas, in terms of what I wanted to occur, because I knew that the seventh grade of last year was the painful grade. I knew that I needed top teachers in the eighth grade at least strong teachers. I try to give them the grade even though I knew that it was not their choice. I spoke to them and I was able to get two persons who wanted another grade to take the eighth grade. There is one who is a strong teacher and a good disciplinarian.

“As long as the person implements quickly whatever I tell them, I do not have a problem. That person is going far. If I pass by and I see the desk in a certain manner, I will say, ‘By the way, when you have a chance, you may want to turn the desk so that young girl faces the board instead of being sideways because they put their desk in clusters. Two children are facing two other children in a group of four and for five desks. You can put three facing forward and the other two facing each other.’ They said okay. And I came the next day and it is not done. This is the kind of teacher I do not like. You come in and there is a problem with the learning objective. Student will be able to and I said this is a third grade. The teacher gets positive results this year because he learns fast. If I come in and I say, ‘Do you have your plans?’ They are looking for them in the bag and I say, ‘On the desk next time.’ Next time I see the plan on the desk, the teacher

is learning. While another teacher may say, 'I have them,' and you see one paper hanging and she is holding it. Excuse me, please, I will talk to her.

“For the veteran teachers, I find their strength, be their cheerleader and give suggestions. You may say I was not satisfied. I spoke about that. **Se sa-m te bezwen** [That is what I wanted]. You cannot be checking homework and there is nothing on the board. Time is wasted. You are a spectacular teacher. **Men jou sa li pat sou sa** [That day she was not up to it].

“To be a good teacher, lesson plans and chalkboard are always in order. She learned from other teachers as she was observing classes. What I did, I gave her the same grade, not the students to grade three, but the same grade level to repeat the curriculum, test that group and keep the same room. When she got her assignment papers you see the enthusiasm.

“You have a job to do. The child is late; is the child responsible if the parents are late? Last week I was home a quarter to ten, I was home doing my work and a parent called his child did not get home. The child was on the bus. The child is a newcomer. The child was put on the bus. I say, 'Why did you not pick up your child? I thought the teacher was going to explain to the bus driver. They promised me they would explain to the bus driver. I said next time you pick up your child, but in the meantime, you have to stay put.' I called the teacher. Thank God, she was still there, an excellent teacher. A hardworking person, thank God she was there and I told the parents to call the police at their end to tell the police that their child did not get home. But they were reluctant to do so. I had to call the police; the police officers were coming here. I said, 'Do not come here; the child is lost elsewhere.' The child took the bus and got off at the wrong stop,

but because I called from here, they said they will come here. I stayed here waiting for people, and finally I had to phone the superintendent to let her know I had to call several times. The police never came. It was a painful night. Finally, somebody called me to say that the child got off the right stop but did not see anybody. He went to a neighbor's house; there is no phone number. I was relieved.”

Roles.

Another informant said,

“As an assistant principal, I am responsible for eight grades. I am also in charge of special education, custodians, discipline plans, making sure the building is clean and safe for the students. I have various duties. They are three of us here on a daily basis. We have a big unit in this school. My primary duty is to make sure that all paperwork, records, and the students are okay. I also oversee alternative education for grades six, seven and eight.

“As an administrator, no day is ever the same. It depends. There are parent conferences and you meet with them. Teachers come in. They tell you exactly what they need. I set up conferences for the special education students. One thing you are going to find out as an administrator, there are no set plans, and there is really no way of setting up, to tell you the truth. Today we are going to do this, this and that. Although you plan, it never ends up that way. I do cafeteria duty beginning of the school year to make sure it is running smoothly, and that takes basically a great portion of the day. From there, I go in the classrooms to make sure the teachers are teaching what they are supposed to. I visit special education students and regular classrooms. Then I come back in do a couple of phone calls and contact parents. At the end of the day, I meet with the principal to find

out what is missing for the day, and what the principal will like me to do for the rest of the day with what is pending. I also check with the secretary. Then again I go back out if there is any discipline problems they send them in. I talk to students and that is basically a typical day.

“As an assistant principal, I write my plan and the principal reviews it. I feel that there is an area of weakness in which I need to work on, I write it down in my plan for the year. I get a midyear evaluation by my principal telling me how I am doing as far as targeting these areas as well as the ones that I have obtained from the previous year. At the end of the year, the principal makes a total evaluation of my performance during the year. It is how you run the program. As an assistant principal, you are required to basically run the school. We run the school. Principals are there to supervise the overall effectiveness of the school, but it is our priority to make sure the daily performance of the school is monitored. The principal will sit with us and tell us how we did, whether it was in written communication or verbal communication.

“In middle school we have no set time to meet. Sometimes we are crazy in the morning; sometimes we are crazy in the middle of the day. What you are going to find out with middle school, it can be quiet one period, the next moment all hell break loose. We do not really have a designated set time. It is when we have a down time during the day. Sometimes it is before school. Sometimes it is after school. You know we go in, if I have a problem or I feel that it is something the principal really needs to know from the department. Something that was brought to me by the teachers, I need to make a decision. The decision is made and then I bring it up to the principal to finalize it, whether or not it was the right decision.

“I make sure the types of problems you have as an administrator, whether it is a conflict between teachers, conflict between parent and teachers, students fighting, teachers not doing their jobs, as an administrator you have to be able to go in there and make split decision. Make split decision based on the problems. As an assistant principal, you are going to find out every five minutes you are going to find problems. The problems will not go to the principal. It becomes your duty to make a split decision at that particular time and also you need to understand as an administrator it is decision making. Sometimes you make good decision; sometimes you make not so good decision but at least a decision was made then you move on to the next problem and this is how you facilitate the running of the school. Whether there is conflict between two teachers make sure you calm them down. You talk to them. Make sure they go back into their classroom where there is no animosity or if there are animosity to make sure they do not bring it to the worksite. You provide assistance, facilitate, and assist in the running of the school. By assisting, you are making their job better. You are here to facilitate the teachers, students, the parents and to make sure that everything is working right.

“The purpose of school is to get desirable outcomes and making sure children are learning. You have to restructure to facilitate the process to give you the outcomes that are desirable. When your school is not successful, you have to create resources, materials, staff development to enhance student performances on the testing. The students are learning, and hopefully have the right teachers who will motivate, work with the students, and to give sophistication and practice in all types of testing. The ultimate thing they look at is how well your students do on tests. I know as a math teacher I used to work with students at different ability levels. If they are not sophisticated in terms of testing they

may not do well. When I taught I was fortunate; I taught in a gifted school where eighth graders and seventh graders took the final high school math examination [Regents] and notice that I teach children logic, Algebra, difficult topics in the seventh grade and they can follow and get them right. When I start practicing for the citywide exam, they would fail it badly on the first practice although the level is much lower. It is sophistication that they need. Have them recognize key concepts. That is a very important element and people may say that there are other things to score. There are many others, but the bottom line they are looking at the scores because there are formulas for many different situations. You provide them with training, peer coaching, exemplary practices. The teachers who have problems with their students, who have problem with management and delivery of instruction, you have them visit other teachers in the same school working on, or during staff development, or common place and make sure they can work with each other to help the children.

“We do check the lesson plans; this is one area we are working on in terms of formulating objectives, using taxonomies, make sure correctives are done, enrichment, the objective statement, the objectives are specifically measurable. We do many things; we go to the room and do spot check randomly to make sure the teachers have it. We do random review of the lesson plans.

“We go to the classroom everyday randomly, we do walkthrough every day. I visit the classrooms; I just go in walk around two or three minutes, look at the objectives, check a couple of notebooks, make sure it is happening, many of the times; however, you are interrupted by other contingencies. You have a to-do list of maybe 12 to 15 items to do for the day and you may get to three, sometimes because as soon as you come in

something happened in the school bus, something may have happened at lunch time. The administrator has to be able to think quickly. Make quick decisions that are sound; however, maintain certain decorum because when you see people doing things that are demonstrably wrong you do not lose control and start shouting. You have to have certain decorum when you speak with the parents.

“My philosophy of life is, I do not think I am that important and everybody is equally important as I am from the youngest to the oldest. It is just that I treat everyone respectfully and I do not keep things. You may do something wrong today, I will tell you about it on the spot, but I do not hold it against you the next day. I expect the next day to come completely fresh and start all over and hopefully because I believe people make mistakes. You have to work with them and point it out and move on.

I see obvious spelling errors, I will see the objective not written as needed, I go quietly to the teacher and I tell the teacher discreetly, ‘Change the spelling of the word number five,’ or whatever it is, and privately we go over, and ‘This is where you made the mistake,’ and ‘You were doing fractions. You had the wrong common denominator; that is why the children could not get the correct answer,’ and ‘When you were doing social studies, you had the wrong date, the wrong population.’ You never open the door and embarrass the teacher.

“You have to tell the teacher to go back and re-teach that lesson and tell the students, make up something; that you made a mistake when you were doing that problem. The thing is to avoid being confrontational and that is one of the things about teaching. If you confront students or anybody, the person has to have some type of reaction. It does not matter what your title is, what authority you have. The initial

reaction if the person is confronted in a negative fashion, the initial reaction is too bellicose and the person may regret it and that sets a pattern in front of the students. One thing about me personally, I have a lot of self-confidence and whenever people say or do things to me it does not bother me because I said to myself, 'I always believe, unless I am disabled, I will always be able to find a job.' You understand, plus I have a lot of relatives who will help me out if I am in distress so as far as job security. I am not concerned about job security, and I think if you have that type of philosophy the self-confidence, it does not matter what other people do. You can approach people and tell them to do things without censoring yourself every time you speak. I think that is a healthy approach and not be afraid to make a mistake, and what call free case somebody promoted, motivates them for whatever reason. You try to tell them it is not the end of the world it could be worst. I always believe it could be worst. I am an optimist because when I see things that are going on I said I am fortunate. I am confident, I could be unemployed. There are so many people unemployed, homeless, people doing all these other things. What am I worried about? That is what I say. Why am I worrying about it? I have learned over the years that I used to believe in the worst case scenario it never happened. That is why I have evolved into this person I am not concerned about making mistake. It is self-confidence and it is the main thing. As an administrator, I am taking care of contingencies. There is a book I read a few years ago, *The Man in the Principal's Office*. It shows the principal as the day begins. Based on my philosophy, I understand as people you need 1200 children, but to a parent a child is the only one child and the child needs 100% of your attention so you try to work with the parents. However, you do

not let them consume you to the extent you have to react right away to whatever they want to you to do.”

Having your meeting.

The informant continued:

“You meet with teachers; you look at schedules. You meet with the students. You organize the students. You lay down the rules. You meet with grades three, four and five. You give them the rules of conduct, the code of discipline. In each school you have a code of acceptable behaviors.

“You meet with the staff in the staff conference. You give them the basics. It is not something that you create from scratch. In the school, there is already some kind of pamphlet, an acceptable mode of behavior, dress code etc... and you just present that and you may have additional things based on what the district use to follow the mission and the vision of the district. As an assistant principal, you are not going to do anything revolutionary in your first year. You are just going to go and work as hard as possible with the teachers. Everything is based on one’s relationship with others. Use the idea of the Brazilian researcher, Fiere. He worked with adults and he basically said everything learned is based on relationship. Therefore, establish positive relationship in your school. As an administrator you have to have good relationship with the students and with the staff, or you are not going to achieve much. One thing is not to forget at one point you are a teacher and there are concerns teachers have about students. However, you are not going to let that be. You have to look at the broader picture, the larger picture of the school; and one thing, one pitfall a person has to avoid is being consumed by a small group because you have to look at the larger picture. You try to address everybody’s

problem but you have to organize it in terms of time. Address things quickly, because people will try to engage you for extended periods of time, preventing you from achieving many of the items on your agenda. A lot of it is time management. Ensure that the teachers have all the resources. Ensure that there is order in the classrooms. If there is no order, you ensure there is a ladder of referral. Again, we talked about the code of conduct that you give to everybody. On the first day, there will be an itemization of certain things; the ladder of referral that the teacher should use. They use to call 'Marshall Law' - all the support people to help. You have to provide the resources. The first thing is to have the right structure. If you have the right structure, then you want to ensure it by providing everything they need.

“The organized structure, you make sure they have all the resources, the necessary support personnel, all the books they need, everything they need to work in the classroom in an orderly structure. Then after you have the structure, you look at the process. How is the process going to be achieved within the structure? Does the structure dictate the right process? You cannot consider a class with 35 children who are low achievers as poor structure as poor organization. You need to alleviate, to reduce the numbers. First, you go into the structure of the place, the organizational structure, the classroom structure, the configuration of the class. Is it conducive to learning? Second, you look at the process. What is going on in the classroom? What interventions are the teachers using to ensure that all the needs of the children are met? How is instruction being delivered? If you have the right structure and the process is good you will have positive outcome. If you think of the school organization which is not my thought, this is what I have read. I am not quoting any people in particular but if you have that structure, the

process will have desired outcomes. Within the structure, you need the right climate in the school and part of the process is the development of relationships and if teachers are having certain problems, you try to facilitate. You try to help the environment. For instance, if I have a teacher who is deficient in terms of classroom management, you try to pair that teacher with an experienced classroom teacher. These things you can know by day one or day two by doing your walkthroughs.”

Managing your school and yourself.

The informant continued:

“You have to manage your school. The children are going to go home. You see the children when you are outside, and not inside. It looks like more unmanageable, actually it is not that difficult. You just have to learn. I mean, there are no prescriptive things that I can say. You just have to be in there, in the environment, then you know how to manage your time, what to say, how to avoid people if necessary. Sometimes you do have to avoid people, but you get the message because they do not want to see you face to face and you ignore them. If you can avoid them for a little while and get a message and eventually talk to them. If you see there is an urgent thing and you have to sometimes avoid, say you are not in, or you are absent or something. Sometimes you have to do things to give yourself time.

“To carry work home becomes my last priority. If I have nothing else to do, I will do it. I do carry a briefcase; I may want to look at some statistics and read it. I look at the things that I have to do at home. My purpose is to relax and enjoy myself, not be bothered with school, to free my mind from school. School does not exist when I get home. I have my briefcase, I have materials in it to do if I have nothing else to do and I

am bored I will do schoolwork at home; that is it. I refuse to be - people called me about work at home and I get annoyed. I do not like to be called at home about work because I never answer the phone at home. My children or my wife answered the phone and I tell them, 'Depending who calls,' I said, 'I am not home or I am sleeping.' I can see the pay is not an overwhelming thing but it is an important thing. If I cannot accomplish it between seven and four, whatever time I stay in school, I am not going to continue, because you have to consider the expenditure of time. I leave my house early, not deal with traffic, so I get to school very early. If I am outside of my house at least 12 hours each day I am not going to come home where I need about seven hours of sleep and do schoolwork. There is no way. I have reached the point at where I did all coursework; for instance, all I have to do is my dissertation but it is a thing I chose to do and I have not done it, because I said, 'I am not going to kill myself for it.' I said, 'I might do it when I retire.' It used to be a major priority, but now I say I am not going to get headache over it trying to meet certain deadlines, and so on, but I do some work some schoolwork, most of it just thinking. It has to be done within the allocated time, or else they have to pay me a lot more money, because when I get home I want to do nothing, absolutely nothing.

"I mean something I have to paint and do work like that. How often do you do that? I do regular work, but nothing major, maybe read a book, some gardening, but try not to think about the people at work, discuss them either. I do not even discuss them. I do not care about the people at work once I go home. I do not. At work, great! I get along with them, but once I get off work I do not know who they are. I do not need their phone numbers. They do not have my phone. I do not want that.

“If we have internal parties I attend, but I live about an hour from the school. Once I leave the school and head east, I am in a frame of relaxed mind where I do not want to be bothered with that with people. When I come back again, I devote all my energy to the school and the children. I do not know if that is the right thing, but this is what I do. I will not be consumed by a job because I always say to myself, ‘If a job starts consuming me it is time for me to find some other things to do because I have other skills.’ It is much more relaxing but while you are there you have to do the real organizing, consistently support the teachers and in terms of agenda. The major agenda is for the children to perform well time on tasks. Time on task is the major thing, and when I am at work I spend a 100% of my time on task. When I am home, I spend a 100% of my time off work and school task as much as I can. You work on contingencies.”

Report documentation.

The informant continued:

“It is the hardest thing, to remove a teacher. It involves a lot of time. You have to build a tremendous paper trail in order to remove a teacher. A lot of observations, clinical observations I would say. To help teachers, you will have to give teachers opportunities for example, to observe exemplary practices. If a teacher is having difficulty, suggest areas where they can work jointly with others, try to find a collaborating teacher to work with the teacher, because you have to get a lot of supports for the teachers also in order to show evidence. You can have the attitude, I think basically it comes from, I mentioned before relationship, if you are trying to cover the other teacher, your relationship must be sound, mutual respect, you begin with respect,

treat the teacher as a professional, not be condescending, you know if you make suggestions, do not make it in a condescending manner. Depending on how you speak to people, create opportunities for the teacher to have time to attend workshops during school, keep your eyes open for anything that is going on, anywhere where it happens, study sessions, learning sessions, situations for professional development for the teacher, so that you can make recommendations on how they can manage the time to take advantage of all professional development opportunities. Also, in maintaining a teacher, you cannot constantly go to teachers and try to establish discipline because that will undermine whatever you are trying to have the teacher do. If you have situation where there is a problem with classroom management, all has to be classroom management. The first thing is classroom management, and that is attainable through thorough planning; you have to insist that you have teachers plan properly. You help them plan properly if they do not know how to plan. Then you sit down with them, present to them on how you plan things, certain type of questioning techniques, going back to suggestions in creation of objectives using Bloom's Taxonomies, in trying to elicit responses from students is part of the planning. The craft of teaching involves the type of questions that are asked by the teacher. More open-ended questions, rather than one-word answers; you want things that are open-ended that would encourage discussions which will encourage higher-order thinking skills on the part of the students. Another way is to demonstrate to teachers what you want them to do. If you feel that they have a deficiency in certain areas and there is an area as supervisor you are strong then you demonstrate. You might take a particular class and let us say to the teacher maybe you can present the math lesson, you do that. If you are strong in that area, if you are strong in social studies, or

not, you find somebody in school on the same grade level and with your strong social studies teacher, so you have that teacher go and observe or you arrange to free that teacher to give a lesson to the class so that you can see so you present multiple opportunities, multiple strategies for the teacher before they go, to facilitate, to help the teacher go. You have to be open to understand that new teachers have much to learn. You cannot be, it is progressive, slow, sometimes very slow process but it is not going to happen overnight and you have to be willing to know that teachers will make mistakes and hopefully learn from their mistakes. However, if you have a person, you can tell initially, by the first two or three months which teacher has the presence in the classroom to control the class. In some cases, you have to get rid of the teacher but, again, you cannot do that unless you have observed the teacher and kept a detailed log, you cannot. You may visit a teacher; give them a (U) unsatisfactory, you tell them they need a lot of improvement and then you have a postobservation discussion, where you say this is what I am going to look for. If it is a new teacher, you would not want to bombard the teacher with a whole lot of different things at the same time that may need remediation. You would try to take a certain area. If there is a problem with classroom control, you may just offer some classroom control for an extended period of time, because if you have the control ability to deliver, the children will learn if the atmosphere of the classroom is conducive to learning. You have to give demonstration how to deliver. One class has a teacher who could not do anything with whatever she was given; we had to do a long paper trail. She was observed by me, by the other assistant principal, by the principal, she was given an opportunity to go and observe other teachers with similar situations, and then last time we talked about the transition from one subject to the other, the lineup area;

the beginning of the day. You have the teachers observe different phases. Unless you can, according to union rules, you may give a teacher a certain unsatisfactory; however, there has to be, before the final decision is made and accepted to avoid being overturned in a grievance, there has to be a series of interventions that you present to show that it is not a personal thing, you are interested in the teacher's development, and you just did not summarily say, we want to get rid of this person without extensive and clinical supervision in which you document everything, in which you show the teacher the areas of your concern. You show the teacher how to do certain things, and you have the teacher sign off on what type of aid is presented and if the teacher still does not follow, then you have enough ammunition to go for the jugular, or whatever you want to say. It is more difficult; it is very difficult to fire a teacher. You could make suggestions. That maybe this is not the type of thing. Again, you can never become personal or else there will be a feeling that you have it in for that particular teacher. In your assessment of the teacher, you have to show that you basically treat everybody the same way and you are not picking, you are not showing preference to a particular class or to a particular teacher. It has to be very objective, and devoid of your personal feeling; and the comments you make have to be statements of fact, the phraseology has to be non-judgmental. You present the facts as they are. For instance, you may write a memorandum, you see the class; the teacher is up on the fifth floor, half the class is on the second. You say, 'This afternoon during dismissal one student from your class was way on the second floor and you were still on the fifth floor. He was in the process of pulling the alarm; that type of dismissal procedure compromises the climate of safety you are trying to cultivate for everyone. Please insure, please see me during the break so I can arrange for you to

observe how Ms. X dismisses her class. Your class will be dismissed by another teacher on Friday. That is one area, dismissal. Then another area, a reading lesson, a balanced literacy program, I went to the class doing the observation, and I noticed that some students you gave an assignment, some of the assignment, and students in group three were finished the assignment in 10 minutes, and another group is still working. They need to have been some type of center where the students who completed their work sooner can go and do extra work. I did not see any evidence that you have center. Please see me so that we can arrange for visitation to Ms. X's room, to see how Ms. X has arranged her centers.' Those are the type of things and then they have to sign off on those things. It is unfair to just say negative things about teachers. Important; very, very important! Whenever you are making a comment, find something positive to say initially so that when there is a grievance, I have 10 letters from Mr. Y and everything is negative. He could not even find one thing positive. Do not tell me it was not a witch hunt. Do not tell me you did not have it for me. You always try to find something positive no matter how insignificant it may appear. You could say it was 8:25; glad to see all your class was seated and ready to work however, you were not delivering any instruction. It is great the children are ready to work. That is great the children are there on time. That is a positive; however, you were not prepared, you spent too much time doing this; getting you routine down, etc.. Before you bombard people with the negative, you find some little positive idea, because any long procedure that is all negative will probably be thrown out. They will say to you, 'Did you have it in for the person? Can you even say good morning to the person?' Documentation and then you need to consult the other people, the other supervisors in the building; to ask them to take an objective view. You

do not suggest to them, 'Oh, this teacher is'...go into that classroom and just do an observation, just observe and tell me what you find. You do not predispose the other observer to thinking in a negative mood about that teacher. You seek all types of interventions and if that does not work you have to finally terminate the teacher.

“Again, it has to do with the relationship of the teacher. If the teacher does not see or somebody is trying to find fault, who is there to look for ways to help the teacher? Again, it all depends on your attitude towards the person. Are you a condescending person, are you a tyrant? Did you forget the fact that at one point you were in the classroom? There are many different things, but I think people do not have commitment. It is not a nine-to-five job, and you have to consciously think of the notion that - with the new contract again, going back to the new contract - even for young teachers, you cannot dictate how lesson plans are done. They can present the most basic lesson plan, not necessarily following any well-planned format. Based on the new contract, you cannot dictate how to do the lesson plan, I think, and if you do not plan properly, you plan to fail.

“If you find the delivery of instruction is poor, you can ask the teacher to submit a copy of the lesson plan so you can make the connection between inadequate plans. There is evidence to me that this lesson was not thoroughly taught. I once observed the teacher; I may have mentioned that before who needed material for a class. I told the teacher in advance, the teacher did not have the material the students needed to do the task. One of my comments was that it was evident that there was not enough time spent planning the lesson. ‘Had you spent adequate time, you would have known that they would have needed certain manipulative, or they would have needed calculators, or they

would have needed the requested commercials, from the newspaper to go over; depending on the type of lesson.’ You can see the evidence from the planning; based on the lesson submitted, but you cannot just go in and say this lesson plan is no good.

“The point is you go to observe a teacher who is doing poorly. You ask for a copy of the lesson plan, you make your comments and you connect it to the thoroughness of how the lesson plan is. ‘I would suggest that, when you spend more time planning your lesson, and you ask more questions of higher-order thinking rather than one-word answer questions. You needed to ask more challenging questions and had you taken time, you would have had more ways to formulate questions to elicit desirable responses which would open up the students thinking.’ You cannot show me the lesson plan. The lesson plan is horrible. You have to say why. Why is the lesson horrible? There is not much preplanning in the lesson plan. There is a specific format for lesson planning.

“For instance, the person has a nice lesson plan, but poor delivery, ‘You did a brilliant lesson; try to conform to some of the suggestions you have in your own lesson plan that was very good. Had you done this properly, your lesson would have been better.’ There are always ways to work around it. Like I said, you have to look at the situation and make decisions about the comments you are going to make. ‘I think your ideas on the read-aloud were excellent; however, classroom management protocol and allowing students to just randomly yell out answers did not seem to support the notion. I know that we spend a whole lot of time planning the lesson, insist that students follow your class rules.’

“If they do not make large steps, you do not have to make large steps, just make some progress. A teacher who had a bad dismissal after doing a few demonstrations, “I

noticed, I was by your class and it was excellent the way the children came down from lunch. You picked them up on time which was good and made it easy for us to manage the lunchroom.’ Find something so that the teacher will be encouraged. Instead of being bombarded with the negatives. What am I doing wrong? To get encouraged, say I am making a little progress. Then try to make more significant progress. Expectation! Expect everybody to do well. You expect everybody to deliver instructions. If you do not have the expectations, you are going to proclaim the self-fulfilling prophecy. Things are going to actualize. You expect everybody to give their all and do the best they can. A positive attitude will help you look for the positive achievement.

“That is all it is. You never know, sometimes a lot of the job you have to have damage control. You mentioned that before and a difficult part of the job is the way teachers talk to parents, and students. What they say to students and parents come with an attitude, you have a lot of damage control.”

Talking to parents and children.

The informant continued:

“That is damaging, yes, when teachers talk bad to children. They cannot, you have to tell, instruct teachers that no matter which child, or how bad the child is you never say anything negative. You are working with a child. Children are going to report everything you do, and then...do you know how many times a principal had to do damage control because of what teachers are saying to children or what they are doing? Parents will come huffing and puffing about this particular teacher. They want to know what you are going to do here and there. What are you going to do to reprimand the teacher etc... you have to first do damage control. It is public relations.

“There is no formula. You just do it on the spur of the moment. Assess the situation and you may have different thoughts. You may know the child is a monster, you say, ‘What?’ You are always sorry; and you are always surprised. She said that about your child. That is not nice. You may know the child. You may know the child is a personal case, but you are always surprised. You are shocked when a parent complains to you about something this is not well-chosen words, ill-chosen words by a teacher; what is said or done with a child. You act calm; you are always shocked. That will buy you some time with the parent. You do not say the teacher told my child that she would never amount to anything. You say what! You know, your expression, I am really sorry, I am really surprised. I do not think the teacher will say that. There is a lot of damage control you have to do. There is a lot. Some teachers from the beginning may not want that particular child in the class; the one thing you have to try to do is not have teachers’ bad- mouthing children. The word gets around that Mr. X’s child is a bad child. You, the teachers having him next year, watch out, you do not want to have teachers talk like that. It prejudices the teacher against the child. Expectations! When you have expectations, you predispose the child to a bad year. You have to have teachers that have an open mind. For instance, there is one particular teacher in the school who was saying, this past June, I do not want this child in my class; I am going to have a lousy year. I do not want this child. So you have to take the teacher aside, this is what the principal did, and he said, you are making a situation, there are five other teachers, and you are talking like that, and the other teachers hear you saying it, how can we put the child in any class? You cannot let teachers talk that way; it is one of the things they say about children, the

discussion and dialogue; that could be very devastating. That is the damage control aspect. You do not want teachers to be saying negative things.

“You have to teach the child. You do not have a choice. You have chosen to do a particular thing; you have to keep your job. The schools are not for you, the schools are for the children.

“You are a miracle worker. Somebody has to teach the children, and it is on you because that is what you choose to do. There is the spirit of a mission, your commitment to what you do. The belief that you are doing, you are not just making a constant thing, you deal with human behaviors and you are not going to have, you are going to have a bell curve in terms of range of the responses by children, the range of attitude, of their upbringing, and of nurturing. It is not a constant. At the turn of the century, you had all these industrialists who believed that the school should be structured like a factory and you cannot do it. In a factory, you put X amount of input, you get a constant output. When you deal within the realm of human behavior, there is not. The realm of human behavior, you have to do many things on the spur of the moment.

“It is not about blaming. No, I am not looking at that. I am looking at everybody to reach a higher level. It is a matter of doing what you set out to do in terms of your mission.

“You do not give them a schedule; you give them their assignment. Their contract obligated to the work assigned. For instance, I would say you are going to be a grade three teacher or you are going to be a science teacher. If you have time, you can give them a tentative schedule. You cannot give them a schedule that is firm until you have the allocation and the allocation is not given to the principal until probably the end of

June. You know how many cluster positions you have, although you may have a general idea of what they are going to be teaching. You do not actually give them a schedule that is firm anything you give a tentative.”

Another informant said:

“All the times I am thinking and I say, ‘Oh, my God, us Haitians.’ We are so qualified. We bring so much to this profession that sometime I tell the teachers we wear many hats as administrators. We speak many languages and we are multicultural we bring all that with us. A lot of administrators came from other backgrounds. For example, we have administrators who were counselors for many years. Some of them were counselors for 10, 12 years. Can you imagine? We have administrators who were social workers, working in the business world, used to work with other organizations? We have administrators who used to be administrators in other states. They are bringing all these experiences with them from other states, and they were involved with the Haitian community. They were involved with other groups, and they bring that with them plus the languages that they speak. Some of them speak four to five languages. We have an administrator who was an agronomist; and some of them were lawyers, and even doctors. We have medical doctors who are here in this system. You can imagine if somebody brings all of these experiences to be an administrator because you know us Haitians; we are multicultural, so lot of us can bring that to administration. We can speak French and Haitian Creole to the Haitian students, and some who speak Spanish can speak to the Spanish students. We can speak to their parents. If a French person comes from France, we do not need any translator in the office to speak to the parents. The languages help the Haitian administrators. Various backgrounds help in the medical

field; I think it is a great asset in the educational arena, in the world. I came from another state; other administrators also came from other states. They bring in all their experiences with them: New York, New Jersey, Boston, Canada. We bring a lot; I think maybe that is what is keeping us back because, think about it, when one Haitian comes here they look at him/her. They look at the resume and say this person is so overqualified because that person has so much. Sometimes they come with PhD already, and they do not know what to do with us. 'Oh my God! These people speak all languages and they are too ready,' and that is why others are afraid of us. They said they are afraid of Haitians because we are moving too fast. The African Americans are saying we are moving too fast, and it is not only the African Americans who think like that. A lot of people think like that way because they say we are just entering the United States and we are making good salary. We are moving too fast, so there is a reluctance to help us because they think that we do not need help because we are so far ahead of every other group that they want instead to push us and said, 'Wait your turn.' As a matter of fact I was talking to one of the principal at a school. She said some people do not know that they have to pay their dues. You have to pay your dues before you become whatever because they themselves had to wait. You know they had to pay their dues; in other words, wait their turn; but they think the Haitians are starting from scratch when they arrive in the United States. I think that is one of reluctance why you could not find many more administrators in many poor places. They feel that we are too aggressive. I do not think we are. I know I am not, but maybe you might say some; you cannot say everybody. You might say some people want to be aggressive because they want to get ahead, but it is not common in all of us. As a matter of fact, I will think that, 'When you

look, Haitians are at the bottom, says an assistant principal, ‘These people have been administrators for seven years, eight years assistant principals and some of them in one school. Why are they not working as principals?’ I would say that we are more passive. We wait a lot, and then we do not have the political pull because, even though some of them became administrators like assistant principals. they do not know a lot of people. The system is going up and down. There are a lot of people who are going up; there are a lot who are coming down. They demoted a lot about 60 or 65 from the top.”

On a visit.

The informant continued:

“When we visit the school, we follow a competency-based curriculum, and we have one for the Haitian Creole. I am mostly in the elementary schools. I supervise the schools where there is Haitian Creole being taught reading and writing and curriculum content in the home language, which means social science, science, and math. One of the teachers who came from another state who had a strong curriculum development background did the curriculum from kindergarten to fifth grade. We hired her for one summer and we sat down with the Spanish, English Language Arts, and created a Creole version. I have to say that she worked at it practically by herself because I was sick; I had to go to receive therapy, and then when I came back I was suffering. We worked on it together but she did most of the work. I have to say that and she did a wonderful job, and so we printed, we put it out to the teachers. We corrected some parts of it, and then put it out. It was not correlated with the State Standards, and two years ago we hired another teacher for the summer for three weeks, and then he correlated. Now it is correlated with the State Standards. The one copy you are looking at is correlated. This

we give to every teacher who is working at the elementary level. They are supposed to write their lesson plans and teach the children according to these objectives. Then, what we do when we go to the school we monitor and observe what they are doing as far as teaching the children, their lesson plans, their grade books and we look at the books that they have. We have a lot of books in Creole, and then what we do we help them; if they are not great teachers we provide training for them. They can become master teachers, and my friend, a colleague, was hired because of a grant that was written in Washington, D.C. - I think, for five years. Teach Initiative. The Teach Initiative Program was to make Haitian teachers become master teachers. I think we succeeded because we have some who became master teachers. Every year, we have a summer institute for one week and a half. This year we decided to have the teachers show their best work in the institute. The teachers were mesmerized. They said these teachers are fantastic. These are Creole teachers who are master teachers now. They have learned all the strategies, all the techniques, and they are master teachers. I mean that is marvelous. This is what we do. We do training for teachers. We go and observe them; if they have a problem we assist them. We have them make inventory of how many books they need, and show how many they have to give to the children so that they can learn reading and writing and how to think at the cognitive level. They need to develop materials in Creole. Yes, in Creole. That is what my work is about. They do math in Creole. They do social science in Creole. They do reading and writing, and poetry. They take the standard exams they test their reading and writing, their comprehension, reading comprehension. They test their mathematic skills. This time they are going to test their science skills. The Haitian teachers have to prepare their students for the standard exam; after one year or two years

in this country, the student's scores will be counted, even though they take the test every year. They counted their students' scores in their second year in the school. They counted their scores when they are in ESL two. So, my job is very exciting because I am always outside in the field; that is why it is so hard to find me. Today, I am here because of the breakfast this morning and tomorrow Friday is office day. We are here to do paperwork and things like that, and answer phone calls. When I have a telephone call, I have to answer messages. As you can see, people just keep on coming in to ask me questions, to offer me their resumes. If I hear of something I let them know. They call all the time to make appointments or some just pop up. I say, 'Do not call me on Friday; I am not here,' but they still call me for everything. They call me for assistance in the schools.

"I keep a log and a school supervision log. This is the school supervision log. All the schools' names are written down - all the dates when I visited them. This was for last year - all the regions and everything - and after my region I went to a school #B. I saw Mrs. J.; she is teaching fourth and fifth year classes. These are forms and I write down what she was doing. Need more time and training to teacher because she is a new teacher. I tried to put down a little bit of what she was doing and then recommendation and follow-up. That is what we do and we get graded. Every year we receive a performance plan to say what we should do and based on our evaluation, we write it down. We say, these are the things that we are going to do, when we do them, and then they get evaluated in the middle of the year. The director will tell us how we are doing. We show our job target. At the end of the year, they see if you did or did not accomplish job targets. If you did not reach your job targets, they monitor you on the problems you

had. Your boss monitors what you are doing, asks you several things, and after that they evaluate you at the end of the year. You go to the elementary school or in high school. I do both elementary schools and high schools where they have Haitian programs and where the Haitian children attend. This year I have to visit one of the high schools where most of the Haitian children are attending because last year the school received a bad grade. The students did not do well in the State standard examination. They did not do well, and they have a lot of Haitian children - almost 1,500 Haitian students. This year, my boss wants me to concentrate most of my energies mostly in that school. Not only I am going to visit the elementary schools, but I also have to visit my teachers in that high school to see how they are doing. I am going to offer my help to the teachers of that school.

“As soon as you go to the schools, you have to let them know that you are in the building. You let the principals know if there is an assistant principal; you let them know because you are from the district. There are usually saying you know the district is here because you are looking at things that they probably not paying attention. Usually, there are certain regards for people from the district. When you go there you sit down and you talk to them; usually they are looking for things that are right or wrong. If there is something wrong, you make them pay attention to them. You say, ‘I went to so and so, class; you need to pay attention to this.’ Sometimes you give it to them in writing. ‘You need to pay attention to this.’ That is why I want to go to the school. They know we mean business because we are looking with a different set of eyes. We are looking at them, administrators, in terms of what they are doing at the schools. If we find children with a lot of truancy in the hallways we bring that to their attention. The Haitian children

have so many problems, they [are] constantly changing classes. There is something you need to pay attention [to] right there. When you come from the district they have a different set of rules.

“When we start doing all the performance targets we have to do that usually due in September, and we tell them what we want each year. All the job targets you have to do. You have to sit down and have them typed. We look at students’ assessment narratives. We do appropriate all major job targets. We accomplish a lot of things; usually we plan to implement and coordinate staff development activities to improve instruction and enhance the lowering process, school to career, curriculum and increase achievement. We provide assistance to secondary school’s teachers with implementation of the board office comprehensive revision as it relates to supervision of Haitian/Creole language program for the secondary level, develop a webpage which I have done for the bilingual program, develop Haitian/Creole instruction materials consistent with the standard for school to career, recommend targets for next year. When you do that, they give you the recommendation and we prepare the job targets for next year, including recommended professional growth. I have to go to a lot of technology workshops. I have to submit proposal for presentation of professional conferences local, state and national. What I do, I write a brief proposal to tell them what I am going to present in the conference and they either accept or not accept them or they tell you bring to or add more, they usually accept them. I have done presentation at California State, at NABE [National Association for Bilingual Education] conferences; I have done other presentations. My assistant has done a lot of presentations with me. We went to Haiti, Trinidad, Atlanta, West Palm; we did one in Florida and Vermont. This year they have

one conference in Haiti, but we are not going. I did not like the theme that they are presenting, and also they were not going to pay for us to go because usually they pay for the air fare, hotel and the food, but now with the budget cut we do not have that.”

An informant said,

“My biggest responsibility is making sure that everyone is aware of the rules and regulations for safety. Staff and children know the rules and guidelines. Parents know what they are. Make sure your building is clean. The very first thing that I do every day, part of my routine everyday when I come in, I put my bag down, I check the fax machine, okay grab my keys, grab my walkie-talkie and I start. I start on one end, and I go through the whole building out to the portables, check out there. We check the grounds. We check the grounds. We do a visual check and you look to make sure everything is in order. If something is not in order you call the person who needs to take care of it. That is all. You get a lot of exercise.

“There is never a typical day. I do not know about any other school, but I believe from talking to other colleagues, there is never a typical day. You may have a ‘to-do’ list. You may get to it, but not the way you want it because different things happen. A typical day would be: come in, like I said, to my morning rounds. I stop in the cafeteria to see how the breakfast program is going. If there is any parent with a concern, any children or the cafeteria staff, then I continue checking my classrooms. If I find maybe that, in some corner, they were supposed to pick up the garbage and they did not; therefore, I have to call to get it done. You verify if there was a break-in the night before vandalism or something like that. If somebody else didn’t see it that you see it, you take care of that. Then I go out to the physical education court where the children have lined

up. By this time it is about 8:15. By that time, the teachers start to come in about 8:20 to pick up the children, monitor everyone that is going up. See that the teachers picked up their classes, and no classes are left behind. The person who supposed to be on duty to watch the children see who are on duty, do that. Once the teachers start taking them, I do a second round, okay, making sure that if all children are in their classes. Sometimes when you are talking with parents, or whatever, you see a class and you are not sure. Did you see that teacher? Is that teacher in? We do, my assistant principal and I, we do that. She starts on this side and I start on that end so that I do not have to do the whole building again.

“I have a wonderful assistant principal who is extremely competent, very competent soon to be principal. Very good, she is in the process, we work well together. Se, we agreed: ‘You come one Saturday, and I come the other Saturday. If you have a family obligation and you know we plan ahead together.’ And so we are able to share the responsibility, but since we are both - I do not know how to put it - you know, we never stop working; we were both here every Saturday.

“I do not know how I manage the stress, but it looks I kind of manage. Sometimes I want to say, ‘I am out of here.’ It gets so frustrating at times. I came for a reason. I have a job to do. I want to do this because I want children to have a good future. I want tomorrow to be better for the next one. I think about if I did not have people who were dedicated to me I would not be sitting here. On the weekend, I make sure I find an opportunity to relax, and I think there are sometimes the very best therapy is finding a colleague that you are able to share your frustrations. You hear theirs. I was thinking about on Monday, the first day of school...It was a very smooth day, wonderful

day. I think back about the real frustrating days I had. I say that I did not have problems at all because I had a colleague who had a parent who went into labor right in the hallway the first day of school. You know, call 911, and get the ambulance. You cannot touch her. You cannot leave her right there because the children are all around. What is going on? All kinds of things happen and you have to be thankful.

“You need to be competent. You need to be trained. I do not think knowing someone will give you an advantage. Yes, it will give you an advantage. Many advantages, because it is political. It has to be political, as with everything else. There has to be a balance. You have communities where - take the Haitian American community, for example. There was a time, as I said, when I become assistant principal the community went down to the school board and had them there until 1:00 in the morning, telling them they need the Haitian American representations in their school. They need to be able to walk into an office and have someone who speaks their language. They need to be able to have someone to talk to; someone who speaks to them when they want to talk about their children. That was political, in the sense [that], in that year I was hired, I was not the only Haitian American hired that year. There were three of us hired that year, and subsequently there was an increase. You have that power. It is the same thing in other neighborhoods when you have a vacancy. If it is predominantly Hispanic neighborhood; they need a Hispanic administrator that is going to be able to communicate. It may not be the principal. It may be the assistant principal, but there is always a balance. They always try to balance. Sometimes they do not, and you wonder why, especially in our community.

“I lead by example by participating in the job. I want learning to occur in a particular way. I will go in the classroom and demonstrate. I will demonstrate for the custodial staff. I will put on my jeans and gloves to walk the school grounds picking up garbage. I believe that everyone has to be part of the process. We have committees who organize and who help to support everything here. I am not autocratic. I go by the rules and we want everyone here to be a stakeholder. Everyone has a voice and everyone has a vote.”

Expectations.

The informant continued:

“Again, if I am visiting a classroom in the morning that is doing reading based on the time that I am in the classroom. I should see a certain aspect of that reading program. First part of the reading program is independent reading. I should see children reading. If, within the next 15 minutes they are working with words. I have to see a lesson or review or activity related to working with words. There is a guided reading component also, so, if I am going, if I go in there a good half hour after, the reading program has happen because, as I go from room to room, time is moving. If I am in your room during guided reading, I should see you sitting with a group of children doing a guided reading lesson. I can see other groups of children working on a different component, because guided reading is like a small group. If I go in during the directed teaching teacher lesson, I can see the teacher doing the lesson to the whole class. In math it is the same, same thing. First part of math they have to have some type of problem solving to do, word problem for them to work on and teaching. They are reviewing or whatever. Then I have to see also that, sometimes if I look into your plans, I am going to see when you

are introducing a lesson. If you are introducing a lesson, are you using some type of resource materials, manipulative, or something to enhance your lesson? Those are the kinds of things you look for.

“Some days I am not here. If I am called downtown for a meeting, I may be gone half a day, full day, or whatever. I am at a meeting. They go for a training; okay, they are new. The district or the state has new guidelines and procedures. They have to give you that information. You have to go for that or you are on a task force or committee for the district and there is a meeting for you to plan on this or a revision on that manual. You know, they have all doing these kinds of things. You may not be in your building. At a high school level, the principal not only has more than the assistant principals are given here based on student population, one assistant principal for every 500 children. Then you have like I told you. I have a support team. I have a reading leader that is a person who is going to oversee my reading and language arts program and provide assistance and support with training and everything. I have a math facilitator that is a person, you know who has expertise in mathematics that is going to develop that long-range plan to go into the classroom and make sure the teachers are doing it to train them in how to use manipulative. I have a technology facilitator who is - that is new now - somebody to come in and make sure that we are infusing technology. I have a lead teacher in my magnet program that is overseeing that particular program. I have a lead teacher in my special education department that is overseeing that all the special education teachers are making sure IEP's [Individual Education Plan] are done on time, that parent contact is made, that the children when they get off the bus everybody is there and there was no accident. Take care of this, take care of that, and report back to me.

“A report is done if there is an incident. It depends on the incident. If it is an incident, it has to be written. If it is a parent concern, it could be verbal. It could be that, you know, I met with this parent. You should know that I met a parent, because they do not have to tell me about every parent conference they have. They have to keep a log anyway; but if it is a situation, that may come back to me. Something for me to know or discuss or something they will let me know. They will put a note in my mailbox or I will read it to know that a parent complained. That is it; follow the district guidelines for what is to be done. That has to be done. Make sure the teacher does it. It is never ending. The other day, I had a colleague who is a principal and she was an assistant principal, she would be going home and she passed by and she sees my car she would stop by. She says **sa wap fè la toujou. A la ti madanm travay. Ou toujou gen youn travay wap fè.** [What are you doing? This little woman is always working. You always have some work to do]. This is what I am doing. The other day she called me, since last year when she became assistant principal she would say, ‘When are all these papers going to stop coming, papye, **papye se tout tan fax ap mache ap voye e-mail nan kò ou.** [papers, papers, you always receiving faxes and e-mails]. I cracked up so much and then now she passes by, and if I am still in the school she says, ‘Let us go out of here, out of here, or she leaves her building because she is working in a neighborhood that is not as safe as my neighborhood. She comes in; she sits at a desk and does her work and I said bye I am going to leave you. You know, like she said, unless you are in the position, you do not really understand what the heck she could be still doing at 8:00 at night”

Another informant commented:

“That is your thing. That is what you do, schedule the staff and make sure that is what runs a good school - the schedule. The schedule of the school makes it a good school or not. For instance, if you wait until after then you may not have a chance to recall the incident, or whatever it is, in its fullest authenticity. But, it is best that you make a quick note as it happens, then come back to it and elaborate more. As it happens actually, that is why I always walk around with a pad. You always see me with a pad in my hands. I have to take notes, if I speak to a teacher, if I go into a classroom, or something. I have to put it down. My recommendations, I have to put them down. I would know what; I would have something to refer back to.

“In regard to teaching, you know when you enter a classroom; you know, you see. You see which teacher is teaching with the heart and who is teaching with the head. Some teachers are purely mechanical.

“I am the type of leader who believes in unity, togetherness. I do not believe that only a leader cannot be successful without the people that are following him or the people that are following that leader. In order for the leader to be a real leader or a positive leader, he must invest in the people that he is working with, he must be open, be open to them like an open book. If people have problem, they should feel free to feel at ease to come to that leader in order to share their opinions, and by sharing their opinions, they can come up together with a better ways in order to improve education of whatever segment of society that person, that leader is working on. Due to the increase of our children’s population...there is a demand for a Haitian who knows the culture, somebody who had been teaching, who has been dealing with Haitians, which I have dealt with for 15 years.

“An administrator is a servant, not a policeman. We do maintain order by you providing set of policies for people to follow. You do not have to be a policeman in order to enforce the law, but it depends how you treat people. If you treat people with care, love and care, at the same time being firm - first of all, you need to; as an administrator you are a leader. You have to be an example. You have to be a model, and that model must be exercised through how you deal with people. You do not have to be a policeman.

“As an administrator, first and foremost, I will see to it that everybody is following the contract. They signed the contract. They have an annual contract. They have the guidelines, and a book that is issued to each and every teacher of what they can do and what they cannot do. If they do this, these are the consequences and they know it. That is why we go over with them the beginning of every school year. This is what to expect and you sign it. You are an adult. You know what you can do and what you cannot do. You know your duty is to teach then you teach. Your duty is to discipline, then you discipline the children. You are not in business to spank children. You do not spank children. You know your limitations. Everybody has a limitation as a job description. For that reason, you know what you can and what you cannot do. Also, when dealing with people we deal with respect. Everybody is important. If everybody is important, I do not want you to treat me any way you want I have to treat you the same way that I expect you to treat me. For that reason, everybody respects each other. We have what we call ‘mutual understanding’. Therefore, it is like a family affair. We consider each and everyone in the building as a member of that family. It is a family away from home. That is your second family. That is your job, your duty. It puts bread

on your table. Therefore you must. It is important. We do we want to be best; we want to be seen by the media at all time appearing so that society will know that we are doing something productive. We do take great pride in doing it, and if you are proud with what you are doing, if you are happy with what you are doing, guess what? Everybody will see it in the final product, or the finished product. We say accident cannot be prevented. Accident happens; that is why they call it accident. Something that happened, something that cannot be prevented, it happens. We do things in order to prevent it. We know that we have to leave the custodian must know that water should not be left on the floor, because if water is left on the floor somebody might fall down and that can cause a law suit. They are told what they can do. Garbage! The place should be a decent environment. A clean environment and we abide by it. Everybody is abiding by the rules. If everybody follows the rules we will have no problem. There is a problem, we have to find out whose responsibility was that? When we have everybody in place, everybody is doing what they are supposed to, we do not expect to have any problem. It is not easy, but it happens. It works. You have to have a plan. As I believe you must always plan. If you do not plan, you plan to fail. Anybody who does not have a plan in life plans to fail. You must always have a plan. Plan A, Plan B, Plan C. If plan A does not work, plan B comes into place. If plan B does not work, plan C comes into place. But if there was no plan, what is going to happen when something happen? You will not be able to function. Here you are, that is the reason a plan is the key issue to success of any institution. A family needs to be planned and to have a budget. They are supposed to know how much money comes into the house. The household must have a plan. You have planned for unforeseen events. Things that happen that were not expected, but if

you did not plan for it what is going to happen. You are going to suffer when it happens. In running a school, we plan. We are the planning stage, and we have planning sub-plans. Sub-plans allow us to function when anything chaotic takes place. You must have a plan. We have fire drill, to help the children to evacuate the building at a specific period of time in order to prevent injuries. Those things must be done, and we must put them into effect. We must implement them, and if we do not implement them they will not take place so imagine you have that many students.

“I believe everything should be in order, and everything that is chaotic could cause death, could cause problems, and other people would suffer as a result. Therefore, I believe in discipline, order. I cannot live without order, because if you look at the world, if you look at the oxygen, the nitrogen there is no mistake. You must have discipline in your life. Discipline is a very important rule, and whenever you are negligent it could cause death. Discipline can be used as prevention.”

Another informant described a so-called “typical day”:

“There is no such thing as a typical day, no such thing. Basically, my day, although I do have a program in terms of what I do, on a daily basis it changes from day to day, a little bit, but I know that I visit classes daily. We will begin the day with planning the lineup, either outside or in the auditorium, or in the cafeteria. From there, we meet with some parents based on problems that come up, or sometimes it is only positive things. Because they know good things are happening in their children’s classrooms. We talk with them. From there, it is about 20 minutes of office, more of the parents’ problems, and again trying to follow up on problems of the previous day. From there, we will begin to do what is called our ‘walkthrough’, when we visit every single

classroom in the school and we give the teachers some feedback, and again to see what the children are doing in the classroom. That takes a while, because you do have 1,200 children in the school from kindergarten to grade eight. From there, we may have, depending on the day, we may have what is called 'common preparations', grade meeting with teachers. For one period; sometimes two periods. From there it is lunch duty; you have to do these things - lunch duty and recess time - and from there you go back and pick up with the same thing again. Following up with paperwork briefly, and again touching base with teachers on an individualized basis and with some of the children. The principal, however, in the afternoon we meet with children. In the morning the principal has what is called a 'reading club' for the younger children. In the afternoon, we do it for the older children, based on their grade levels, on different days."

An informant talked about leadership style:

"My leadership style is that I am more of a person who likes to support. I am not like, 'if a person is two minutes late and I am going to dock you, or it is my way or the highway.' Because of the fact that the teachers have so much experience, I involve them in the decision making. I seek advice from the senior teachers, but some teachers do not want to take responsibility for coming up with a solution for a problem. That is not my job and I leave at 2:50, and that is it; I teach my classes, I do my preparations, I do my duty and I go. Teachers like that tend to take a more directive approach and tell them what to do, and it has to be in writing because if it is not in writing we did not have a conversation. I tend to do both; I tend to involve the teachers who have more experience in the decision-making process, and they do appreciate that because originally when I started everybody was saying, 'What kind of leader she is going to be? Is she going to

be hard on us? Is she going to be tough on us? Is she going to be writing us up every other day?' I do not do that. I talked to people, but if you give me an excuse to write you up because I asked you to do something and you did not do it. I said, "Look you are giving me no choice," and most people agreed. They said, 'You are right; I did not do it so I have to do my job too, because if I do not do what I am supposed to do I am going to get written up - and this is what they explained to us.' Look, if you have a teacher that takes 15 days out and late every other day and not submitting lesson plans, if you do not write them up you will get a letter, and I told everybody, 'I am very honest with people. I do not have anything to hide. People can come in here, I try to have an open door policy, but as much as I can. I cannot leave my door open because I have my computer here; I have teachers personal stuff here but everybody can come here to see their files, whatever they want to see, at any time. I have no secret for anybody; I did not stab anybody's back to get this job and I got this job fair and square.' I think it had a lot to do that I worked at the board during the summer I was at the right place at the right time. We had a new principal, a new superintendent. The previous principal did not call the new principal to say hire me; that did not happen. I impressed the principal with the work that I did during the summer and we got a new assistant superintendent, Mr. L., I never talked to him but I will see him in the office, I was at the child study team, I was at the library the whole summer, and I volunteered to be on a committee to help with something, some problem with special education and I happened to sit next him at a meeting. I wrote him an e-mail and tell him that I was sitting two seats away from you and there is a position at the high school; I am really interested in it, and he told me to come to see him tomorrow. I never push myself on anybody. Whenever they had a principal meeting, I said, 'Can I

come in,' trying not to get on people nerves. That is really how I did it, and it had to do with the fact I did a lot of the extra work; that is what they want in a leader who is willing to work hard, who is willing to stay late. Mr. L. has invited me to principal's meeting; he has invited me to vice principal's meeting, and when I will show up to the vice principal's meeting, Mr. B used to see me and said, 'What are you doing here?', and I said, 'Mr. L. wants to expose me and it is good and I learn so much more about the district as an administrator than I ever had as a teacher.' I could have been here for 15 years and would have never known half the stuff that I learn now. I mean it is hard work. I do not know how people who have children and husbands, be an administrator and be in school at the same time. I do not know how they do that. I am glad I went to school when I did because now it is too much work".

Another informant said,

"I already shared it with you; my expertise in languages is one thing that I bringing. I am bringing the fact that I was able to transition from one culture to the next; in some cases it was through assimilation and acculturation. It is many intangibles, but the primary thing you have to be skilled enough to be a team leader. [You] should not be hired because you are a Haitian; you should not be hired because you a Jewish leader; you should not be hired because you are from Korea and you are servicing lot Korean children. You should not be hired because there are a large Indian population and speak Gujarati. That is not the primary issue. The primary goal you have to be a capable leader who will be there to manage, support and lead the team to accomplish the district goal and as part of your tool. Part of your package is the expertise that you bring, the ability

to reach through various communities based on your ethnicity and your culture background.”

Some Haitian administrators discussed their diverse styles:

One participant said his style is inclusive - to help people grow and sustain the team. Another said, “The goal is to promote and handle instructional issues. Also, to make sure teachers teach well. Provide teachers with staff development and give them suggestions. Pair teachers with experienced teachers, demonstrate lessons for teachers. They tell teachers what they need to improve upon, and they give them the tools to do it. Then they go back to see if there is improvements.”

One participant learned the hard way, by trying to punish people who were not on task, instead of helping them to grow. After that the informant learned to build teams, and then that participant leadership style became more effective.

Another participant’s leadership style is also to be inclusive. This informant gets people involved in the decision-making, especially the people who are going to be impacted by those decisions. This informant examines staff recommendations and feedback before finalizing decisions. Therefore, this informant has a collaborative style. That informant promotes team building and provides necessary tools for the staff. Also, when that informant needs to present a policy, an official meeting is held. An agenda is provided and minutes are taken, in case of followup from the Central Office. This participant is a people person, who makes sure that everyone receives the honor together. This informant’s style is to share everything with the staff.

Another participant’s style is to analyze, think ahead, to try to always be a step ahead. One way is by getting to know the surroundings, seeing what everyone else

brings to the table, and to mold oneself in order to fit in. You want everyone to see the goal. Another participant's style is to be flexible, open to any ideas and criticisms that teachers and students may have. This participant is people-oriented and open.

Another participant gets people to buy into his vision by making them his allies. He does favors for them. He gives staff promotions, and he also uses the people that he knows who are in power. Another participant provided scenarios of the treatment he received in the school from staff and parents. Due to his knowledge, competency and experience in the system, he was able to overcome these situations. As he said, "You have to know people, use the powers to your advantages. You should not be afraid and know this is not the end."

Research Question 5

How do Haitian educational leaders get their position, and how are the administrative ranks obtained by Haitian educational leaders in the schools?

It is very important to learn why Haitians who are certified to be administrators are not being placed in administrative positions, even in schools where they have programs that require their expertise. According to Fouron (2001), Haitian immigrants strive for inclusion, but they have daily experiences of exclusion from the United States mainstream. Fouron said that, as a Black man, he experienced racial differentiation, and he learned about who does and does not belong in America. He learned that he can never be fully an American. He identifies with the Black American struggles, because he cannot say that the United States is his home. Instead, he identifies with Haiti as his homeland, celebrating his roots and maintaining ongoing connections back home.

One informant said, "I was very lucky; I had a nice lady in the student department at the college where I was attending who directed me and referred me to a principal of a school who was her friend where they needed a paraprofessional, and I was hired. I was guided to take the foreign language test, passed it, and became a foreign language teacher." That informant met several people at the Board of Education and became friendly with them. The informant went on to get a degree in Supervision and Administration, which helped him to get a vice principal position. Another lady who used to work at the district office with him became a superintendent, and then offered him a principal position. The informant called it "Emotional Intelligence." He said, "If it was not for an African American I would not have been a principal. I became assistant principal, although it is a matter of power; I told you that."

This is what the informant said:

"Some people are book smart. They do not know how to deal. They do not have the interpersonal skills. They do not know how to behave, how to interact with other people. When I was student at college, the professors appreciated my work, how I interact with other students and how I interact with them. This lady who recommended me to become paraprofessional was somebody who was teaching also and she saw that I had some talents. When I approached her to tell her that I had that need, she said, 'Okay, I am going to send you to a friend of mine who is a principal of a school who needs somebody to work with children in Special Education.' So, she referred me to that principal. When I was teaching at the junior high school I had good relationship with the people not only at the school level but also with the people at the district level. Again, one person who saw that I had talents recommended me to become a monitor at the

Board of Education. At the Board of Education I interacted with all kinds of people. It was a Haitian person in the community while I was working at the board of education who told me that there is a position at the bilingual school. I said, 'I want to apply,' and he said, 'If you want to apply, apply, and I am going to put you in contact with somebody who is the President of the Board.' He put me in contact with that person, and that person introduced me to the President of the Board, and we had a big conversation, and he decided that he liked me; he wanted to help me, so he pushed me. I applied and became an assistant principal. He said, 'I will support you, but you have to do the leg work - meaning that you have to talk to the principal of the school. You have to talk with the parents. You have to talk with the teachers, and so on, to see if they will accept you,' and that is what I did. Again, you have to use emotional intelligence. I knew two Haitian teachers at the school and I approached them. I told them, 'Listen I know that position is opened; I have some interest. What do you think?' We started a conversation, and they in turn introduced me to some parents, and so on. You do not sit back. You go and you look. The principal did not want me; she had her own candidate; that is normal. When you are the principal in your school, you have your own candidate. One time I wanted Ms. N. to become an assistant principal. I had to do a lot of work to get her, because that is what I wanted. Now I had to go to talk to the President of the Board, the parents, and so on, to get them to accept Ms. N. Even when Ms. N. went to the interview, some parents refused to sign for her. I had to go to the Board members and get the Board members involved to get Ms. N. to become my assistant principal. It is not easy; it is not easy, and it is hard work. I called it smart work. You have to understand the game. It is a game. You have to know the rules of the game and to play the game by the rules to

win, because if you do not know the rules, then you are dead. You are dead! It is a political game; it is a political, political game. Like everything, it is a political game, political game.

“Whether or not my ethnicity helped me to become principal - no, I do not think so. It could be. It could be. It could be that Dr. S. wanted me to become principal because I am Haitian. No, because she knew me and she knew that I was talented and she saw some talent in me. She thought that I could be a good principal. Now, I guess Dr. V. becomes friendly with me for two reasons. One is that he loves Toussaint Louverture. For some reasons he became very friendly with me and as a politician he taught that maybe he thought that I could give him access to the Haitian community, but every place he goes he would say that I am one of the most competent principal he has in this district and he takes pleasure in saying that when he became President of the Board. Only one Black out of 19 schools out of 19 principals, one Black principal he had in this district. He managed to hire 15 Blacks to become principals. So he takes pride in saying that in doing it because he wanted the district to become a more balance type of district. I benefited from that. I think it is harder for an immigrant to have a position of leadership in a community of poor people because the culture of poverty is a very strange culture. The people who are victims of that culture do not understand that you as one of them can come and make a difference, can come and be successful and tried to get more people to be successful. They do not believe that. They become jealous, jealous because if you become a success it is at their detriment. You should not do, you should not be there. It is not your place. Your place is somewhere else.”

Networking

This informant continued:

“Someone has to be your rabbi. Yes, someone has to be your rabbi to introduce you to the powers, the power brokers, without them, somebody has to do that for you. Even now that the board people has no say in terms of who becomes principal and who becomes assistant principal. The only person is the superintendent. That is the same game, the same, exactly the same game, except that, now the superintendent is the center of power. In the old system, the Board member, the President of the Board was the center of power but now regardless of your qualification, if you do not have the superintendent you have no chance.

“You have to find somebody who knows the superintendent to introduce you to him or her. Or she knows you from her church, her acquaintances, and her relationship. Yes, you have to find somebody. Oh that is baloney! Application that is a waste of time if you do not know anybody! If you do not know anybody, that is a waste of your time. Nobody is going to vouch for you, because you see, you are not the only qualified person. You have 10,000 people as qualified as you are, and maybe more qualified, so you have to find somebody who knows the powers, the people in power who can make the decision, which you have the superintendent, the assistant superintendent, if she or he is close to the superintendent.

“Now, if you want to go to district X. The superintendent in district X has to know you. If she does not know you, you do not have a chance, because she knows other people who are qualified to become principals or assistant principals. You have to, or if you go to another district that is the same thing.

“When it is time to promote someone, it is not that they cannot find somebody. They will not take the time to look for somebody else so that those teachers can have a promotion. If they want to give someone a promotion, they will find 10 people to replace that person, and that is just baloney. You see, it is again two things. It is the clique - who you know and what you know. If they had a position for your community, if the community where you live is a community with power, they will create a position for you, a position of power for you to keep you in that district so they can have the support of that community. Since you have a community that has no basis, no influence, no power, nothing, you are not considered as somebody important because your community is not important. They will not give you or anyone else a promotion. Now if you go to find somebody. The game is a game of power, power, and power!

“The person has to start over again, you get prepared and you get your chances when the opportunity appears, so you can grab it. It was a Haitian person in the community when I worked at the Board of Education, and I was tired of doing what I was doing. I decided to go to business school to have an MBA [Master’s of Business Administration] to leave. By the time I got my MBA, I also got my diploma in Administration, and I was actively seeking a position in the business world. As I was looking for a position, I was told there was a position at a school. I met a lady who became the superintendent of the district where I was working. When she came to that district, she saw me as an assistant principal; that is one person she knew because we worked together at the board of education. She said, ‘I am going to make you the principal in the school here,’ and I said, ‘I do not want that because they told me that the school was at the bottom school of the district. I do not want to be the principal of a

school which is at the bottom of the ladder, and she went and she told the President of the Board, and she said I offered the position to this assistant principal, and he declined it, and the President called me to tell me, 'Listen, you must be insane. People are offering money for a position as a principal and you get that for free and you do not want to take it. You are going to take that position, I am ordering you to take it.' So, I said okay, 'I will take it, and he said, 'I will be supporting you. He said go to the school I will give you the list and he said I want to help you.' Then I became the principal of this school and I have been there since and he has been supporting me, and making me successful. I am saying that you have to do two things. You have to be prepared academically and socially, and then you have to have some luck to find somebody to find somebody who wants to help you, [whether] that person is African American or White. You have to have somebody to help you out. In my case, it was an African American who wanted to help me, I had that Haitian American, you see, and in some other occasions I had Jewish American who wanted to help me and who helped me. It is a matter of power, and knowledge. Knowledge and power those two. Knowledge and power!

"You have to prepare yourself and find a rabbi to help you. Ms D. she came here. When I came here, she was a teacher here, and I decided to make her an assistant principal here. I wanted her to become an assistant principal. I wanted to help her because some other people have helped me so I am saying I have to help other people too and I have been doing that ever since I came here. I have helped many people. Mrs. R. was an assistant principal here. I made her an assistant principal, and fortunately I always have good relationship with the superintendent. So, I made a recommendation for her to become the principal of another school and she was at school number two. Mrs. B.

made her principal for me because she was an assistant principal here. I went to Mrs. B. I said, 'Listen, this lady is a good lady and you have that new school, give it to her; that is how it is.'

Another informant had two role models. The first role model was her mother who was an educator. The second was her principal in the school where she previously former school where she worked. That principal even called her when she was on a trip in a foreign country to convince her to accept a principal position. Her name was submitted by her principal for the position. She had someone to look out for her.

This is the way this informant explained her role:

"Well, it all started because I wanted to be a teacher. I wanted to be an educator. My mother herself was a teacher, and then she became the director of a school in Haiti. As a little girl, I used to line up my dolls and teach them in the afternoon. I think that ever since I can remember it was in my mind to become a teacher. As a teacher, I started helping other teachers and I became a great leader, then a staff developer. Then, one day, I was called upon to formally assist the teachers in different schools. In the meantime, I went for my degree, and it all started like that.

"I think, I always work hard in whatever I do. I worked hard as a paraprofessional, I worked as a teacher, and I worked hard. My husband used to say, 'You are working 24 hours a day to teach third graders,' because that is the way that I am. Whatever I do - I will not say that I am a perfectionist. However, whatever I do I give 110% to it. I worked hard as a teacher because I wanted to be a good one. The same way I worked hard when I was a student because I wanted to be a good one. As a parent, I wanted to be a successful one when it was time for me to take the administration

courses. I happened to take them just to fill up the - they call that the requirements for differentials. That is what was available. I took that, but in the meantime, I was doing here 1,000 things as a grade leader to nurture the school, because this is the way I am. I am trying now to put people in leadership positions and they are reluctant. I want people to be able to teach someone else but I did that all the time. Then, later on, I got a position as a Gifted and Talented staff developer, resource teacher first, and then staff developer later outside of the classroom. I was reluctant to get outside of the classroom but a friend of mine saw in me something that I did not see and she said, you do a thousand and one things. Now you have more time to do what you want to do, so you will reach more children via their teachers. If you stay in your classroom, you will reach 30 children. If you work with several teachers you will broaden the base and more children will get your strategies and your service. I took that, then when they, they cut the program, the woman who was in charge of the program at the district level had a short list of her best teachers to become staff developers and I was on that list based on the things that come out from the school when I was there. The projects, the beautiful, the depth of the projects, it meant for me to go from two more schools in addition to this one. It was a difficult choice for me because I had to work here a certain amount of time and two other schools. It was difficult also to convince my principal to allow me to do this because she was convinced that I would not be able to make a difference, if I did. I was able to convince the person who was in charge to give three days to this school and one, one to the other schools. In order to keep me she said yes. It meant for me never to have a prep time because the three days when I was here I worked all the time because I had to get the things rolling. I carve the project and I gave the proposal to my principal. I said, 'Listen,

during those three days that is what I will do. We will focus on one division.' There was one. She had split the school at that time by division, by small schools, so I will nurture one and I will do a couple of items with the others she said fine instead of being all over the place and somebody one day called me. Somebody said that they are looking for someone. They are looking for people to interview to be the interim assistant principal somewhere. Do you have your papers? I said, yes, I do. They threw names around. There were lists of people to be interviewed for the interim. I went, at the time, my principal here was out of town, so I could not call her to say what do you think? I went and the people were pleased with what they heard. What they knew about me and what they heard in the interview, and that is how I became the interim assistant principal at the other school. It is a world of hard work, just hard work, and when I got there, I worked very hard with the principal. I was lucky enough to have someone who was willing to train me and because I was not afraid of hard work. She chose to work with me and not have me to work for her because as an assistant principal you are either one or two. You either work for the person or you work with the person working with the principal means to stay long hours. If they are doing something on the computer if there is a report to get out. You stay which means you help. You help her; you help him to get that report out. If they have an idea and they call you, you do not make them feel in other words, that is your private life, do not intrude. When you allow that to happen it means you walk into the building on Monday morning, you know exactly what is up. If you want a private life, you walk into the building on Monday morning and there is a list of tasks for you to do and other people know what is to know whatever you do not. The people will lend

their ears and their brains to the person because any person in leadership position needs somebody to bounce ideas off.

“They can carve something that makes more sense. I chose to allow that because that is the way I am and she was about to train me. I learned more than any other people in my position because of the fact that I was beyond the call of duty for the children, for the teachers, and I remember when that principal called me to say to me, ‘The position is advertised, are you going to apply?’ And I said, ‘Yes.’ So she said, ‘Thank you’, and that was the first time she called me at home. I had one month at the job and she gave me a list of things that she appreciated with me. She said, ‘You do not take sides, You worked with everybody. You defend the teachers when there is a time for that. You are not afraid of telling me something that I may not have seen.’ She said, respect that even if you see that I am not pleased with someone, if the person does something right, you still praise the person and you still do,’ and she said, ‘I like that.’ Would you believe this? I was surprised because it is just me. I just did the job the way I would have done the job, but she saw something that allowed her to feel at ease. She taught me and that is it - hard work, backbreaking work - I call that. I do not think you can be anyplace without working hard or willing to work hard. Maybe people do but I have never met a principal in my circle of people that I see to be working hard, an assistant principal to be working hard. Not along side of me. Otherwise the work is not done.

“I nurtured the teachers. In addition to the day to day operation of the school, I was responsible for staff development. Nurturing new teachers, nurturing students of course because they were the two of us only. Nurturing the bilingual classes because there was a bilingual program in that school also and I did everything else supporting the

principal working side by side with her. This is where I got my major training as a principal; from working closely with the principal.

“We were let say in a building when you have one principal and one assistant principal. Unless you work together, then you cannot really do the job, because you do not have a second assistant principal or a third assistant principal. That was only me. I was able to do whatever she was doing as a principal. She shared it with me, and I was called to assist and even in the decision in the process of the planning I was very much involved in it because we work closely together, so which is very important for my training.”

Another informant said,

“I think I was hired because of my qualifications really. I think the language and the background was a plus, but I do not think they do that. They pick you based on your qualifications. How you best meet the need of the school and I think that by me speaking Creole having the culture it became a plus for this area because you have other Haitian administrators who are not in Haitian schools. Not all Haitian administrators are in schools where you have Haitian students. You have Haitian administrators in schools with just Cuban students, but yet they are there. Well, in my situation, it was just a plus that I happened to speak Creole.

“To be an effective administrator is the way you deal with people. It was communication, the way you are able to convey a message, making sure that whatever you want to accomplish is done and is done in the most accurate way possible without having to create any animosity. You are going to find out that your effective communication will make you an effective administrator.”

Addressing needs.

The informant continued:

“At one time, we did not have a lot of Haitians in administrative positions. We lobbied, we did what we had to do, and I will say, within the past two or three years, quite a few Haitians were promoted to a leadership position. But, even then, if you are looking at an assistant principal position and we have a total of four principals who are Haitians from elementary to high schools, it was a problem. As a Haitian community, we did what we had to do; we let our voices be heard to make sure that they put Haitian administrators into key positions to help our students and it has been successful.

“I think, administratively, you want to have, basically the Machiavellian type of situation where you handpick the people you think that are compatible, who are congruent in thoughts. It is much easier to maintain a good working relationship if you are familiar with the people and you know who they are. That is what I think in that context; that is one of the reasons I got in this district. Not necessarily, if you have your credentials, but it is just easier if you know somebody. Then, you do not have to do all this introductory process hunting all over the place looking for a job when nobody knows you. If somebody knows you, then they give you an interim acting, then you can basically grandfather into the job.”

A participant commented:

“When I look at people who are leading and I always tell people that I do not feel like I am a leader. I never tell people that I am a leader; yet, when I go to places people always say, ‘You are a leader,’ and I say, ‘Why you say that?’ ‘Because of the way you delegate.’ I do not want to take full credit for anything. I never want to say ‘I’. The

word 'I', for me, is the least important word in my vocabulary. I did this and I did that. I feel very uncomfortable saying anything, so what I do whenever I have a project to do. I gather people that I know who can help me do it and I delegate. I say, 'You know you are good in this; why do not you do it.?' I will do this if you let me do it, because I know that I am good at it. For example, we were just doing a fundraiser for someone, okay? And then we have a committee of five women. We are all practically leaders. Each person is deciding, so I said, 'I will choose to do this and that; I will choose to contact the location, and I will choose to speak on the radio. I will do the TV, because I am comfortable in that.' And I said, 'Of course if that is comfortable with everybody, and they say, 'No go yet,' and I said, 'Okay what are you going to do,' and they all looked at me and they said, 'We need that, we need that,' and I tried to help them, and then they said, 'Okay I will do that, and there is another female who has a great leadership style also,' and I said, 'Ms. N. that was very good.' I find that when you try to have everybody get involved and do it and it becomes successful you can say we did it together instead of I come around and I said honor me because I did this and I did that and kill myself and run around. I feel that it is not looking good when you are the one who is always trying to pretend that you are the one who knows it all and do it all. My leadership style is to get everyone involved and to get everybody to share in the glory, and if something goes wrong I always try to take the blame. I said you know why I did it. I am sorry I am the one; just blame me and then let us continue because I do not want them to dwell on oh we did it wrong. No, no, I did it wrong. I am the one; blame me, and then after that let us go on. My leadership style if you can call it that because I do not like to call it leadership but it is a leadership style. It is the fact that I like to be involved with everyone. I am a

people person, and whenever there are people involved in something I feel better about it and I feel that we are all going to get the honor. You know together, like they say, if you have a joy and you share it, it multiplies. If you have a sorrow you share it, it diminishes. You have to share everything. That is my style. Then correct me if I am wrong. You can ask my coworker. We have been working for four years almost five years.

Everything we do we share and I never consider her, you know like some people say I am a supervisor. I never go anywhere without her. We are colleagues because she is very intelligent, very bright woman. I think she deserves to be a supervisor. She has not yet reached that point, but it is not because of knowledge because she is certainly has extensive knowledge. We share the room, she has her forte, and she loves to organize. I am not an organized person. I do not organize anything. You come here; you see how it is clean. She cleaned it; almost broke her car and everything. I feel bad. That is her forte, you understand, and what we do we complement each other. I have my forte. I have my own characteristic, she has hers, and what we do we complement each other. She does not put me down because oh you are so organized. We do not criticize each other. We share together. You see we have been working for five years, and I bet you she is not going to tell you anything bad about me. I will never tell you anything bad about her. Except sometimes she tells me, I am going to pow pow you because you do not eat. Oh you do not eat this because I do not eat the food. I bring it and I do not eat it you are going to get in trouble with me because you do not want to eat. We are like sisters, and yet we are great colleagues because we work well together. You can say that is part of my leadership style I am very friendly.”

Getting prepared.

Another informant said,

“You take an examination - “Leadership exam.” Basically, it asks you a lot questions. The questions are basically more on administrative skills and the competencies, administrative competencies and etc. It is very difficult. There is also a written portion where you have to write a very big essay and all of that. It is not easy. I do not really know how to characterize it. I never had taken a test, something similar like a GRE [Graduate Record Examination], or like a comprehensive exam, but it is all on administration and supervision. I remember I was so drained, mentally drained. They have preparation. They have courses for preparation that you can take. The exam is all day. You start at 8:00 in the morning. Lunch break is about 11:00. You go back and you finish about 4:00. When I finished that exam, I had not been so drained in my life. I got in my car and I just drove. I went way down South. I drove all the way from Saw Grass to Sunrise. When I realized where I was I said, ‘I might as well get something to eat.’ I got out and I walked a long walk, just to relax myself.”

“It was a tough exam. I took the College Level Academic Skills Test. It was a comprehensive it was all academics, math, science, social studies, reading, language arts, and writing. Most people failed the math. I was fortunate to have passed the math because I haphazardly was talking to somebody, and they were asking me, ‘Can you go do this for Saturday?’ I said, Oh no, Saturday such and such a date, I have to go to take that College Level Academic Skill Test.’ Then, somebody else that was there said, ‘You are taking it. What parts are you taking?’ I said, ‘All the parts.’ **‘Oh! w-ap pran tout** [you are taking all] I said yes! ‘Why?’ ‘I have to retake the math because I did not pass it

the last time.’ ‘What are you studying?’ Study, **ki study** what do I have to do? **mwen tankou yon ti egare, mwen pat konnen** [I am like a nobody, who does not understand anything]. ‘You better come by my house to study so I will show you.’ I went, and she shared something with me. She had gotten herself a tutor for the math part. She said come over Friday night. I met with this guy; he helped me with the math. I said, ‘Sure I’ll come,’ and I did. If I had not done that with her, I would not have passed it because **se matematik bagay mwen pa konnen menm** [It is mathematics, something that I do not know at all]. That is how I passed. It was taking everything over, but I was working as a teacher at the time when I was taking all the tests, and then once you get into the system the district has its own administration preparation program. It is called the Leadership Assessment Program [LAP]. You attend the program. You have to go for an interview, fill out an application. Then you are selected to come for an interview. Then after the interview, you may be selected to be a part of the program for the two year period, or a year period. Then once you pass, once you pass and you are accepted, after the interview, if you are accepted then you become eligible to interview for positions as assistant principal or supervisory positions. Positions that require that you have the administration but you have to have your certification in administration and supervision before you are considered.

“They did that the year that I came. I came in July and that is the year that all the rules changed. That is the reason why I had to take all the exams because prior to that Mrs. V. probably can tell you more because she was in the state before that and I have a friend who is a teacher now. She is teaching at school #B and I remember even when Mrs. R. She was here. She said come; you will get a job, one, two, and three. The year I

came, all the rules changed. Okay, you not only have to have your state certification, you also had to take all the exams. The district before just waved everybody. You had papers from the other state, other country, you got in, but they found that many of the people were bringing them false documents, lot of people especially the foreigners, Haitians, Hispanics (**peyi panyòl**). They found that a lot of the documentations were false because when people were given positions and they were not working up to par. When they would check with references they gave on the documents, they never heard of them. The State also required some background checks and it became a problem. That is why you had to do everything all over. Even with teachers, teachers use to be able to come with let us say a degree in science and **ou pale kreyòl yo bezwen yon pwofesè Ayisyen nan tèl kote, tèl klas, yo mete-ou, boum** [then you speak Creole, a Haitian teacher is needed in a school, in a class] not anymore. You have to have a waiver. They have to look at your credentials and they may give you a waiver if it is in a critical shortage area like is ESL, math and science. Then, you have to sign a paper that says that you will get the necessary credits to meet the criteria for that area within two years. Nothing is easy anymore. They will evaluate your documents. It is not easy anymore. You need to start early to get your papers so that you have everything in order. When you are ready to work, you are not waiting for documentation, and you cannot be hired until you are interviewed by the district. You have to put in your application, give your three recommendations, and send all your official transcripts. Then they set you up for an interview and the staffing officer at the district level will interview. Usually, those interviews when you submit your application there are not for another two months.”

Obtaining a position

Another participant said,

“It is because the position was opened and I applied for it and they felt I was qualified to do the job. Also, I had specific leadership skills that make me a leader. You can listen to people, help people come up with solutions to problems and can show people the right way or new horizons. I think that is one of the things I have as quality. Other people may say I have the patience and understanding and I have the communication skills that a leader must possess.

“In order to obtain an administrative position, you have to be well-trained, well-educated, well-mannered. That is my view of it and they have to have respect for their followers. They have to show respect what I have. Unless people do otherwise and you have to be able to set limits, you have to know when to remain on task and when to follow. I did not have to show them anything because it is all processes. For instance, parents have to review the applications you have to submit the application with your resume and a committee of parents and teachers has to review all the applications from the pool of applicants and they would make a selection. Then, you have to be interviewed at level one by a community of parents and teachers, a union representative and then you go to level two. You have to meet with the superintendent other members of his or her choosing and then based on that, superintendents in the past used to make recommendations to the school board because when the parents meet they have to come up with 10 names; from those 10 after the interview the superintendent would select five. Five would go to interview with the superintendent. Ten would go for the first interview then from those ten they would select five. Five would be interviewed with the superintendent at level two. In the past, level two superintendent would refer three to the

school board. And the school board would say, "Ah, this is the one I am choosing." What a job. It is a screening process but now level two, once you submit those five names to the superintendent. The superintendent would look through it and choose whether he or she thinks can do the job but other than that, that is the way it is. When you are interacting they look at your potentials, your qualifications, your past experiences, your skills, and say this is the person that is suited for the position. I am going to let this person be intern acting and then after that you go through the process because it has to be posted. When it is posted, it is not for you and your particular school but it is open to the whole city because the posting comes out every month, anyone can apply for them.

"I had to go to interviews with the superintendent and the deputy superintendent at this time. After they review my credentials and my potentials and all that, then they ask questions that pertain to the job you are going to do. As a leader what would you do to improve the school, whether it is math or reading? Or it addresses specific issues, in terms of implementation of the curriculum. How would you do to in terms of that nature, and also how would you deal overall with discipline with the community.

"I had to do some modifications, I mean this goes without saying because in this line of duty you have to constantly reassess yourself, I mean if you have the conscience to do a good job, you must always reevaluate, reassess take time and look back at your practice and see what you can change."

Another informant said,

"Basically, I was accepted. I was always accepted because wherever I was, I always believe I am an asset to any institution that had given me the opportunity to prove

myself. The opportunity had given to me and I have proved to them that I could make it, though I was not an educator, I was a financial analyst, and I was an administrator, but I have proven to them that I could have made it which I continued by passing the exams, and my professional exam and the class test in order for me to become an administrator. This is not for everybody. You have to have a calling. This is something that you really, if you are doing it for money, you will not survive. If you believe in people, believe in people development, people improvement, making a difference, making the world a better world for them, I think you are in the right profession. If money is your motive, then do not even start it because there is no money in education. I had the opportunity to make more money elsewhere but I chose to be in education because I felt my services needed in the education and I feel that I can, because of the education is so vast, I can move from one step to the next and my goal is to really be president of a university so I do not know whether it is going to be here or at home.”

A participant stated,

“I got the position there, and I was trained to become a salesperson and from salesperson to become a manager. I am always learning. You must be willing to learn to make new experience. Nothing is given. Power is taken, but not given. You read books about it what to do, or visit people in personnel department, or companies, who interview people to see what they mean. Conduct a survey, your own personal survey in order to find out the questions that they ask to enrich your interview skills and it can be achieved. You do not need anybody to teach you. You learn, but you must have the determination to do it. Right now, I am planning to move to Haiti, what you think I am doing. Do I sit down, and hope that one day I will be moving there, no. I have already purchased the

lands I am preparing and my next step is to build. My bed must be prepared before I fall asleep. If I fall asleep before my bed is prepared I am going to stay asleep. Philosophy is being a doer not a follower. A doer makes actions and a follower just follows. Wherever the wind blows that where it lies down, but you have to take action. That is the reason why words without actions are meaningless.”

Hope.

The informant continued:

“This is what I believe: you design your future. You design your destiny, because God gives you brains and you never use it 100% of your life. Not even 50%. You never use your brain 50% of your lifetime. Therefore, be creative and also there are honest people, and there are factors for people not to be achievers. It is based on the environment. Monkey see, monkey do, it happens.

“Based on your own environment, if you are living in a criminal area, in the ghettos what you see happening in the ghettos that is what is going to happen. If you are living in an affluent society, an affluent environment when you see people, if people are positive, you are going to be a positive person. If they are negative you are going to be negative. Monkey sees, and monkey do, environment.

“Yes, the environment plays an important role in the world, and in the life of everybody. Your family support is extremely important. If your family is positive you are going to be positive child, positive children. If your family has achievers you are going to be an achiever no matter what. It is very rare for you not to be. The reason is a fact that you are so right. You do not have to know how to read in order for your children to become readers. What you could do you leave books all over in your house.

Whenever they see the books they are going to pick one and read. You are creating an environment for that child, you develop that environment. My children, I have a Christian environment. I am always reading the bible and I teach them the word of God, and send them to bible study, now they are involved in mission, they are involved in singing. They play piano, violin and sing those are specific skills. Other people cannot do it for you. You have to decide. You have to design their future. They are going to branch out on their own, but you have to build the bridge for them. You have to set the tone. So then they will pick it up, and then they can implement it, improve it, or branch out to whatever they want to be in life. It is your duty as parent to set the tone. It is your duty as a teacher to design the way for the children, for the students. Pave the road and have them follow through.

“Well, I serve in whatever position that I am placed in. I do my best to become a server. As an administrator I am serving the parents, the children, and I’m helping the children to see that they can do it as an example. I came in the United States without a word of English, now I speak four languages.

“I was assigned to that post. I was not looking for a position. I was called. I was told to report there. I was offered the position. Well I was not looking for a job. It is my performance that I come in contact to I always did it. Whatever I am assigned to, I always do a good job, and do the job to the best of my knowledge. If I am teaching, I would be the best teacher. If I am cutting the grass I will be the best lawn gardener. Whatever that I do I was taught that in education to take responsibility, to do things with care, and to encourage. I have the gift of encouragement. I encourage people to be positive and I elevate people. I used that a lot, make people feel that they can, and show them what

develop, what they have in them in order for them to feel positive. I am always conveying a message, which is the positive message, by using history, where you come from, your background, and your culture. For example, if I am dealing with an American, I used Martin Luther King, Malcolm X, and Richard Pryor. I use different sources. It depends on whom I am dealing with. I used their own research for the chance that we had, the opportunity that we had; other children did not have the opportunity to learn world history, world geography. What I am able to do is beyond the limit so let's say, for example, if I am talking to children I tend to use geography, history and show them, talk to them, and I am not limited. That is the reason why I feel proud that I went to school in Haiti.

“Yes, there could be too many qualified Haitian people applying for the jobs. There was a time when you had to have connections to become principals maybe we were not into that, we were dealing with the right people.

“The rules have changed, yes. The school board does not pick principals and assistant principals any more. They do not, but I do not see that being Haitian as an obstacle. No, I never, because Haitians are proud people first of all, other people might see us as an obstacle but I do not think we see ourselves as an obstacle because we are very proud people. In fact, Haitians here think that they have a rich history. I would like to say if everybody is allowed to deal with the past, we have a lot of other countries that are living in the past, Greece, France, Rome, Italy, they still live in the past and we also had a very glorious past so we should be allowed to live in the past too, why not. I think most Haitians who come here still live in the past and we all see ourselves as the Toussaint, the Dessalines those great heroes who gave us our freedom. Haitians are

capable of achieving greatness. When we come here, I do not think other people like to give us recognition. They say what the media have regarding Haitians public image which is very negative. When most Haitian meet other foreigners they would say to the Haitian persons you are not like the other Haitians and they respond no, it is not that I am not like any other Haitians, it is your perception of Haitians that is wrong. It is not my fault that you have the wrong perception of Haitians because that is the perception the media has provided. Those people see it as an obstacle but the Haitians do not see it as an obstacle because there is nothing wrong with them.

“Well, my grandmother used to say that...**Depi nan genen nèg pa vle wè nèg** [since in Guinea, Africa, black man hated each other; they sold their brothers into slavery]. I do believe we do have that problem among us here, in Haiti, in the United States. We have to find a way to bring us together. Because together we are strong, apart we are weak. We say to ourselves, “**L’Union fait la force**” [United we stand].”

Another informant said,

“Well, I certainly hope that they get it through the normal means as I got mine. You compete for the position, you interviewed for the position, you bring your portfolio along then in your portfolio you should have copies of your resume, samples of your achievements. Whatever level that you were at and show the academic preparation to put you in the pool to be interviewed and then you do like everyone else. You sell yourself and hope for the best that is the way.

“Let me tell you, in reality, whether you call it networking or politics, they have some impact. Because if you refer someone to me and I have known you for a long time you will not and you know me as well, you will not send me someone who may molested

a child. You will not send me someone who you know is going to be a problem for me. I trust your judgment if you refer someone to me. I will certainly give that person an interview whereas in other situation the person may lose the opportunity through paper screening to get an interview. Do you call it politics perhaps? Do you call it networking? Is that good? Yes and no because it does not put everyone on an even plane field. You cannot deny it has happened, a referral to a referral of a friend of a friend. That is the description, networking it happens. I know at one point in my career when I lost my job from certain school district. It was pretty hard to punch in another district because the same behavior permeates to a lot of school districts. You want to come in? Yes, why should we take a chance with you? We do not know this person who knows him. Unless the person is supposedly exceptional has written several books about ethnography and you know the social political impact of administrators on students and so on you know something to that effect. The person has to really be outstanding in order to have a clear path to that position. Otherwise, you have to sell yourself very well, you have to pass the paper screen and sometimes a friend of a friend helps. Just like in any other business companies.

“Somebody can refer you or put a word for you, but one of the key things if you have to focus on that aspect of the business you will never continue to apply. You are going to look for friends whereas if you try hard you know you get an opportunity to sell yourself and when you do sell yourself there is great pride in achieving that endeavor. I am a very proud person. I did not beg anybody; I came here and sold myself. I almost had the principal position in another district. These things come with experience. I did very well in the interview as a finalist but the board president at the time did not like me

because I was not dressed conservatively enough. I had a navy blue suit, and a burgundy tie. I had a blue shirt instead of a white shirt. It is a white collar position and then I had boots on. It looked like they felt offended and had bad impression of me. I did not find out three years later when I ran into the superintendent of that district. Are not you so and so I say yeah! This is oh men we would have love for you to be on the board but the president voted against you, and convinced his board members not to take you. It had nothing to do with you being black it had to do with your attire they feel it was not conservative enough for this community.

“Conservative means that if you go to an interview you have to wear your navy suit you have a black portfolio that matches your shoes at least for a man and you have to be proper, hold still. Your posture, the way you sit if you sit and cross your legs, it looks like you are doing them a favor by coming to the interview. Those are the things that come against you and I was very confident. I answered the questions like I am their man. You have to show eagerness and humility. It is a delicate balance, but that is what you have to do when you are selling yourself in order not to attract any negative force.”

Another informant said, “I know quite a few principals of Haitian background in other states. I know two or three administrators; I believe in human resources. There may be some that I do not know. I would not know they are Haitian unless they tell me because they do not have an accent and the last name do not reflect or give any indication that the person is a foreigner.”

Another informant said, “The only Haitian administrator that I know in this school is myself as a department chair, but that does not mean that Haitian teachers cannot become involved in committees, in steering committees or committees to help

with special education or with behavioral issues that we have at the school so teacher leadership is also an option but for now I know the only person who is Haitian who is an administration is myself.

Another participant said, "I have one teacher who is Haitian. I know Mr. B is a supervisor at the board of education. He is part of the highly qualified teachers' supervisor. He has been there since I have been around. Offhand, I do not know any other that have higher educational position. I have always seen him. This is one of his duties."

Another informant said,

"They needed Haitian administrators because at that time they were very few Haitian administrators. Now, they still need a lot of administrators in different buildings because they need principals when I gave you the list yesterday. I forgot to mention two other assistant principals. They have at least twenty-three altogether. We have four principals and seventeen assistant principals. We have two district's people Mrs. D. and me, and I think in the district they need more people to help the Haitian program. I think in the region level, they need administrators because we have six regions. Not even in one region do we have a Haitian administrator. Not even in one region and even most of those schools there are lots of Haitian children. They do not have a Haitian administrator. We have school like #4 where they have at least twenty or twenty-five teachers who are of Haitian background. They have two counselors who are Haitian, one male and one female. They do not have a Haitian administrator. Most of the schools that have a large number of Haitian students do not have a Haitian administrator."

Acquaintance.

An informant said,

“I did not get anybody’s help; no, I did not get anybody’s help. I think it had a lot to do by the fact I worked at the Board this summer. I worked with the vice principal at that time because we got a new principal Mr. C did not know me and it was not like Mr. X the previous principal called Mr. C to say hire her. That did not happen. I introduced myself to Mr. C, the principal, and then we had a new assistant superintendent at the board. Mr. T and I never talked to him but I will see him in the office. I was with the child study team. I was in the library the whole summer and I volunteered to be in the committee to help with some problems, with Special Education and I happened to sit next to him at a meeting and I remembered I said, “Hey I met you. I was sitting two seats away from you. He said I remember and there is a position at your school are you interested. He said come to my office tomorrow morning and I was there. I really push myself. I went to work every day whatever whenever they have a principal meeting at the board I always stick my head in and say Good afternoon! I tried not to get on everybody’s nerve I just realized it, that was a really good idea. It had to do with the fact I did a lot of the extra work. That is what they look for. Who is willing to work hard? Who is willing to stay late? Who is willing to and because they need that. Mr. T has invited me to principal’s meeting and he has invited me to vice principals’ meetings. I tried the vice principal meeting and one of the vice principal usually said when do you get here. Are you becoming a vice principal? I did not know what to say. I think because I am a new administrator. Mr. T just wants to expose me and that is good. I learned so much more about the district that I never had as a teacher. I could have been here for

fifteen years and I would not have known the materials that I know now and it is hard work. I do not know how people had children and husband and be an administrator and be in school at the same time I do not know.

“My experience is unique because I have been able to assume the position of department chair in the same school that I was teaching. Obviously, everyone else has been here longer than me. It has a lot to do with my motivation, my ability to stay focus when I decided to continue further my education. My real objective was to stay in school because I wanted to be able to compete with other with fifteen or twenty years. I decided to stay in school the last few years. I maintained communication as far technology with people at the board of education. I strategically place myself at the board last summer so I could be. I was able to get a job. I did a lot of extra things that nobody wanted to do, and that is why I got the job.

“Last summer I created the teacher’s handbook; nobody wanted to do it. I said, I will do it.’ Simple thing like that I did not have to do, but it is something that you do to get people to notice you. I created the teacher’s handbook. I worked at the board. They say you did this I said yes. I worked in the special education office. I worked in the child study team, wherever they wanted me. I wrote a grant for the school. I received five thousand dollars, I wrote for the reading program. I wrote to the superintendent. I went to the grant office and they said you are a teacher, and you put this stuff together in your school. Any time we have a teacher that comes we will find the money. That looks effective and when I got my interview I said this is what I created. This is the grant that I wrote, I got this money, and this is the grant the grant that I wrote. When I first came I wrote a grant I bought all the video equipments for the school. I bought two cameras. I

bought tripods. It could be assistant superintendent I brought cabinets for my class. I do not see people doing that, for me it is just a simple thing. I went back to school in the reading program.

“I used to stay after school to tutor the kids. I do not know what it was to be a reading teacher I took reading classes. I wrote to the director of the department to tell her that we need a Reading Program because children at the high school are graduating and do not know how to read, cannot read sure enough. She wrote me a nasty letter back. You have to become a reading teacher. You do not have a certification. I said I know my ABC and laugh. I know I am smart I can learn whatever so I took her advice and I took reading class. When people hear that and said who is going to pay for that? I paid my money. I told Mr. B. to give me duty where I can learn. I do not want to be anybody’s slave. I want to work in the child study team. He put me in the Child Study Team I wanted to know as much as I could about Special Education so all these years I volunteered to do a lot of things. Obviously I had a portfolio to show people what I did and that is what impressed them. After five years I called my sister to tell her that they gave me the job they are crazy. I am still in school this is what I teach my children you work hard you stay in school, ultimately it pays out. You get rewarded.

“I was very lucky and still now I have to think in the back of my mind they could say to me next year they do not need my position, because what is happening it is because I worked in a corporate world for as long as I did I always, I am always thinking in the back of my mind what are you going to do next year if they say they do not need you. I always have to have a plan B. Always have to be ready.”

An informant said,

“We made significant gains academically and I am hoping for it to continue. We maintained order; we have very good teachers, and very good programs. I am very happy with the school. I want to do better. I want to improve on student discipline. You have children who are of course as usual, rambunctious here and there and do not like to follow directions. You have parents who do not have the opportunity to participate and I want to get more participation. Those kinds of things are not indicative of my school population because it is every school that is that way they gave the same concerns, some of the same concerns. Some more than others but I think we do pretty well.

“I obtained my administrative supervisory certification and went to a lot of interviews. I interviewed in a district which that year they wanted to hire me but they had budget cuts they could not hire me. Then, I interviewed in another district again and after it is just one of those they did a mass call of people which they already knew who they were going to hire but they had to put it in the paper so whole bunch of us showed up. None of us got the position. They hired from within. Of course, I did not get that one. I interviewed in a third district I think they end up hiring from within as well and then all the time, I never deal with our board and did not hand out anything to them. Then one of my girlfriends said you should hand your resume to all assistant superintendent offices. I just felt I will never get anything in this district. You should not think like that, so I took them to each office and hand it. I honestly thought I would have been hired under my assistant superintendent because I was working for them I thought they would have called me, but I guess because they were going through a change the assistant superintendent did not start interviewing and I was called in by another assistant superintendent. That was her second round of interviews, I believed. She had

interviewed a whole group of candidates and she did not see anyone she wanted and that is when she asked for another group and I was in that group and I went to the two interviews and I was lucky enough to get them. I just interviewed and that was it.

I think that was one of the things that helped me with my interviews because I was in a school that was 55% Hispanics and 45% African Americans; maybe 41% we had two or three Haitians students in that school. They were actually triplets. One of the questions was I am not saying that this got me the job but I do not think it got me but I think that you know. How would you deal with when you have a parent who does not speak English? Of course you know I dealt with that my whole life I had families who came from Haiti who did not speak English. It is just second nature to me you around people who do not speak the same language as you do and you have to communicate with them, so you get an interpreter and you know. Sometimes I can sit in a room and everyone else is speaking another language and I do not take it personally because I am used to that. I can sit in my room and my father is holding a conversation with his cousins, and I am oblivious to everything they are saying and some people it bothers them it offends them and I understand why it offends some people.

“If you are sitting in a room, let’s say you are in a bus I am not trying to say I know that Haitian have a habit. They tend to talk a little loud sometimes when they are in a conversation and people are looking at them and they keep talking, people tend to feel like wow are they talking about me? You know what I mean. Everyone has a little insecurity and some people you see it around children. Why are you looking at me like that? They kept looking at me. Then you compound it by you looking at, you keep glancing at somebody because that person in the whole conversation, no wonder they are

looking at me are they talking about me? You know what I mean. It does not bother me to an extent. I have learned to just tune it out not care but you are talking about years and years being desensitize to it. When you are with someone you know what I mean it is just something new to them. I have been to the mall when you see someone looking at you and they are talking in their language. I was also part of the African American administrators' supervisors group of this district. I participated in their affairs. I attended their yearly boat ride.”

One participant said,

“I applied because my boss prompted me and encouraged me. I applied for the position as a parent outreach program coordinator. That is when I became an administrator and I think the reason that my friends and my boss told me that is because when they looked at my resume they saw that I worked so much with people and they felt that I could do it with parent because I had a great deal of experience doing organizational development. I had a great deal of experience working on radios, radio programs and working with television programs and so they decided that this job is for me. Out of 17 other Haitians who were very well qualified they took me. I became an administrator then and after three years in that program I moved to bilingual where I became a supervisor three years later. Right now I am a district supervisor for the division of bilingual education and world languages.”

An informant said,

“It is by circumstance that I am working here. It just happened. I knew some people in the district and I was working in a different location. They needed an assistant principal and they called me. It is through friendship that you get these jobs because I

think administratively you want to have basically the Machiavellian types of situation where you hand pick the people you think that are compatible, who are congruent in thoughts. It is much easier to maintain a good relationship if you are familiar with the people and you know who they are. I think in that context that is one reason I came to this district. If you have your credentials, it is easier if you know somebody. Then you do not have to go through all this introductory process hunting all over the place looking for a job where nobody knows you. If somebody knows you then they give you an interim acting then you can basically grandfather in the position.”

One participant said,

At one time, we did not have a lot of Haitian administrators. We lobbied; we did what we had to do and I will say, within the past two three years, quite few Haitians were promoted to a leadership position, but even then if you are looking at an assistant principal and we have a total of four principals who are Haitians from elementary to high schools. It was a problem, as a Haitian community we did what we had to do to let our voices be heard to make sure that they put Haitian administrators into key positions to help our students and it has been successful.”

Another informant said,

You need to be competent. You need to be trained. I do not think if you know someone that is not going to give you an advantage. Yes, it will give you an advantage. It is political. It has to be political as with everything else. There has to be a balance okay. You have communities where take the Haitian American community for example, there was a time as I said when I became assistant principal when the community went down to the school board and had them there until one o'clock in the morning telling

them they need the Haitian American representation in their schools. They need to be able to walk into an office and have someone who speaks their language. They need to be able to have someone to talk to, to speak to them when they want to talk about their children. That was political in the sense that year I was hired okay. I was not the only Haitian American hired that year. There were three of us hired that year and subsequently there was an increase. You have that power. It is the same thing in other neighborhoods when you have a vacancy. If it is predominantly Hispanic neighborhood, they need a Hispanic administrator that is going to be able to communicate. It may not be the principal. It may be the assistant principal but they always balance. They always try to balance. Sometimes they do not and you wonder why especially in our community. One of the things I remember, we had a meeting, a group of Haitian American administrators. We had a meeting with the powers once and we asked that question. Why is it that Haitian administrators are sent everywhere around the county and the response we are looking was for Haitian American administrators to be competent administrators anywhere in this county. We want them to be role models for everyone in this county to know that regardless of your ethnicity, you are competent.”

Another participant said,

“The community has to mobilize. The Haitian community has a lawsuit against the State Education Department for failure to provide adequate services to Haitian students. I imagine that some negotiation is going to take place at some point between the different parties to see what could be done to provide better services to the Haitian students, but right now there is a lawsuit pending on behalf of the Haitian students which was the step that the Haitian community had to take, because no matter what they did

nothing was happening. People were not getting promoted. We did not have supervisors. I think a lot of the activity that you see going on as far as people being appointed principal, assistant principal might be the result of that law suit. The fact that now it is before the courts people feel that they have a chance.”

Research Question 6

How does one determine that Haitian educational leaders are showing achievement in the schools they lead?

According to the American Heritage dictionary, achievement is something accomplished successfully, especially by means of exertion, skill, practice or perseverance.

Achievement for a Haitian person is not only taken from the test score. Achievement is the change that happens in the whole person, the behavior, and communication patterns. In Haiti, when Haitian parents send their children to school, the administrators and the teachers who work in the schools are responsible for the children while they are under their tutelage. Parents are not called unless there is something major that happened, but students try to prevent having their parents called because it will be worse for them when they get home. Therefore, students learn to stay out of trouble at school and concentrate on their work. Also, while schools in the United States are financed through taxes, parents in Haiti have to pay tuition directly. Even in the so-called public institutions, parents have to pay some money. Therefore, students have to make the effort to learn, and to do their homework no matter what. Some students at the high school and university levels do form groups on their own to study - maybe because not all of them have textbooks, or it is a way to motivate each other to be able to pass the

difficult examinations they have to endure. Some will meet on someone's porch to teach each other difficult assignments; others, on a street corner where there is an electric pole with light to study. At the lower level, their parents make sure the students do their homework daily, even if they, the parents, do not know how to read or write. Students who have problems receive private tutoring after school and/or on Saturdays. If their parents cannot afford it, most of the time they make sure that their students work with someone who is two or three levels ahead of you on the weekend. It can be an aunt, an uncle, or an older sibling or a friend of the family. Since Haitian leaders have been living in the United States, they have adapted to the system of education of the United States. Therefore, they look at several factors that promote student achievement: parental involvement, students' emotional security, affluence of parents and ability of students to lead. They also look at the way parents care for their children.

When these leaders visit the classrooms, they look to see if staff is calling the students by name, using positive or encouraging feedback via verbal and nonverbal, soliciting students' opinions, using humors, using eye contact or facial expressions: smiling, gestures and tone of voices. All of these affect student achievement that will, in turn, promote school achievement for those leaders.

What you need to know

An informant said,

“You have to see if you can cope with the job. You have to do research on the school population, get background on the demographics, reading scores, number of children with disabilities, number of children below standards, required passing standards. You need to know the staff. You need to know the percentage of staff and the

relative experience of each member of the staff? You have to know the turnover from the previous year, because new teachers need a lot of support and if every year there is a large turnover that is definitely a formula for failure. So, you need to know your staff. You need to know about the student body and the statistics, and, beyond this, you have to know something about the culture. What types of groups are there? How do these groups socialize? Do they form little pockets? Are they isolationists? You can look at the school report card to find out the general trend, the yearly progress. You have to find the leaders group in the staff, the followers, and who are the influential people in the staff and try to work with them. You have to convince people about what they are doing that it is beneficial for everybody.

“With all this, you have to add your own ideas immediately. You have to lay the rules down. You have to work with the staff. Everything is based on one’s relationship with others. You have to establish positive relationships. You have to have good relationships with students and with the staff and look at the larger picture. You try to address everyone’s problems, but you have to organize it in terms of time; not more than 10 minutes. People try to engage you for extended periods of time, preventing you from achieving many items on their agendas. Time management is important. What is most important is to create an atmosphere where children will learn. To do that, you have to look at the structure: Can you manage, facilitate, ensure that teachers have all the resources, all the books they need, and everything they need to work in the classroom? Does he/she have good support personnel? You have to look at the process, to look at the configuration of the classroom. Is it conducive to learning? What interventions are the

teachers using to ensure that all the needs of the children are met? How is instruction delivered? How is the climate?

Right climate.

The informant continued:

“You need the right climate. Do that by development of relationships. If teachers have certain problems, you facilitate them. You help the environment. For example, if a teacher is deficient in term of classroom management, you pair that teacher with an experienced classroom teacher. You learn about what is going on in your school by doing your daily walkthrough. A lot is learned during the first two or three days of school and you provide help right away. Go into the classrooms. Watch the transition from one subject to the other. Are the children on task? Are the teachers on task throughout the day? You must have consistency. You cannot vacillate when you make a decision. You must be firm with students. Refer to everyone by their name.

Informant (Mr. L) said,

“What do I do? Number one, I decided to be very objective to treat everybody the same. You cannot have disorder in a school and expect to have good results. You just cannot. You have to have order. You have to have discipline and you have to be consistent. Because you have the teacher teaching that is one thing, but whether or not the teacher is reaching the children that is the most important part and you have to question the children to find out. You do not question the teacher for that. You have to make sure also you check to see if your teaching is having an effect, if your learning objective is being met. If you are teaching and the teaching is going over the head of the children then you are not reaching the children. You as teacher, you have to double

check, you always have to assess; to self assess to see what the children are learning. If the children are not learning, you have to change that so that you can reach them. That is the only way you are going to make sure that they are learning. I came here I told them listen Ms. R. told me to come to you. They opened up all the doors for me here. I came here. The first year the reading score jumped from the bottom. We were at the bottom nineteen at the school. Number two, from the bottom and we became in the middle, number eleven, number ten the first year. The teachers told me that they did it for me.

“Listen, a school is a good school as long as you have good teachers. A school is as good as the people who inhabit the school. If you have good teachers and if the teachers want to make the school, they will make the school if they want to break the school, they will break the school. Regardless of what you do, you have to cultivate the teachers to get them to buy into your vision. They told me that they did it for me to tell you how much they embrace me when I came here. Thanks to those of you who helped.

Applying strategies.

The informant continued:

“These are the data from three years; every year you have a steady increase. You cannot say that the school is going down, unless you do not know what you are talking about. Then you ridicule them because if you have the data to show that you are doing things and they tell you that you are not doing things. They do not know what they are talking about. You take the data and you said this is the data. This is what the data shows. Knowing this information helps you to produce, to maneuver, to manipulate them, to neutralize them so you can control the situation.

“You have to have a mission, you have to have a vision. You see, two things are very important when you are the principal of a school. It is your vision for the school. Another one is the mission that you and your staff and your parents and the people you work with decide that we should have for the school. The vision is that in our school here, we said: the vision of our school is to improve teaching and learning. We said both teaching and learning so that the school can become one of the effective schools in the state. That is our vision to be one of the exemplary schools which is an effective school. Now how do you make a school effective? We start with children first. Everything we do in the school has to converge toward helping the children do better academically and socially. Now children first, we said that we have to have high expectations based on effective effort. We are saying that we do not want to continue with that philosophy based on ability, saying that you are born intelligent then you are going to make it. If you are not born intelligent, you are not going to make it. We say no. We are saying what you do is based on two things. The average intelligence that you are given by nature God given things; you have the average intelligence that you have. It is given to you at birth but you have to add the effort that you want to put forth so that you have a balance between that average intelligence that you have and the effort you put in it. If you can do that you have a chance to be successful. We expect you to succeed because we know that you have that basic intelligence and you are going to make an effort to do it. As administrators, we are going to organize in such a way that the teachers, the staff, the parents will work together to find solution to the students’ academic problems and social problems. That means we need to create a safe environment for you to feel safe and cared for. When you have that security blanket around you, and you think that if you are

safe, people care about you; then you can do a lot of things. We organize in such a way as to produce and to provide both things for children in the school and we say that effort is the answer. We believe that every child can learn if he/she is provided what it takes for that child to learn. If the child is taught properly, the child is cared for, the child will learn, but something has to be done for that average child to learn and to be successful and we said there is no excuse for that. No excuse! We cannot say that because you are from a broken family, because you are from a poor neighborhood you are not going to learn. No, our school here is 100% minority school, and they call those schools Title I schools that everybody is receiving free lunch okay, so all the children are poor children here, but we have been successful with them because we do not make that excuse that because they are poor they are not going to learn. We are saying that we are going to tell them, 'Through education you get out of poverty.' You see, so that is a mind set and that is a totally different thing when you look at the problems. It is a totally different form the conventional type of schools where if children do well that is great. If children do not do well, that is great too. You see what I am saying? No, we say that if children do not do well, it is because we do not do well as adults; and if we do not do well, we have to make an effort to correct that situation because if not we do not deserve being what we are. I do not deserve being a principal if I cannot help teachers, children to do better. I can do something else you see and then it is not good standing. If I cannot do it, get somebody else who can do it and let me go somewhere else to do something else where I can be successful because I want to be successful so the commitment has to be there. It has to be a total commitment to success okay and I am saying I want to be successful because for my own dignity, for my own self-esteem to be satisfied. I want to be successful and

being successful means that the children are doing well. When we graduate children here, we graduate them over fifty percent of them will be on level three which is the proficient level in term of the standards. Level four is the higher level, but level one that is the lowest level you can be that mean you are way behind. Level two means that you have the basic but you still need something to become proficient so that is ninety percent of our children are on level two or three. Last time, we had only 11% of the children on level one, and because we had regular education and special education children in the same category so when you only eleven percent of your children on level one and that level one include regular education and special education then you know you are doing something well. You see, now the idea is to move most of them at least on level three, but you are doing something good. So, for school to be effective, the administration has to be effective. The teachers have to be effective. The teachers have to be teaching right. The administration has to be doing things to facilitate the teaching for example, if in this school here every day we have a common preparation with the teachers. We meet with the teachers on one grade and we discuss the progress of the children. We discuss what the teachers are doing whether or not they are following the standards and what to do. We have staff development for them. Today we had staff development for grade three. All the grade three teachers went to one class where one teacher was teaching so that they could observe what the teacher was doing for one period. Then we get together and we discuss the lesson. You see when everybody participates everybody contributes something. We know that those things you do very well. There is this thing you have to do to improve on what you are doing and we have somebody from the district. We invited somebody from the district to come and see what we are doing so that we can

share the observation, the strategies and so on. Everybody contributes to that, every week we have something that grades one, two, three, and four. We do that because we want the teacher to be on the ball and we assess the children to see what the children are doing and we use the data to inform our instruction. I was meeting with a teacher and I was going over these things with teacher, see this is a reading progress indicator and I was going over the skills with the teacher because I observe the lesson and I want to give her feedback on what I observed which was she did not have the objective. She was teaching but I did not see the objective and I participated in the lesson and when I sat down with her I wanted her to tell me what the objective of the lesson was. Next time when I go in the classroom I want to see the objective on the board and I want the lesson to be on the objective.”

Another participant said,

“To motivate the teachers, and the students to learn, we have different plans. We have a school improvement plan. That is the schoolwide plan and we have different goals on the plan. During faculty meetings we develop strategies as a whole; we develop techniques, strategies ways that we could motivate and those goals that are developed in the faculty meetings, and pass on to the classroom to make sure that the children are motivated but the goals that we picked for example this year attendance is a top priority for us. We are currently working on different goals and different strategies to make sure that more students attend school here and from that it passed on to the classroom, to the parents and to the whole community as a whole as far as implementation.

“We have a very successful program. I mean we went up from last year were D school, we are moving on to a C school. As far as curriculum-wise, discipline-wise, we are really moving forward. I will say it is extremely successful.”

Need teamwork.

The informant continued:

“The ideal is to work as a team. You have grade-level conferences where teachers work together. They prepare monthly tests, things like that, assessments. I think that is the ideal, everybody working together because in the testing grade for example. Some classes may have higher ability students. They all take the same test, same benchmark; everybody should be at least at a level of competence for their grade level. The team is necessary. People have many ideas. They are different ways to facilitate instruction and learning. When you are up there by yourself you may miss them, although you may be a good teacher but there are always different ways to present the agendas whatever works for you magnificently maybe a suggestion to somebody then look at it at different angle.

“Each grade has a leader. Sometimes they are on their own, and some other time they are together. They do the agenda; some other time we present the agenda, maybe look at the reports, and look at all the students at work. You see where there is a need for remediation or to help the teacher.

“To visualize classroom management, you just walk into the classroom. By watching the transition from one subject to the other, by going to them, if school starts at 8:25, by being there at 8:30 to see what are the children doing. Are the children on task? When you are looking at the bell schedule if they have an hour of literacy and the class

begins at 9:10 at 10:10 or between 10:05 and 10:10, there are going to make a transition. How is that transition? What type of questions they ask the child in the school? Do they let students answer a certain way. Do they allow students to talk? You can pick it up a lot of ways. Those teachers, who are business, are teachers waiting, let's say that if you have dismissal at 3:30 are teachers waiting at 2:20, 2:30 preparing children for dismissal, or are they teaching until, say, 2:55. My implication is that teachers should be on task throughout the day.

“There is no choice, not a choice. Correct, I do not have the choice to say if school is over at 3:00 I should be preparing kids at 2:45 if I am in fourth grade class or a third grade class, children should be on task until 2:55; and if the teacher is organized enough in five minutes everything is ready and they are ready to leave, but it takes a while and the tone is set in September. One way to set the tone is, the first two or three weeks, sometimes you may not even be able to teach anything until the important concept of routine. The children must be in a routine. Do not call out, do not walk out of your seat, and do not talk unless you are acknowledged. They must be able to follow that practice. In some cases, very difficult classes may take the first month of the year just to get them into that routine. Stand up, get on line, not good, sit down again, do it until they get the routine because you allow three or four students to get away with things at the very beginning those numbers will increase at the end and it will interrupt instruction and the very critical time is that first week, second or third week of September when they establish the routine because if there are not established. It is better to waste time to establish the routine than to continue with a non-routine class until April, because once you have a routine they will learn fast. If the classes are low; the structure is in place

again going back to my triad structure, process, and outcome. There can be process unless there is a proper structure; and the structure is achieved. Once you have the physical structure, then you continue to have the process. You create a routine for them then you can deliver the instruction.

Let me put it this way: It is a class, I want a class where if I have young children I want children to know that my children are in the class and can sit in the class and do the work. When you say at all times that is an absolute term, I mean when I am asking them questions I do not expect them to be quiet.

“That is one of the things that they have asked for cooperative learning when you are learning something new. It depends; the amount of cooperative learning is based on the subject. I was a math teacher and we did advanced work, so we did not have time. We had tremendous volume of information we had eighth graders. I taught eighth graders and seventh graders. I taught high school math. We had to cover their curriculum, plus high school curriculum, and there was very little time for collaborative learning. There was some, not a whole lot, because they had so many topics to cover, but certain subjects lend themselves to collaborative work. Others do not; however, they could be peer coaching; children could work with each other in small teams. Math would lend itself to collaborative working because, one thing for instance, in any subject area, let us go to math, chemistry or whatever. Teachers may assign for homework 40 problems. I do not think it is necessary to assign 40 problems. I think if you assign five or six loaded problems where children can discuss it, rather than do it rote and they come up with solution. That is better, I think. Then, that goes into the pedagogical. We are still looking at the administrative. In the pedagogical you want children to know how to

solve things rather than knowing answers because whenever I taught math I told the children I do not know the answer to any problem but I can find the answer - a certain process - that is what I was concerning about. Anyway, going back to the organization, we are still dealing with the administrative angle. The early time, the beginning time is very, very important. Another thing is consistency; you know, you have to be consistent, you cannot vacillate when you make a decision. You doubt yourself and sometimes you make mistake; you acknowledge it, of course. However, you have to be firm with the students, but loving, even with the teachers. Sometimes I had to ask teachers, you know, 'Do you like children,' depending how they react with children. One of their indices is that, how can you tell many things as an administrator about teachers when they come to report incidents in the classroom? Research has shown that, when you know a child's name, or when you refer to people by their names, whether it is their first name or their last name, there is a great affinity to the children. I have seen teachers come to me in my office this child; this child is standing right back there. 'This child is doing this and that,' and I immediately tell them what you mean, 'this child'? The child has a name. You see, when a person refers to someone as 'this child,' this person, there is an obstruction from them, a distance. You see, back to what I said about relationships. If you look at the language when referring to children you can know if there is a relationship between the teacher and students. If there is no relationship, there is not going to be any learning. In some cases, they may not be depending on the subject. On any level, I guarantee you, if I am sitting in a car with class and I need an A to be a valedictorian or whatever, a 90 to be a valedictorian and I have an 87 and I have been sitting say on the right side of the lecture hall towards the front where the professor knows me, whereas periodically, I question

him if I did not know an answer just to establish some type of rapport with the professor but I have an 87. That professor will prefer to put me to a 90, rather than 85, a B+, as opposed to an A. So, again we are dealing with the processes of instruction; this is relationship, and the relationship has to do with how teachers speak to the children. How teachers speak about children. 'I do not want this child in my class, this child is doing this.' I said, 'Who is this child? Did you follow the ladder of referral that we gave you on the first day?' You have to establish certain things and you have to hope for the best. You need consistency that is it.

"Structure, process, outcome that is not mine, I took that from somebody a long time ago. You also have to deal with a lot of other things in administration, the coalitions. You have the external coalition. There are people who influence you from outside like the district office, you have to mediate with them. You are a mediator between certain entities and your staff and the students you have things called the internal coalitions and the external coalitions. You try to influence what people do. Again, this is not my idea. This is what I read and it does work if you can get as many support services as possible for the children. Outside agencies, parents are part of it internally."

Show accountability

The informant continued:

"The teachers want adequate information because the output, the performance of the students reflects on them. I do not care who the teacher is, no matter how mismanage that the person might be. How badly they may think of the student, the bottom line is what they are looking at the number in April, what percentage of the students achieved, the necessary standards achieved, can read at a certain level, how do they move students?"

I am sure it is devastating for everybody when children do not move and that goes uniformly throughout - through administrators, teachers, through the parents when the children do well. There is a snowball effect. If they do not do well you have to question it. I do not think they may say that they have been tested is the fact of life. Tell them to look back in their own background and see some people did not take the SAT, the LSAT, the MCAT [Scholastic Aptitude Test, Law School Admission Test, Medical College Test], and those are tests they had to take. That is what moves the system. You have your regular teaching, but then at certain part of your teaching you have to do assessment-driven instruction. Because I may know a lot about balanced literacy program, I may know much about interactive read aloud, I may know much about collaborative learning, but ultimately when the time meets the road, third, fourth, fifth, and seventh grades up they have to take the test by themselves and perform at an acceptable level and those things are published and so that is the reality. Unless the whole philosophy changes, it is something we have to deal with, and I think test scores are used for many purposes. One of them is for placement, future job placement, job opportunities, and scholarships. It is a fact of life. We gave them our own practice tests from within, the internal, and then you have the district mandate, then the external which is the city and the state. There are so many different layers of testing from third grade through; even now, from kindergarten on, they have been tested and evaluated to determine the level and the placement what they call item analysis is very important. Teach the new teacher especially, when you are going to talk about starting in September. You have to become familiar with the different tests that are being given in the grades that you are teaching. If you do not know, you would not know what to talk about. You

must become familiar. I am a math teacher but I know all the items on the reading test, social studies, and science tests so I can have conversation that make sense with the teachers I can talk about academic intervention services by using an item analysis by looking at their shortcomings. What was the common problem with the readers, if they have problems all the readers good, identify facts in the story, if I am looking for academic let us say you have a class one hundred percent have item five says identify facts I tell the teachers do not waste time teaching facts, they have problems with sequencing, 60% of the class cannot do sequencing. I said give them drills on sequencing. If they cannot do cause and effect, do drills on cause and effect. With cause and effect, there is no need to teach the whole other item. When you do the item analysis, the academic intervention must match the item analysis. You can break apart the assessment piece and use your instruction to work on the skills, the items that they are deficient.

“You call it academic intervention, you call it remediation but they call it AIS [Academic Intervention Service] where you meet the needs of the children. When you do the item analysis, focus on what is achievable the areas of weakness.

“Good cooperative learning has merits but, like I said, when you look at a balanced program, it has all these elements in it cooperative learning, share, response, and general ideas.

“The teachers work with each other; I mean you have good teachers on each grade level. I think I did not finish that conversation, but if a teacher is paired with a more senior teacher... For instance a teacher has a problem doing the transition, if you are talking about for math and reading to math. You say Ms. B, Ms F is an excellent reading

and math teacher, transition teacher. I will send Ms. B. at 9:10 or 10:10 to observe how the transition is made. If a teacher has a problem with a Do Now activity, I will tend to observe the teacher. I will free that teacher for a period, so the teacher can observe the practice and see how it is implemented. The best thing is to use the weekly common preparation to articulate common plans, common concerns, because the thing we want to avoid is isolation. We want them to be a community of workers; we want them to work together, to help each other.

“I think it is very important, because that way if the math teacher is covering let us say they are covering the Civil War in the eighth grade class and the math teacher is covering ratio and proportion and you want to compare number of soldiers who were fighting, who were lost or you can look at the second world war the number of women who were put in the workforce because the men went to war. You make those comparisons, comparison and contrast and it will make more sense it will show a real life connection when the subject can be made to interrelate, interdisciplinary approach. The percentage of people died, the percentage of gross national product the connection can be good if they can work together because they are working with the same students. If you are teaching a class it can be basket weaving, and another teacher teaching mathematics, I can say when Ms. L was teaching Math you can see in weaving a certain basket you need a right angle you can make the connection and you have similar students you can make a dialogue I want to know why these students do well in your class and do not do well in my class. What technique do you use?

“That has to be worked out because the teachers who are planning, especially in the lower grades, are free to plan only when those cluster teachers come to the

classrooms. It is very difficult to program those cluster teachers to have a common relief time for the teachers. Unless ideal model is to follow the summer school model where the children are not around and all the teachers can work together. In the summer school model there is one hour of staff development after the children go home. That enhances and facilitates the ability to work as a group. For instance, on Thursday I am going to give a workshop on ESL instruction the English Language learner for the whole staff can get together from kindergarten all the way through after children are dismissed at 1:00 pm. because they have that build in the program to work an extra hour. It is probably a thought that you are given instead of having all those after school programs you begin to have teachers meet once or twice a week after school as a group with no children to work on common curriculum assessment.

“Do you understand that I am a very cynical person? That is the reason that I am in the summer school because the exemplary practices they do not want to implement that will give the rational for remediation. Can you imagine all the children can read before their third grade? All those programs will be messed up. They would not need summer programs. It is a whole industry when you look at it from classic economic theory. Classic economic theory, if you apply that as an analogous to education it says that for a country to make progress in GDP [Gross Domestic Product] there has to be X number percentage of people unemployed to facilitate growth because if they are people unemployed, then you can employed some of them to show growth. If you have 100% employed, you have no unemployment. There is no room for growth because you are maximizing the use of your human resources. Let us make an analogy to education if all the children can read then those after school programs, all the remediation programs will

be nonexistent. That is a whole billion dollar more than the national industry, also if you notice when they give us certain benchmark test after three or four years they change the test because people get familiarize with the format of the test. They pass and they reach it, so they move the mark, so what are the ramifications economically? McGraw Hill, all these large companies, can produce more books. Dump your books, produce more books, it fills the economy. It is a lot of economic ideas; that is why they will not implement in a large system like New York the summer model. It will be too good; children will learn and school will be organized. Could you imagine if teachers had one hour a day every day when children go home to meet together maybe call parents, to meet with parents, what an impact that will make. Then you will not have any summer programs, you will not have any evening programs; you will not have any after school programs. You will not need any of these programs.

“I would find it very difficult not to say whole accountability if you want to say accountability. How can you expect to have a child in your classroom for six or seven months and not make any progress? How do you define progress? Progress is defined as significant growth. A child may be a level one in reading with a raw score of, say, 12. That child is not going to go to level two if level two is 27 and the child is a 12. The child will probably not go to level two. However if the child moves from 12 raw score to 20, that I consider significant; although in the reporting of those things, it is not this disaggregated to show growth. They just say level one, level two, and level three. They do not just aggregate. Let us say Student X was doing a level zero and now he is up to level nine, see you do not see that close analysis. So you can judge. Look at the raw score and look at the scale score. You can work miracles in a child that is really

deficient. First, you have to bring them up to a certain level if they are a few years behind. You have to bring them to a certain level. I do not expect you to be in a classroom for seven months with a child and the child regresses or makes no significant progress. They might as well stay at home and then you give them the book the week before. Does your input, does your process, remember I was going to describe the classic situation in a classroom. You have to structure the process to get the desired outcome? Going back to that, does your process give you outcomes that said you made a positive difference? If not, you have to be able to be held accountable. You have to be held accountable. Somebody has to be held accountable. Let us say maybe you are a new teacher, but if that continues over the second year, you have to produce, of course you have to provide the results within the structure so the processes can be realized.”

Inspire responsibility.

The informant continued:

“It does not matter what materials you are looking for when you are planning a lesson. Hopefully, your plans are a week or so in advance. They give teachers the choice, but that is beyond the notion of teacher’s choice. You will have the resources you need to deliver a lesson. Go to whoever is responsible and you say, ‘Listen, I need this, I need that; you go to the parents if you have to, in other words you plan in advance.’ You get a laundry list of what is needed. If you are teacher, you get a laundry list. You need loose-leaf notebook for that; you need to buy dictionaries for the child.

“They can do it. We are too afraid to ask our parents for materials. I was just looking outside and I see these young children who are about three or four years old with

those expensive sneakers. I said they could have bought three, four, five or ten books, big books for their children to read aloud to other children.

“With that attitude, you have to cultivate it. Listen, when I used to teach, I told them I would not even give a child a pencil. I always comment that you are wearing sneakers that cost more than the whole suit I am wearing, get away from me. You better have your pencil, be prepared. Then, when I meet with the parents, I say, ‘It is one of your responsibilities. Do not tell me you cannot afford it because I see the sneakers your son is wearing, I see the designer shirt and pants they are wearing. Do not tell me you cannot spend \$10 for a calculator or the necessary materials, but even if they cannot, there are some basic supplies that you can request from the school and you will get it, but you have to request it in a timely fashion. You cannot tell me you have less than 15 minutes or a half hour to do a presentation and you are saying I need this and that’

“You should do a long-range planning; it all depends on how you cultivate it. I expect, when I have parents, when I talk, I tell them, ‘Do not expect anything in terms of materials. Do not tell me that you do not have money to buy this, because I am sure, I guarantee you now that if I decide I want to go on a trip with the children, to a dude ranch, and you will find the \$15 dollars. You will find the money to get your child to see a show or a movie.’ If I say right now, I am going to take the class to see. Let us say we are doing social studies and I think that this movie will help children learn about court system. There is a movie with jurors a lot of big actors were in it where they have to deliberate for a long time trying to convince each other. If I told them give me \$6 to watch a particular movie, the parents would get the money. If I told them they have to bring their lunch, they will get the money. Children have money. It is a matter of

prioritizing and educating the parents. Again, it is a community type of thing, as part of educating the parents. I frequently spoke to the parents and told them, 'Do not hesitate, and do not think twice about spending money for your child's education. If you take care of them now, you will not have these problems in the future. It all depends on how you speak and how you and the parents get along. You can make demands of parents, your child must have a ruler, calculator, and your child must have these notebooks, etc....'.

The only thing I had for the students is when we are at testing times. I never gave them anything otherwise. I gave them a text book. That is it. I have calculators for everybody, but they never use it. They have to bring their own. I save the calculators in the event children forgot or broke theirs. I tell them way in advance you will need a calculator for this class. Make sure you buy one. If you are doing regents, you will need to go to the bookstore and buy a Barron's review book. What I used to do was I used to buy 150 copies of the books, you get it at a discount, and just sell it give it to the parent to give to the child. Nobody would even think twice or question the fact that they have to pay for it. It all depends on how you cultivate the parents. There has to be input by the parent. If I were to just say okay here is the book, they will not respect the book.

"We used to go on ski trips with children. Go to senior trips. They will dish out the money. Go on a ski trip for a couple of hundred dollars in the Poconos. They will find the money. If they can find the money, they will make the sacrifice, they will find the money. You can ask them of course or let them have their own fundraiser. You can ask them. No, we do not do much here. The parents will pay, they buy the item. We do not spend money. You take it from the money you collect.

“If they want to have a bake sale, the children will bring their own. They will make and bake their own cake. We do not have to take money from our pocket. Every family will make a contribution and they will sell the materials. You do not pay for things in advance because it is very hard to keep the accounting. That is on a very small scale thing. Anything that comes from the parents, you do not have a strict a guideline to follow as anything initiated by the school itself, by the teachers, or so on, because there is always the notion of conflict of interest.

“You can suggest to parents. They do not have a problem with that. Or you can suggest to students to seek the help of their parents and that is another issue. People have the money. It is a matter of prioritizing where they spend the money. If it is part of the structure of the classroom that you insist that they provide, like I said, I would never give a child a pen or a pencil, how dare you ask me for a pen or a pencil, you are not prepared for my class. You see, that is the kind of attitude I think teachers should have. Instead of give them and give them. In two minutes they break it. I always have extra supplies. You want a pencil man; let me hold a quarter because I will keep the money. Just to teach them responsibility. I always asked them for collateral. When I taught, I said what is the collateral? Initially, nobody would know what the term means. Then I say, well you want my pencil, you got to show collateral. I would never tell them what the word meant. Eventually, they figure it out, because, sometimes they would need a pencil. Pencils as very inexpensive, but it is the notion of accountability. You give things, they will take, and I see too many broken pencils all over the place. You know they are careless. A child has a nice hat and he wants to borrow my calculator. I say okay, you can borrow my calculator, let me hold onto your hat. Give me your hat as collateral.

These are the type of negotiations you have to deal with in order to teach them responsibility and it has to be whole scale.

“The teachers are obligated by contract to provide instruction, to have lesson plans, to give grades. That is part of what they are required to do. For the teachers, you also have the assessment process for them also whereby they are observed. They get a formal observation. There are also informal observations that I do through my daily visits since they are required by contract to have lesson plans. You see, if they have their lesson plans. When you go to their classrooms, you are looking to make sure what they have scheduled for that day for that hour that is what they are doing and it is consistent when you do the formal observation. You verify what was done before with what is going on now and there is consistency and continuity in what they are doing. You also verify grades given to children and matched with folders, children’s portfolios and that is how you monitor. You also monitor that by giving a guideline on what you need. You want to be taught for example, the children they take standard high school exam which the state gives. In that test they test certain benchmarks. Benchmarks are basically the area of competency that the child is supposed to learn so they tell you what those competencies are and what they are going to test the children. You have to have a plan as to when you are teaching this when you are teaching that. When the child takes the exam, he has been introduced to it, he has mastered it. What we had developed as a team. When I say team, I am talking about the teacher, assistant principal, and principal. It is a long range plan, where we put what is being taught. What week so we provide them what we do with that. We also have the state requirement for school performance excellence. You have to provide the state with a plan what your strategies are to meet the goal of

student achievement? One of the goals is student achievement. Another goal is parental involvement. There is a goal for early readiness. You have different components. You have to provide the plan. It is called the school excellent performance plan. We have to follow that to make sure that we meet those criteria because you have to do a report to the state at the end of the school year. For example, this week, I should have been working on and I have not gotten started yet, I have to prepare the report for last year's plan. I have to show how we progressed. What progress did our school make? And this year we did very well. We made some significant gains. One of our goals was for the children to increase their reading levels. Especially, the children at the lower quartile to improve and they did. They grade us we went from a D to a C. That is a nice jump because you have to make certain points in order to get there, and make it worked.

You know what the goals of the State are. What they tell you. You have to have a reading goal, a math, a science, a parent involvement component in it. We have what they also require you to have is an educational excellence advisory council. The members of the council are composed of 51% of the members are parents and the other 49% are administrators and staff. You sit down with your staff and you say, 'You know you have to have a reading goal; what are we going to target in reading? I have one that I can share with you. In order for us to reach that, what are we going to do? And these are the strategies we are going to improve we must make sure we do this that etc.. This is due for this coming school year. It is due on the 13th of this month. We are going to be working; we should have been working on it already but I have to get the team together. I can give you this so you can see.' This will give you some information about the school too and we have three specific goals. We are giving instruction on using the competency

based curriculum. That is the curriculum guide the district provides that paces everything student in grade four will increase their reading comprehension skills by a minimum of sixty percent of the student's scoring at or above level two and we met that goal. Writing right across the curriculum, students in grade four will maintain or exceed the minimum writing criteria which are a 3.0, which we met also, and the same thing in math that we wanted 60% of the students to score above the level two and we met that goal these three basic goals. The mission, the Mission Statement, this is the whole thing that the State requires. You have to give your foundations, relationships, competition how do these work? What are you doing for that? What are some of your challenges? Improvement! What did you do? There is the self-assessment. It gives you, the student, teacher, parent go on line and take a survey. This is the parent form. The parent survey, the parent, the staff does one and you have a student population that is randomly selected to do it. Here are some demographics. Data for accountability what are the different programs that we have in the school. What professional development activities that we had. Have I told you that EXAC is your educational Excellent Advisory Council? What support do they give? You have to tell them that. You are title one school, it receives funding through title one. What are some of the issues concerning title one. Then we get into some of our objectives. The first subject is reading. Reading encompasses the states, the Florida system goal of student performance, learning environment, teacher and staff which include staff development. You have a state goal. Then you have the county school goal that is school to career effective learning, effective management practices and the principles of school performance excellent categories. Which category does this goal cover? That is everything in here. Now these are the strategies. The things that we had

the committee decided that we are going to do in order for us to achieve this objective. We were going to provide reading opportunities at all grade levels to build concepts across curriculum that emphasizes career awareness as evidence by quarterly reading. One of the goals as I showed you before was school to career. We have to incorporate somehow to tell the children about careers. The teachers were required to maintain a log each marking period to tell me what lesson they did in reading related to career education. We have to keep our binder open with all the materials in it that was a part. Who was going to monitor that? My reading leader was going to make sure she gives ideas about the lessons. The assistant principal also when she monitors! Then we were also going to use the computer program for the children to work ten minutes a day in reading. Implement the comprehensive reading plan. That is the reading plan that we use. Do tutorial in a Saturday academy. Provide workshops for the parents to help them. Have the parents sign an agreement that they will support the school. Hire an hourly staff so they can help with tutorials then I was also going to implement excellent reader program. All these things needed to get done in order for us to achieve. That is just for reading. Then you do math and math is basically the same thing. These are the kinds of things we are going to do. You do it for writing. These are the things we did for math; and that is it. We review the package you have to sign and it goes to the region for the superintendent to sign. It goes to the superintendent at the district level and it is sent back to the state. It takes forever now this is all on line that is great. You for example, can go on line and you can pull up this report for any school in the county.

We will probably take this same report and adjust what worked well. We will add something that we have come into, for example I have gotten a new reading program

for my lower quartile children and my Exceptional Student Education children. There is a program that scholastic has called 'reading 180,' and it is a program that is both auditory and visual. They give them reading activities with a tape, etc... and a teacher directs instruction and another group is doing something else and it is like a lab. We were able to get funding for this program. I have that, so I am going to add that as one of the things I am going to target my lower quartile children.

"The district provides you with that kind of support too because you have people at the district level in each department in reading language arts, in math that the job is to make sure they provide us with resources and support. When the standard high school test came, we had to teach the teachers but you cannot teach the way you use to anymore because the high school test is about critical thinking. We have to teach the teachers, the children how to read more critically. How to attack ideas in a critical sense, you have to learn how to ask different questions when children are reading, and we have to train the teachers. In order to train the teachers the district has to send educational specialists to do workshop for the teachers. It is nice to be a teacher. When everything goes well, everybody smiles and says how wonderful, and when it does not go well, and your school does not make the grade you become an F. You might be moved.

"Even if you keep going up, you have to learn how to maintain the grade, because there are criteria. When you become an A school for example, you just do not stay an A school. Now you are an A school, but they are still looking at who are the children within your school who are scoring the lowest and they will look at what is the percentage of gain that these children have gained and the state has criteria whereby you have to show a percentage of gain. I will give you a sheet where they have all this

outlined so you could look at it. It is not an easy thing to understand sometimes. It is taking over a year to figure it. First of all, by the time I understood what they were doing they changed it. They have new criteria, new way of looking at it.

A good public relations is kept by inviting the community to come to your school to see what is going on. Once people come and they participate in things that you are doing. They come back and they talk about it. I also go on the radio and provide community service as far as talking about education. People, when they hear you ,they want to see what your school is like and they may come out. You make sure any time something wonderful happened that you publicize. You have to always celebrate the successes of the children and the children are your own piece of advertisement anyway because if they are happy at their school, if they are doing well at their school they are going to talk and say what school they are from. They will proudly wear their school shirts, you know with their school name.

We have a pretty good discipline plan and procedure. We refer children to group counseling. We will hold detention when it is necessary. We will do suspension. We have parent of course all of this with parent conferencing and identify children with chronic behavior problems to see why this child is being disruptive all the time. Most of the time it is because they are lacking in some skills and they disrupt, on their home environment, they bring it with them, so, you provide them the support that is needed. You cannot, you will not be able to eliminate it because what happens in school most of the time as far as discipline is concerned is just indicative of what they come from home with.”

Creole materials.

The informant continued:

“I have seen many tests and I have many complaints about the tests’ content and it is always about that, like I say, having the skills in the native language is a must. We had people translating test, be it math or any other subject. This particular concept maybe translated into these words in a native language, but these people may not have had the cognitive skills in that language. If you have not studied that specific subject in that native language and you may have not known all the jargons associated with it. Certain concepts you may not know. To you it is readable. It is a readable word, but once you know how to read, you could read that word but behind the word there is a concept that goes with the subject that you are teaching. It is not about translating word for word. It is about knowing concepts and in most of our tests that is what happens. The people who are doing the translating, they tend to do a literal translation of what is found in Creole. They have no respect, no understanding of what that specific concept may be for that particular subject and that creates a problem. Many teachers here, most of them came here very young. It is about solidifying your grounds in your native language. Then these people would be the translators of the test and some of them may not have been in Haiti to see what it is like in the school system there. They may not have been there to see what the math books look like there and some of them look at the issue like a war between French and Creole. The subject material some people use certain concepts be it in French, Japanese, whatever language, they have to be the same. At least if you can change into this language you have to go according to the norms, the standards.

“They will come up with new ideas, new thoughts new theories quote and quote theories new, but they do not look into the practicability of such theories depending on the environment. First, you have to know the environment; you have to know your area. You have to know your teachers. You have to know your population what may be applicable in area A may not be applicable in area B or C. There is no universal theory in that sense. You have to take the theory that is applicable to you and make it work for you. There is no miracle theory that would work in all areas, so whenever they come up with thoughts and theories that are practical that are applicable as to the research and studies and environment. It is just within that contextual framework but does not really mean that it would be applicable to all work areas, all work settings. This is very important in terms of finding out what works for you and what does not and from this theory you may use that part that works and reject the one that does not work. It is very important that you go into the practicability of these theories as to how they are going to be applied into your area, your population.

“We assess these children on a regular basis depending on the grades. Let us say for instance the third graders are being assessed four times during the summer and that is regular enough for five weeks session. If you have done four assessments that is a good way of monitoring the progress they are making.

“They have a test. We call it a pretest, and then that is given to them. Based on the first one and you see where they are, and then they take the second one, and they get increasingly difficult as they move along. That tells you if you require more skills as the summer goes by.

“Any good teacher would go back and look at the test results of each individual test and see that skills that this child is lacking and overall what skills do the class lack or have missed and based on that you know what skills to reteach, or you know to take more time on it for a particular child. That child will get that skill under his or her belt. The understanding is that every child can learn. The understanding they need to have in the building should be. Everyone can, and everyone will, learn.

Now that we are talking about higher standards, that every child must meet in math, reading, social studies and science, they have a set of standards and guidelines. It is not at the discretion of the teacher to do what he or she wants, to be flexible, but what the school is going to do to have the children meet the standards at the end of the school year.

“If you have a bilingual program in your class and you do not have materials. You need to schedule some staff development sessions so that your teachers can get together and work on developing materials that would be aligned with these standards, so that these children are not deprived.

“If you do not have them available, you cannot find them anywhere in New York. You cannot go on and get any kind of material and subject these children to a substandard education. You might as well have those teachers work on materials that are up to par to deliver the instructions. If the teachers cannot do it, then you find people that can do it, and you pay them as consultants or you have your district paid them as consultants. If you show to your district that this is important to your school to meet the standards and I am sure they will be willing to work with you.

“Consistency is the key. It is very essential because especially dealing with children you cannot be flaky. You cannot be shaky. You have to be always consistent so when they come to you they know exactly what your expectations are. They know what they are allowed to do and what you expect them to do. They would also know how to behave and how to shape up their overall demeanor, attitude and behavior in the school environment. You have to be consistent regardless of who is in front of you. The child from first grade, second, grade, the same thing must apply to all. Everyone must have high value, high standards.

“Consistency is how you deliver your services. It is what you hold your children responsible for. If they know they will come to school to learn. You allow nothing but that. Then, it is true that they may come to you with that kind of base, that kind of knowledge. As a school that is consistent with pushing those children forward, you have to have programs that will address the needs of these children because they were less fortunate to be at that rate and not being at that educational level with the other ones, same education level with the other ones. You have to provide assistance. You got to start from scratch. You have to have staff on site that can do it so that these children will feel that they are also getting an equal share of the whole thing.

We have principles of learning that are highly visible in the school when you walked through. It is not one, but all the principles of learning that are expected. You also have expectations about everyone that they will be held to a high standard. You have to share responsibility. They are not only posted but you will also see activities of children work that would attest to their presence and being applied through the school setting. The students learn and we have been doing that for years and they improve.

Once they pass and exit English as a Second Language test they do not have to take that class any more, they go to the mainstream. It is the same for Spanish. You have somebody teaching them in Spanish, everything in Spanish and you have somebody teaching them everything in English. If the child does not do too well in that mainstream class, your grade is the one that counts for that child, the one in Spanish or the one in English. In other words, a child cannot be left behind because the child does not speak English. It does not mean that the child cannot do math, science, and language arts. Another language does not stop the child to learn. While the child is trying to master English at the same time the child is not left behind in the other subjects, they are doing it in Creole. Math is everywhere, the same, whether they teach it in Spanish, English, Creole, or in French, for that reason the child is never left behind. Therefore, that is the reason why it is really important. The bilingual, I mean the home language art is extremely important because if you do not know how to read and write you cannot do anything so that is why you give them an hour and fifteen minutes of home language art, they are teaching verb, adjective, pronouns, adverb in Creole. We teach them how to write using the same system in Creole while they are doing it in English.

“Once, you are leading, you are managing a group of people, managing a corporation. You are making decisions, decisions that lead to success. It is the ability to make people do the job without affecting them. You have to make them feel important, believe in what they are doing, and believe in quality of their work. Since our business is children we must do it. It is very delicate when dealing with children. We have children coming with issues that need to be dealt with. Since children are our priority, we must be able to forget about your business at home in order to be available, to be prepared, so you

do not affect them negatively. They are so precious and they are the future of this nation. They need to be nurtured as planned. Plants need to be watered in order to grow, need oxygen, and the sun. The children also need love, care, and affection in terms of making them feel they are important, and also not only make them feel important to make them feel that they are the future contributor of this nation. They need to be taught, need to be shown the way, need to be mold as leaders, need to be equipped intellectually, morally, and socially so that the financial part will become easy. While doing that job we must be very careful, because they are children who come from different part of the world with different problems, and you must be sensitive to them. You must listen to them. You are not only a teacher. You cannot only be an administrator, but you are their mother, their father, their counselor, and their mentor. You are the one they see. They spend 75% of their time with you. You do will influence their lives and we must constantly be positive, in order to build their positive attitude. If you are a negative person, your output, and your product will be negative. If your input is negative your output would be negative. If your input were positive your output would be positive. Since dealing with children, you know, they are tomorrow adults and you know what you do to them will affect other people, therefore, we must deal with them with care, because they are very sensitive.

There is a hierarchy of how things unfold. If your department is not functioning the principal needs to know. If something happens we need to know. Why you did not do this? What happened? Make sure you have a captain and you have sub-captains. Teachers can be encouraged when you come to the classroom and you sit down, you observe them for a few minutes see what they are doing. Check their lesson plan. See if the lesson plan matches what is being taught. See if the material matches the grades.

Check student folders to see what is happening. If the students are behaving, if they wear their uniforms, are present, active, and walking around. If they are doing a good job encourage them, you are doing a good job. If they are not also you say that need improvement. If I were you this is how I would do this. You just being a Gestapo and say, you should do this. If I were you I would do this, or pair you with a teacher. If you see that a teacher has a need or needs help you pair that teacher with another teacher that is stronger, in order to help that person improve in that subject, or whatever problem you see that you find out, you provide solution. We are there to provide solution, not to judge people, but to encourage, and to make them feel that they can do it better, and to show them the way and lead them to the path that leads them into a better job, that way we have everybody's happy, and the final product which is the children they become learners, achievers, and future politicians; I mean they play different roles in tomorrow's society. I will do this to prepare them to equip them, to build them so that society will be a better place to live."

Another informant said,

"In the past, they used to be allowed to pass alternative tests. They did not have to pass the same tests all the same tests that the mainstream students had to pass. For example, there is a test called Regents Competency in Reading, and Regents Competency in Writing the other students had to pass, but instead they were giving an alternative test in their native language. If they could show adequate proficiency in the native language they were allowed to graduate without those tests, but now beginning in June everybody has to pass the English Regents in order to graduate. With the new standards coming in they are requiring everybody to pass the English Regents, and what we are anticipating is

a lot of the students that are not going to be able to graduate, because of this new requirement, because it is a very difficult, and very hard test and we feel that the students would not have adequate preparation and they are also asking that students who have been here, no matter the length of time in the country they still have to pass that test. Whether they have been here for one year, half a year, if they are ready to graduate they have to pass that test in English. That is going to be a major problem.

“I think the students find the Creole home language classes helpful, because when they come another country and do not know any English to be in an environment where the teacher can explain things in their native language it is very helpful to them. At the beginning I think they are very appreciative of the fact that they can go into a class and find someone to explain things to them in their own language. That is a plus, and the bilingual classes are taught at the same level as the mainstream classes. The students receive the same content and same curriculum. It is not a diluted version of the class. It is the same class. The only difference is that the class is taught in two languages instead of one. It is the same level of instruction that takes place in the bilingual classes.

“Children are learning some of them especially the ones who come better prepared they manage to do fairly well. You know if they had a good education in their country, and they come into the program they manage to graduate more or less on time, and usually within the top ten to twenty percent of the graduating class. Now we are talking about those who come in well prepared, but then we have the children who are scoring average. They manage to graduate not with a high average, and they may not be able to attend a four-year college. They have to settle for a two-year college, but these are the average children. That is where they fall, and then you have the children who are

at the literacy level, and these children are the ones who need the most help, and sometimes they do not manage to graduate on time, and at age 21 they transfer them into some kind of vocational program, so they could acquire a skill.

“We have the alternating assessments for the bilingual students, but even those assessments are being phased out. It used to be that bilingual students could take, instead of taking the English regents they could take a test where they could show proficiency in their own language, and that would allow them to graduate, but with the new standards they are requiring all bilingual students to pass the English regents in order to graduate. It is a different game.”

Another informant said,

“There is no such thing as a Haitian administrator. There is an administrator with the background of the population he or she is servicing. In essence, your board of education wants to be successful. If you intend to do it differently you need to discuss with your superiors. Then prove to them that the experiment will yield success.

“In another district I had a big assembly promoting diversity. I had the rappers and Hispanics singers and dancers. I had all these people and I was certain people from the city came. We had a big rally about diversity. The teachers assisted the youngsters based on the area of their deficiencies. We started to prepare them for the standard examination at the right time that was not consistent to what was happening in the town. What I have done over time is to refine the instrument that we use to assist the children. Despite what district ask, we have done a supplement of assessments. Based on the assessments, we usually break the children areas of deficiencies from the areas of strength. Based on that, we determine ten objectives to cover in the first marking period.

At the end of the marking period we give a general assessment. It is done based on the objectives covered. What is not covered is rolled over for the next marking period.

Anything you do needs to have evidence. We provided tutorial program and during the tutorial program we assessed the skills of the children. We highlighted the areas of strength and we group them accordingly and provide services to the children.

“This is what I did with the academic materials, and the academic program. I had this letter sent to the assistant superintendent regarding the academic strategy that I used at the school. It said in June various grade levels will have to be part of the academic for the school year. We met in August with the team. We finalized the spring test result data, the Terra Nova and the State Standardized Test. We were able to identify the areas of deficiency for each child. We did a constant review of the data. We cluster the students based on general needs. We determine the first set of ten objectives that we covered in the first marking period as I said before. New objectives are selected at the beginning of each marking period. We grouped the objectives that were not mastered during the previous marking period. The one great resource in the news was “Study Island” which is a computer based program where the youngsters can practice Language arts to promote reading and writing. We use picture prompts, vocabulary list, “Study Island” of course. We prepared writing activities to promote language arts and that is the way to do business if you are about educating children.

“You have to let someone know that you are using an instrument that is different from the district because there are many tools. That is why I send this letter to the assistant superintendent indicating what we are doing. The primary focus is to have the cultural background but you have to focus primarily on educating all the children using

the proper pedagogical techniques. To reach the goal you have to use assessment you have to set. You have to give assessments that have clear set of reachable goals. You have to monitor and adjust as needed. You have to assess, re-teach if needed and then make sure you have documentation that support all that you have done.”

Another informant said,

“Actually, one of the biggest goals that I had for this year, I was able to realize as an administrator to bring a reading program for the high school because one of the problem that I see especially in the special education department is the rate of illiteracy among high school special education students was very high. I wrote a proposal and I went to the board, to the assistant superintendent office and I gave him my proposal. He liked it and asked me to put together a reading program for high school students. He asked me to do it in this school and this program would be implemented in September in all the comprehensive high schools in the district. This month we trained 20 teachers in Wilson Reading. My administrative goal was met and I was successful.”

Trust.

The informant continued:

“We were able to secure money for staff development for twenty teachers. We were able to order reading kits in each school for twelve students. In this school we ordered reading kit for twenty-four students. We were able to secure the money through our efforts. We got approvals and support of all principals of the comprehensive high schools including our principal. We will work on implementation for September. We got the approval and support from both departments the director of Teaching and Learning and the person in charge of special education. We met with all these people and

sat down and created a new program. Right now, I am in the process of scheduling and selecting students based on criteria that we determine. We are selecting eight grade students with a test score below one hundred sixty. We look at other salient information like the child IEP [Individual Education Plan]. In essence, we create a new Special Education English class for the children who have extremely low literacy rate with Wilson Reading infusion strategies.

Another informant, “We have a pretty good discipline plan and procedure. We refer children to group counseling. We will hold detention when it is necessary and we have suspension. We have parent involvement and parent conferencing. We identify children with chronic behavior problems to see why a child is being disruptive all the time. Most of the time it is because they are lacking skills and they disrupt the class. They bring it from their home environment. You provide them the support that is needed.”

One informant said,

“I get a midyear evaluation from my principal telling me how I am doing as far as targeting my areas. At the end of the year the principal makes a total evaluation of how I perform during the year.

“Basically, it is how you run the program. As an assistant principal you are required to basically run the school that is what we do. We run the school. Principals are there to supervise the overall effectiveness of the school. It is our priority to make sure the daily performance of the school is running smoothly. The principal sit with us and tell us how we did via written communication and verbal communication. As an administrator one thing you find out there are no unions. You are on a contract, no such

thing as a union when you do not perform. The school system does not owe you anything as opposed to teachers.”

Another participant said,

“This is hard work. You cannot be with the teachers at all times. You have to find ways to know what is going on. You have to use your assistant principal and other people in your organization to help you. You inspect what you expect. You have to inspect your assistant principal. I have been telling my assistant principals since we started this September to observe two classes per day. I organize it in such a way to remove a lot of pressure from them, pressures that come from parents, pressure from this or that. I have others doing that. When you come to see me or to see an assistant principal you are not going to see anyone of us immediately. You have to see the teacher in charge of discipline first and if you are not satisfied, then you make an appointment to see me or the assistant principal. The assistant principals have to be in the classrooms at least two periods a day. At the end of the day I ask them question. Have you observed two classes what have you observed? You do not have to write observation every day but I need three observations a week.

“I need a minimum of two a week, but you have to be observing classes. This is the only way I am going to find out whether or not these teachers are teaching. I also do the same. I observe in the morning; I observe in the afternoon and when I am out of the office, I tell them do not call me unless the superintendent wants me. If somebody comes I am not available. If someone calls I am not available. You see otherwise you are in deep trouble because they are not going to penalize you because you have not met with a parent but they are going to penalize you if your children are not producing. I am going

to make sure that the children are producing and find ways for the parents to be satisfied. I have somebody in the staff that can meet with parents to resolve their problem. I have a teacher who does that. I manage to release the teacher from classroom duties to do that task. You have to be smart to do those things because if you do not do them your priorities are wrong.

“When you go to the classroom you have a plan in mind. You look for lesson plan, for blackboard configuration. You are looking how the children are reacting to the teacher. You question the children to see if they are learning. You do not have to question the teacher, but you question the children. You will know if the children are learning by questioning them. You have specific things you are looking at when you visit a classroom. The most important one is the interaction of the teacher and the children and the response. Ask what did you learned today? They respond I do not know. You know you have a problem. If that becomes a pattern you know the teacher is not getting through. You have the teacher teaching is one thing whether or not the teacher is reaching the children that is most important. You have to make sure you check to see if your teaching is having an effect. Your learning objective has being met or the teaching is going over the head of the children. You are not reaching the children. As teacher, you have to double check, you have to assess, and self-assess to see what the children are learning. If the children are not learning, you have to change. That is the only way to make sure children are learning.”

Another informant said,

“You need to have a mission, and a vision. You see two things are very important when you are the principal of a school. One it is your vision for the school. Another is

the mission you, your staff, your parents and the people you work decide to have for the school.

“The teachers have to be trained to align the testing, and assessments with the standards. The mistake a lot of people do is to teach without an objective. You have to teach the standards. You cannot be testing something you are not teaching.

“We went over the standards with the teachers. Everyone has a copy of the standards. We are on the same page. When I go in the classroom I want to know that you are teaching the standards. No you have to be teaching the standards if I do not see that I will remind you. Listen you have to be teaching the standards. Are you teaching the skills? I gave them to the teachers. We have the reading progress indicators for all children. They took the diagnostic test in February. We are going to compare test result from December to February and in May the students will take the test from the states. You have to assess them to see where they are in the curriculum. Teach the standards if you want your students to achieve.

“I have a club where I meet with students after school a whole class will come to me, one or two will read to me and tell me about the book they are reading. Last time, I took them with the teacher to the library where everyone got a book. They come to read and tell me about the book. As one of the objectives of the standards, you have to help students enjoy reading.”

Another informant said,

“I want to devote my time helping teachers and children to do better in the classrooms. I spend my time talking to teachers, children, teaching in the classroom and encouraging teachers to do better. I have a teacher to counsel children to help them with

discipline problems. The person is out of the classroom to help these children. The goal is you want these children out so teacher can teach. You cannot let a child disrupt the instruction all the time. When they misbehave, you have somebody to help and take care of them. This is what we do for teachers, parents and students. We have workshop for parents to help the children. We have after school program for the children who are behind and have discipline problems. We are fortunate to have the after school corporation in the building servicing these children. Also, we have a mental health clinic on site to help those children who have problems. We do that for two reasons: number one to help the children and number two to help ourselves because if we do not we cannot produce. Instruction is the basic thing. It is the mission of a school instruction in reading, and instruction in math is what we should be doing. We have to organize to deal with those social problems because the time is for instruction.”

Another informant said,

“You create resources and materials, staff development to enhance performances on the testing. Ultimately, they are learning and hopefully have the right teachers to motivate, work with the students, and give tests sophistication. It is sophistication. Have them recognize key concepts, provide team training, and peer coaching exemplary practices. You have the teachers who have problem with students, with management and delivery of instruction. You have teachers visit other teachers for staff development and make sure they can work with each other to help the children.”

Team.

The informant continued:

“The idea is to work as a team. You have grade-level conferences where teachers work together. They prepare monthly tests and assessments. I think that is the ideal, everybody working together in the testing grade. Some classes may have higher ability students. They take the same test so everybody should be at a level of competence for each grade. The team is necessary. There are different ways to facilitate instruction and learning. When you are by yourself you may miss. You may be good at what you do there are different ways to present agendas. Give suggestions to look at it at different angle. When you have those team meetings you look at the reports, look at students works. You see there is a need for remediation help the teacher.”

Another participant said,

“Services that are provided to the mainstream should be provided to the bilingual students. Whether it is after school program, computer classes you name it, same level of security. Very often these students are picked on, because of who they are. These issues need to be addressed by the school. There is a lack of materials for the Haitian Creole especially subject areas textbooks especially science. Sometimes we cannot find books it is the responsibility of the board of education to develop materials. If the books are not commercially available they have to find ways to develop these materials. I think, to improve the bilingual programs, you need to produce more materials in the students’ language. I think you have to try to involve the parents. You have to bring parents to the school by providing them with Immigration services, ESL, and GED [General Education Diploma] classes. I think you have to really work on the parents to get them to come to the school and help out. You have to give staff development for the teachers. You have to train new teachers in bilingual methodology. You also have to train Haitian bilingual

teachers the use of Haitian Creole in the classroom because many of the teachers are not proficient in reading and writing Haitian Creole. I think you have to work with teachers to give the skills they need in Haitian Creole programs.”

Another informant said,

“The students are working in his school. The ones who are better prepared manage to do fairly well. If they come with an excellent education from their country they manage to graduate more or less on time and usually within the top ten or twenty percent of the graduating class. We are talking about those who come prepared, but we have the average children. They manage to graduate not with a high average and they are not able to go to a four-year college. They have to settle for a two-year college, but these are the average children. That is where they fall and you have the children who are at the literacy level. These children are the ones who need most help and they do not graduate on time, and at age 21 they are transferred to vocational program to acquire a skill. Therefore, I wrote a proposal to help the literacy students. The proposal helps me to establish a literacy program for the students who were over aged and under educated. We are able to create small classes for these students where they get a lot of individual attention and a lot of help. I think we have thirteen or fourteen students in the literacy class. They get a lot of attention from the teacher, have after school tutoring and come on Saturday for extra help. We are really trying to help that population.”

Another informant said,

“As the vice principal of discipline, if two students fight what I do I listen to the reason why they fight, who started the fight, and I get the witnesses to testify. I listen to the case and then make a decision whether I should suspend the child; put the child on a

behavioral contract in order to improve his behavior. We do not believe in suspending student unless it is necessary. We want the student in school to learn. We give the child indoor suspension where the child is in the classroom learning. The child could be given a contract stating I will not do. If the child later violates part of the behavioral contract then the child can go to an outdoor suspension. If there is any problem between the teacher and the student, we solve it and come up with solutions. If the student does not behave in that class I want to find out why that child does not behave to bring a solution and to make that child behave. The environment is not suitable; the child needs a least restricted environment, a class with less students, fewer students in order to have individual attention. I make the recommendation to refer the child to a counselor to work with the child. Is there a problem at home? Is there a way we can improve the situation? Make the atmosphere least restricted so the child can learn.”

As you can see, the Haitian educational leaders have tried all the avenues to promote achievement in the schools that they serve. They maintain good relations with the staff, students, parents, and the community. They bring cultural programs to the schools to sensitize the staff, students, parents and the community for them to work together as a group. This is very positive on their part. It is a lot of work, but they manage to do it.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

This chapter consists of a discussion of the results of the study, and of recommendations for further study. The discussion presents the benefits of hiring Haitian educational leaders based on the findings from the present study.

The purpose of this study was to understand the current level of participation of Haitians in the transformation of public schools. The findings revealed the positive contributions of Haitian administrators and their unique style facing conflicts and adversities

Discussion

The primary questions that guided this study were:

1. As the demographic presence of Haitians families in the U.S. has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?
2. What happens to the climate of the school when Haitian administrators serve?
3. What skills do Haitian educational leaders bring to the profession, and what hurdles might they face?
4. How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?

5. How do Haitian educational leaders get their position, and how are the administrative ranks obtained by Haitian educational leaders in the schools?
6. How does one determine that Haitian educational leaders are showing achievement in the schools they lead?

Twelve Haitian administrators were participants in the study. The interviews were conducted face-to-face, recorded, transcribed, and then analyzed. Participant observation involved spending time with them and talking with them in their own settings. The open-ended interviews were organized in question format. The interview process was an iteration, repeated, reformulation and investigation of new research questions that arose from the answers to previous questions.

This ethnographic study elicited and represented the “insiders’ point of view” of the study participants (Spradley, 1979), by allowing them to explain the meanings that they ascribed to their experiences, and the ways in which they made sense of the world. The research in this study followed the guidelines of grounded theory. The words of the informants were emphasized throughout the study in order to allow the reader to hear their experience as school administrators.

Key Findings

Six important key findings surfaced through the interviews. (1) Benefits of hiring Haitian administrators, (2) Haitian administrators’ impact on the climate of the school, (3) skills and hurdles faced by Haitian administrators, (4) Haitian administrators’ leadership roles and experiences, (5) The process used to obtain leadership, and (6) demonstration of achievement.

Research Question 1: As the demographic presence of Haitians families in the U.S. has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?

I found that some administrators thought it was harder for an immigrant to be a leader. Many community members, most of whom were poor, did not believe that an immigrant could rise to a position of leadership within the school system and could make a difference. Informants reiterated that the educational leader's position was a very challenging one. They wanted children to live well, think well, and learn what they needed to learn so they could become active participants in the society. Many Haitian educational leaders tried to be successful in the community, but they felt that many in the community were jealous of their success, as they thought their success would not benefit the community as a whole and could be a detriment.

The study found that Haitian administrators can be positive role models. The leadership position which they occupied provided them with the opportunity to influence positively the lives of children. Some informants articulated this viewpoint, noting that the students with whom they come in contact will hopefully be able to positively replace them in the future. There was also a cultural connection between the administrators and the students they serve. For example, the administrators were able to shed light on Haitian parents' strict discipline, and the relationship to how discipline can be handled in the schools. Additionally, the students can appeal to the Haitian administrator regarding issues that are happening in their homes, because they know that the Haitian administrator is familiar with the Haitian culture. It took Haitian administrators' understanding of the culture, the mentality, the educational background, poverty and the

literacy of Haitian students to establish a better communication with the students of Haitian background. They knew the complexities and the political issues that prevented from attending school, such as their lifestyles and the issues that they dealt with from their native land. Bilingual Haitian teachers felt more supportive when observations were made by Haitian administrators because of the roadblocks they had been faced with involving language fairness.

Research Question 2: What happens to the climate of the school when Haitian administrators serve?

The climate of the school becomes more positively balanced for the staff, students and parents when Haitian administrators serve. These Haitian administrators helped organize awards for students and staff for outstanding academic performance, athletic events and perfect attendance. They handed out merit certificates, gave prizes, displayed students' photographs with their works in the hall and gave praise whenever it was deserved. They found reasons to recognize all students. Parents were also rewarded for their participation in school contests and fundraisers. These achievements were mentioned in the school monthly newsletters. Another way to motivate teachers was to acknowledge the accomplishments of staff members who were doing outstanding work. Encouraging professional development was also part of the plan. When teachers and staff members attended workshops and training sessions, they shared with others what they had learned when they returned.

The climate in the schools was enhanced by recognizing the achievement of students and teachers. By using consistent motivation in the school building, the Haitian

administrators built momentum. They reinforced the positive and extinguished the negative.

Matthews (1981) noted that to create the proper atmosphere, monthly activities should be planned. Morale-building events such as staff breakfasts, staff appreciation days, staff field day competitions and public relation campaigns featuring bumper stickers, notepads and pens with a motto, must be organized. They also have a series of upbeat activities such as a Valentine's Day luncheon, a weekly bulletin on classroom and school events, and a school spirit day and a staff party. Spending time together socially and professionally helps staff members to know one another better. Ultimately, it builds a camaraderie that is reflected in their professional relationships. A week of special projects, such as sending flowers and candy to teachers and giving special "You are appreciated" lapel pins, help build morale. They also enlist the help of the School Leadership Committee, the Parents' Council, and the Parent/Teachers Association (PTA) in improving parent and community involvement.

Research Question 3: What skills do Haitian educational leaders bring to the profession, and what hurdles might they face?

Haitian educational leaders brought diverse skills to the profession. They brought education, law and economics. One informant had acquired an MBA (Master's in Business Administration) degree. Another informant has a Master's in Curriculum, a Master's in Bilingual/Urban Education, and a Professional Diploma in School Administration.. They demonstrated the skills acquired while working as paraprofessionals, teachers, vice principals and principals. They also brought the desire to lead and to learn, which resulted in positive and negative feelings by their coworkers.

Speaking a language other than English was a great marketable skill for these administrators. Some of them speak two, three, four, and even five languages. Some Haitian administrators said that the most important thing they brought was the knowledge of their culture, their history and their languages.

These administrators enhanced the environment where they were working. They shared themselves with the community, the students and the staff. On the other hand, these administrators are viewed solely on their ethnicity, as overly aggressive, overqualified, and a threat.

These Haitian administrators brought cultural skills. They share themselves and this rich cultural knowledge with the community, students and staff. This could not be offered by a non-Haitian American.

One particular administrator did make sure safety measures were provided for the children and staff. No one could enter the school building if it was not deemed safe. Marzano (2003) emphasized that students need a sense of safety and order in the school. These administrators brought to the school the expertise, the culture and all the professional knowledge that they had gathered before becoming administrators.

Research Question 4: How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?

These Haitian educational leaders are persevering, collaborative, informative and analyzing. They work hard for what they need. They make observations, set procedures, deal with all types of issues, and make sure that instructions are thoroughly given. They promoted team building, and they provided necessary tools for the staff. They were also

involved in analyzing and planning so that their students could ultimately achieve their educational goals.

These Haitian education leaders cannot be with all staff at all times, so they delegate delegated to their assistant principals and other staff members to help around the school. They meet daily with their cabinet to learn what is happening, and to determine what actions had to be taken in order to make changes.

The most important goal of these administrators is to make sure that the children are learning from the curriculum and the standards, and that they understand what they are learning. They verify the teachers' objectives and observe the interactions between teachers and students in the classroom. They also examine the children's notebooks and question on the students on their work. By examining the assessments that they use, they align the academic standards.

A good leader leads by example, and can give a demonstration lesson to any staff member. As long as a demonstration lesson can be given, the staff member is able to follow through.

These administrators' ability to terminate staff members is striking. This is a difficult part of the work. The decisions that have to be made always affect many people.

Research Question 5: How do Haitian educational leaders get their positions, and how are the administrative ranks obtained by Haitian educational leaders in the schools?

These Haitian educational leaders obtained their positions primarily through mentoring. Their mentors recommended that Haitian leaders develop their interpersonal skills, focusing on how to behave and how to interact with people. Developing good relationships with people at all levels is essential for educational administrators. In order

to obtain some positions, you must be in a position to know influential individuals. This process can be called “networking”. It can be done by word-of-mouth, or using the internet; this is called is “social networking”. Administrators have to know the rules of the game, and play to win. If they do not play it well, they will not move forward on this leadership venture.

This study revealed that at times one’s ethnicity can play a positive role, especially when an administrator is being recommended for a position by a politician. Administrators have to know people, they have to have friends, but they also have to be prepared academically and socially. It is a matter of power and knowledge. They need to find someone to guide them, to show them the way - an acquaintance, or someone who really wants to help them. As these informants stressed, it is who you know; it is not just what you know. Administrators must be willing to support their administrative teams and work side-by-side with them. Sharing ideas and being involved in the planning process are important steps in better understanding the leadership role. This helps strengthen the administrator’s skills and talents, and enhance their possibilities for advancement. The informants in this study felt that they had been chosen for their positions based on their qualifications and the fact that they spoke Creole.

Research Question 6: How does one determine that Haitian educational leaders are showing achievement in the schools they lead?

The achievements that the educational leaders demonstrated in the schools are evidenced by the staff’s ability to cope with the job, student scores and the success of the students in reaching academic standards. The informants in this study keep close watch of the school’s and the yearly progress to determine growth and maintain positive

relationships with students and staff. They create an atmosphere where students will learn. They manage, facilitate and ensure that teachers have all the resources, books and supplementary materials they need to work in the classroom. They look at the configuration of the classrooms, and make sure the classrooms are conducive to learning. They monitor the interventions that the teachers are using to ensure all the needs of all children are met. They create new interventions by preparing assessments to identify the students' needs and their growth. By creating a pleasant atmosphere and a safe environment, they improve the climate of their schools and make sure their teachers remain on task. They show consistency and firmness with the students and follow board policies.

These Haitian leaders implemented tutoring programs based on students' assessed skills. They evaluate the data of the students. They set reachable goals that are monitored and adjusted as needed. They have teachers assess, teach, and re-teach if needed, and keep documentation to support all they have done. Their schools are running smoothly, and their students are learning and achieving.

According to Marzano (2005), the key to achievement is getting the staff to do the right work, also to design a comprehensive school plan that involves effective staff development, and to monitor and assess students' progress. The administrator is responsible for the contents of the curriculum to be taught in the amount of time that is available for instruction. The administrator needs to ask teachers to concentrate on the essential contents, and to allow appropriate time for instruction, give appropriate assessment and feedback in a timely manner, and focus on specific areas and skills for

specific students. Finally, the administrator monitors to see if students reach the achievement goals.

Conclusions

From the study and the informants' words, six conclusions emerged.

1. Haitian educational leaders use their time and talents to improve the morale and motivation at the schools.
2. The growth in cultural diversity shifted the perception of the educational institutions' understanding of the use of Haitian administrators in the public school system.
3. Mentoring and political associations aided Haitian educational leaders in obtaining of administrative positions.
4. Haitian administrators needed to be knowledgeable about the Haitian/Creole language in order to be more helpful to the Haitian student population.
5. The achievements of the Haitian educational leaders were met by the establishment of a good climate, better instructional practices and meeting the educational needs of the students.
6. Haitian educational leaders found that establishing a positive working relationship with the parents and community helped the students and the schools reach successful educational goals.

Conclusion 1: Haitian educational leaders use their time and talents to improve the morale and motivation at the schools.

In most of the schools where a Haitian was working as an administrator, the most important aspect of the work was to create a manageable climate in the schools. As Wilmore (1992) noted, the schools need to focus on three goals to obtain an effective school climate. The first goal is to promote the school curriculum and instruction where subjects taught are fun and interesting. The climate of the school should be warm, safe and nurturing, so that the students always feel safe in making mistakes while they were learning. The second goal is to promote student affairs or activities, because students who are most active in school stay in school and make better grades (Fenzel, 1990). The more opportunities available for students, the better. According to Wilmore, all teachers and staff members should be involved in students' affairs to ascertain that students understood that all cared about them.

The third goal is parental support. Wilmore stated that parents would support any school when they sincerely believed that every person at the school loved, supported, and cared about the individual development of their children. Anyone who is overtly loved, listened to, and cherished, responds. Over time, the students begin to talk about how people at school care about them. Students talk to each other about it at school and at home. Caring becomes the culture. The parents sense it from their children, and eventually it becomes the norm.

As long as parents hear about this climate from their children and experience it for themselves, they come to the school via phone calls, notes home, conferences, PTA programs, which give credibility to the school. Parents show support for the school as things happen, and the children benefit. The children are the definite winners in this scenario.

It became apparent from these interviews that the school climate was brighter when the Haitian administrators helped to make teachers, parents and students excited about learning. They motivated students by giving awards for everything they did well; such as, outstanding academic performance and perfect attendance.

Winter (1999) stated that administrators can improve school climate and student achievement by understanding their roles in the school environment and working to improve them. Encouragement was a key element in the positive climate equation.

Conclusion 2: The growth in cultural diversity shifted the perception of the educational institutions' understanding of the use of Haitian administrators in the public school system.

By promoting diversity, the students were able to learn how to accept one another and other cultures. If one does not love himself or herself, it is difficult to love others. These administrators used several techniques – such as, viewing and understanding art work, poetry writing, and having visitors from various cultures come to the school and talk to the students about coping with life experiences - to help understand diversity. The Haitian administrators had the students touch on diversity by having them work in groups, in order for them to see how group dynamics would promote the messages implied and inferred in cultural diversity.

These activities also enhance the climate of the school. They created less negative talk among the ethnic groups, and helped students to better identify with the school. Once they took ownership, certain negative occurrences diminished. All cultures were acknowledged. Evening events were conducted, and the community participated by bringing food from different cultures and dressing in cultural garments. These

collaborative efforts promoted the understanding of cultural diversity and the students knew the administration was serious about it.

Conclusion 3: Mentoring and political associations aided Haitian educational leaders in obtaining of administrative positions.

Finding the appropriate mentor to help achieve administration elevation happened as early as graduate school. Recommendations to seek exposure to key people within the school system's board of education gave the potential administrator the opportunity to display their talents.

Talking to board members, community leaders and other administrators opened more opportunities for position advancement. Some of the powerful people gave just enough mentoring to prepare the ground work. In some instances, political associations allowed different access to the Haitian community – again, allowing more competency exposure on the local and district school levels.

Conclusion 4: Haitian administrators needed to be knowledgeable of the Haitian/Creole language in order to be more helpful to the Haitian student population.

The Haitian administrators were hired based on their qualifications. They were chosen because they were able to speak Creole and were knowledgeable of the culture in Haiti. Several of their schools have large Haitian student populations, which is a plus for the Haitian administrators in these schools. By being able to speak Creole, these administrators are able to not only help the Haitian students, but were useful in dealing with concerns within the community. As reported by these informants, many of the Haitian community leaders decided they had to let their voices be heard to make sure

Haitian administrators were able to be placed in key positions, because these administrators were helping the students become successful.

Cobarrubias (1980) stated that the Creole language is the native language of most of its speakers. Creole is a primary language regardless of its origin. It is a language in its own right. Haitian/Creole has been classified, both as an African language and as a language of French origin. The great majority of Haitians speak Creole, and only Creole. The rest of the population is bilingual in Creole and French. French is the official language of Haiti and Creole is the national language. Haitian/Creole is the storehouse of Haitian folk culture, and the outsider who does not know Haitian/Creole will be denied entry to many aspects of Haiti's culture. In Haiti, full participation in the total life of the community requires knowledge of the vernacular as well as knowledge of and literacy of French, the official language.

Conclusion 5: The achievements of the Haitian educational leaders were met by the establishment of a good climate, better instructional practices, and meeting the educational needs of the students.

The right climate is essential in order to provide a good atmosphere for learning. This was done by developing positive relationships with the teachers. If the teachers have difficulties, they are dealt with properly. The administrators in this study provided mentoring in cases where classroom management was problematic.

Teachers have to be cultivated, in order to get them to buy into the vision of the school. The vision of the schools is to improve teaching and learning. Both teaching and learning are necessary so that the school can become effective. Everything these

administrators did in the school was to help the children do better academically and socially. By putting the children first, they had high expectations and effective efforts.

These administrators organized the teachers, staff and the parents to work together to find solutions to the students' academic and social problems. They make sure that students are taught properly and cared for, in order to learn and to be successful. These administrators accept no excuses for not being able to learn, even though a child may have been from a broken family or from a poor neighborhood.

These administrators do things that help the teachers teach more effectively. They facilitate the teaching by establishing common preparation amongst the teachers. Discussions with teachers involve the progress of the children, and whether or not they were meeting the educational standards and what needed to be done if necessary. When everybody participates in the learning, positive results happen. These administrators give positive feedback to teachers after they observed their lessons. The goal is to improve instruction and help the children achieve. A very important factor lies in establishing a balanced educational environment; such as, having the right climate, teachers who are teaching to the mission of the school, and students' meeting their educational needs. This maintains consistency.

Conclusion 6: Haitian educational leaders found that establishing a positive working relationship with the parents and community helped the students and the schools reach successful educational goals.

Haitian parents are considered the root of the family. They came to the United States and did all types of jobs to make ends meet, in order to allow their children to

become professionals. Their children did not have to go through what previous Haitians and their parents endured. They thank the Haitians who paved the way for them.

In American schools with Haitian administrators, discipline problems are rare. Haitian parents expect teachers in Haitian schools to discipline students and stimulate learning (Dorsett, 1997). Therefore, Haitian administrators continue to enforce this strategy. Discipline also helps with the achievement of students.

In Haiti, the parents' role was to supervise homework and address issues of behavior. This role has continued as they have traveled to other countries. Haitian parents expect teachers to be disciplinarians, and to be responsible for the education of their children (Dorsett, 1997). Therefore, Haitian administrators use this strategy to improve the discipline in the schools where they work. Students do best when their parents play four key roles in their learning: teachers, supporters, advocates, and decision makers (Tracy, 1995).

These administrators decided to improve the bilingual programs. They felt more materials were needed in the native language, and that they needed parental involvement in this process. These Haitian educational leaders established and maintained effective relationships with students, staff, parents and community by communicating clearly, both verbally and in writing. While parental involvement was not the only key to success in the school, as well as throughout the community, it was essential (Coulombe, 1995).

These Haitian educational leaders have tried many avenues to promote achievement in the schools that they serve. They maintain good relations with the staff, students, parents and the community. They brought cultural programs to the schools to

sensitize the staff, students, parents and the community for them to work together as a group.

Recommendations

In addition to the conclusions drawn from the research, recommendations emerged from the research as well, as follows:

- Setting a widely shared vision for learning
- Developing a school culture and instructional program conducive to student learning and staff professional growth
- Ensuring effective management of the organization, operation, and resources for a safe, efficient and effective learning environment
- Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources (Council of Chief State School Officers, 2008)
- Providing physical space in the school, and basic accommodation for adult activity (Davies, 1991)
- Providing opportunities for students to engage in community service, in order to extend the curriculum and learning opportunities outside the classroom walls and into the community (Tracy, 1995)
- Helping students socially, mentally and emotionally to cope with life's challenges (Tracy, 1995)
- Promoting parent volunteering for transportation of other parents to attend PTA meetings and workshops
- Establishing a pool of teachers that can become future administrators

- Providing workshops for parents to help them learn how to communicate with their children in order to avoid overly strict punishment
- Establishing English literacy workshops to help parents of limited English better communicate with the schools and their community
- Presenting information to the school and the community at large about the Haitian culture and the knowledge of being a Haitian immigrant
- Establishing a peer program to help prospective Haitian school administration candidates to be honed in social interaction skills that will enable them to function more optimally in the setting of higher education administration.
- Developing parent partnership. This plan will focus on the educational needs of students, in an effort to link home and school, enhance communication between teachers and parents, provide professional expertise, balance school program, and involve parents as partners in the educational growth of their children.

Conclusion

The aim of this research was to examine, through ethnographic methodology, the procedures that Haitian school administrators use to display that their schools effectively addressed the needs of the students in their school systems. The study reflected on the climate of the schools when Haitian administrators participated in the system. The research focused on the relationships the administrators have with students, staff and parents. This study revealed the skills, knowledge and leadership competencies that these school administrators brought to the profession and the hurdles they faced on the job.

This study described how Haitian administrators obtained their positions, and the ranks they serve in the public schools. The research study described the leadership experiences of the Haitian administrators and their leadership roles in the public school system. The leadership competencies ensured that these administrators could run the schools. Also revealed were the elements that contributed to the achievement of Haitian administrators in the school system.

This study revealed that Haitian administrators brought from their country of origin a cultural package. Part of that package includes their languages, educational background and religion. The study revealed the skills and knowledge that ground them in the hurdles, obstacles and roadblocks that they face throughout their career. The study also revealed the character traits that are needed in order to maintain decorum in the school system.

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Appendix A
Sample Letter of Solicitation

LETTER OF SOLICITATION

Dear Sir or Madam:

I am writing to you to invite you to participate in a study on the level of involvement of Haitian school administrators in the management and leadership roles that they play in public schools. I am a doctoral student at Seton Hall University and the study will be conducted as part of my dissertation work. Permission to conduct this study in your school has already been granted by your superintendent.

The Primary purpose of this study is to increase our understanding of and appreciation for the unique characteristics and the rich cultural resources that Haitian administrators bring to the school districts where they work. Additionally, it will encourage newly trained Haitian professionals to continue their pursuit of administrative aspirations and contribute positively to our understanding of school reform.

If you agree to participate in this research, you will be engaged in a 'three', but certainly not more than 'four', one hour taped interviews with me. The interviews will focus on the effectiveness of Haitian public school administrators and elicit comments on your factual experiences concerning the way Haitian professionals handle their daily routines and challenges. It is anticipated that the entire project will be completed within four to six weeks.

Please note that your participation in this study is voluntary and you will be under no obligation to continue if you choose to withdraw or stop at any time. All participants who choose to participate will receive a copy of the transcript of their interview upon request.

Every measure will be taken to preserve the anonymity of all participants including individuals interviewed, the schools, and school districts in which they work. Pseudonyms and numbers will be assigned to participating individuals and their schools.

All materials, opinions, and information obtained during the interviews will be treated with the highest level of confidentiality. The tapes and notes collected during the interview will be locked in a secure place under the strictest security during the research. Only the researcher will have access to these collected materials. The researcher exclusively will do the transcription of the tapes and notes. After the research is completed the tapes and notes will be destroyed by the researcher.

Sincerely yours,

Yanique Leveque

Appendix B
Sample of Informed Consent

INFORMED CONSENT FORM

Researcher's Affiliation

As a doctoral student at Seton Hall University, I am requesting your consent to participate in a research study that will cast some light on the current level of involvement of Haitians in the management and leadership of public schools. Permission to conduct this study in your school has already been granted by your superintendent.

Purpose

The Primary purpose of this study is to increase our understanding of and appreciation for the unique characteristics and the rich cultural resources that Haitian administrators bring to the challenges in the school districts where they work. Additionally, it will encourage aspirant Haitians to continue their pursuit of administrative careers and contribute positively to our understanding of school reform.

Procedure

If you agree to participate in this research, you will be engaged in a 'three', but certainly not more than 'four', one hour taped interviews with me. The interviews will focus on the effectiveness of Haitian public school administrators and elicit your opinion about how they handle their daily challenges. It is anticipated that the entire project will be completed in four to six weeks.

Instruments

The interview will be conducted in a friendly conversational manner during which the researcher asks the interviewees/participants to recount the events of their daily lives and routines. This could be followed up with more probing question/s if and when necessary. All interviews will be recorded on tape and transcribed later.

Voluntary Nature

Please note that your participation in this study is voluntary and will be under no obligation to continue if you choose to withdraw or discontinue with the study at any time. All participants who choose to will receive a copy of the transcript of their interview upon request.

Anonymity

Every caution will be taken to preserve the anonymity of all participants including individuals interviewed, the schools, and school districts in which they work. Pseudonyms and numbers will be assigned to participating individuals and their schools.

Confidentiality

All materials, opinions, and information obtained during the interviews will be treated with the highest level of confidentiality. The tapes and notes collected during the interview will be locked in a secure place under the strictest confidentiality during the research. Only the researcher will have access to this material. The researcher exclusively will do the transcription of the tapes and notes. After the research is completed the tapes and notes will be destroyed by the researcher.

Risks and Discomforts

There are no risks or discomforts anticipated for individuals who participate in this research.

Benefits

As Haitians, participants are contributing to our level of understanding and the body of knowledge that will encourage aspirant Haitians to continue their pursuit of administrative aspirations and contribute positively to our understanding of school reform.

Compensation

Participants in this study are not offered any compensation for their involvement.

Alternative Procedures

No alternative procedures or approaches are more appropriate and/or advantageous to the participant from this study.

Contact Information

The researcher, Yanique Leveque, is a doctoral student at Seton Hall University. You can contact me at (908) 352-3080 if you have any question about the research or your rights as a participant. You can also contact my dissertation mentor, Dr. Juan Cobarrubias at (973) 761-9617 and the chairperson of Seton Hall University's IRB, Dr. Mary F. Ruzicka at (973) 313-6314.

Audio Tapes

Your signature to this Informed Consent form constitutes your permission for the researcher to audio tape some or all of the interviews in which you will participate. You have the right to review the tapes, add to it or request a deletion from it or request that the entire tape be destroyed. The tapes and notes collected during the interview will be locked in a secure place under the strictest confidentiality during the research. Only the researcher will have access to this material. After the research is completed the tapes and notes will be destroyed by the researcher three years after the completion of the research.

Copy of Informed Consent Form

A copy of the signed and dated Informed Consent Form will be given to all participants.

I have read the material above and all my questions have been satisfactorily answered. I voluntarily agree to participate in this research with the express understanding that I may withdraw at any time without prejudice.

Participant

Date

Appendix C
Sample of Interview Questions

INTERVIEW QUESTIONS

1. **As the demographic presence of Haitians families in the U.S. has increased substantially during the past three decades and longer, how will American school districts benefit from hiring Haitian educational leaders?**
2. **What happens to the climate of the school when Haitian administrators serve?**
3. **What skills do Haitian educational leaders bring to the profession and what hurdles might they face?**
4. **How do the Haitian educational leaders describe their leadership experiences and their leadership roles in the schools?**
5. **How do Haitian educational leaders get their position, and how are the administrative ranks obtained by Haitian educational leaders in the schools?**
6. **How does one determine that the Haitian educational leaders are showing achievement in the schools they lead?**