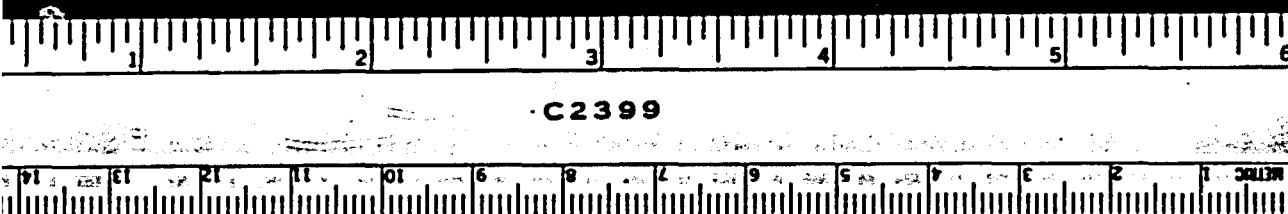


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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

THE OPINIONS OF SUPERINTENDENTS OF SCHOOLS AND
PROFESSORS OF EDUCATION CONCERNING INTERN-
SHIPS IN EDUCATIONAL ADMINISTRATION
AS RELATED TO COMPETENCIES NEEDED
BY SUPERINTENDENTS OF SCHOOLS

A DISSERTATION

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CHAPTER I

INTRODUCTION

Background

One of the earliest avenues through which a person might enter one of the professions such as law or medicine was the apprenticeship system. An established lawyer took a promising young man into his law office and provided an apprenticeship program which eventually placed the apprentice in a position to practice law for himself. When in time the schools of law and medicine became almost the only preparatory program for these two professions, the apprenticeship system of education was sorely missed. The fusion of theory and practice was more difficult under the system of education where most educational preparation was of the formal classroom type.

It is assumed in this study that both theory and practice are functional in the educational processes and that each has a definite role in the education of superintendents of schools. A superintendent

of schools without theoretical concepts about curriculum, personnel, finance, business management, plant operation and maintenance, school and community relations, auxiliary services, and social issues facing education can hardly expect to project his school's program in the direction of improvement, and the same administrator with no practical skills in the same areas would find himself in a rather precarious position in his day-to-day administrative tasks.

The educational world began less than five decades ago a program of internship for classroom teachers.¹ This program was called by a variety of names: apprentice teaching, cadet teaching, demonstration teaching, probationary teaching, practice teaching, and student teaching. Yet all of these programs were aimed at giving the prospective teacher actual field experience in the classroom prior to the assumption of full responsibility as a regular teacher. Despite the many unrealistic situations in which practice teachers have found themselves, the system is generally recognized over the nation as an integral part of the teacher education program. Few colleges of education, if any, will graduate a person who has not participated in a teaching internship or who can not submit evidence of an equivalent experience.

Internships for prospective school administrators have been almost wholly a development of the past decade. Prior to 1947 only two universities were offering such internship programs. Of 152 colleges of education surveyed in 1949, only 17 reported an internship program

¹Arthur G. Butzbach, "Internships for the Advanced Training of School Administrators," The American School Board Journal, CXX (April, 1950), 37-43.

as defined later in this study.¹ This type of educational program is a relatively new one but one which is increasing rapidly among the colleges of education of the country. The 1947 meeting of the National Conference of Professors of Educational Administration devoted a large block of its time to the discussion of administrative internships. The number of articles concerned with internships has increased in current periodicals during the past decade.

The colleges of education which have reported internship programs in educational administration have shown wide divergences in their programs. Many questions have resulted from the internship programs which are already in operation. Schools which are contemplating establishing internship programs have raised other questions. Should the program be initiated at the master's level or at the doctoral level? Should graduate credit be given for participation in internship programs? Should the intern be given a salary? What should be the responsibilities of the intern? What are the qualifications of the intern and the sponsoring administrator? How long should an internship experience last? How can an internship be evaluated?

Statement of the Problem

While there are many questions which research will attempt to answer in the coming years with reference to administrative internships, it is the purpose of this study to investigate the opinions of a selected jury of superintendents of schools and professors of education concerning internships in educational administration as related to competencies

¹Clarence A. Newell, "Introduction to the Internship Program," The Nation's Schools, I (November, 1952), 16-23.

needed by superintendents of schools. In the first place, how important do superintendents of schools and professors of education consider the administrative internship in the preparation program for superintendents of schools? As a second consideration, in which it is assumed that administrative internships will be provided by colleges of education, which of the competencies needed by superintendents of schools can best be learned in internship experiences? If the trend in educational administration follows the pattern of growth in student internship teaching and thus eventually becomes the accepted pattern for future preparation programs for the superintendency, what internship experiences should be incorporated into the internship curricula for the preparation of superintendents of schools?

The Definition of Terms

When a new term appears on the educational horizon it usually requires a considerable length of time to become accepted by educational leaders with the same significant meaning. Such has been the case with the term "administrative internship." To some educators it has meant observation; to others it has meant a cadetship or apprenticeship; to others it has meant on-the-job training; and yet to others it has meant a probationary period.

Administrative Internship

Accordingly, it appeared prudent to define the term "administrative internship" as the term was used in the present study:

Administrative internship . . . implies the direct association of a qualified student who is enrolled or associated with an institution of higher learning and majoring in educational administration,

with the office of a competent practicing school administrator, wherein the intern is given an opportunity not only to observe but also to participate actively under expert guidance in the duties of the position for which he is preparing.¹

This definition embodied the three essential characteristics of an internship as it was herein considered. First, there was a qualified student of an institution of higher learning which implied of course that the student had at least a bachelor's degree. His being a qualified student did not imply that he had had graduate work in educational administration but it did imply that his previous schooling and experience and his basic philosophy of education gave evidence of possible future success in educational administration. The second aspect of the definition provided for a competent practicing administrator who was usually referred to as the sponsoring administrator. This administrator possessed at least a master's degree. His possessing a master's degree was construed as a necessary condition but not a sufficient condition for his sponsoring an intern in a meaningful, profitable experience. The third element of the definition imposed the requirement that there was an institution of higher learning in which the intern was enrolled. This did not necessitate his being enrolled for graduate credit, but it did require official affiliation with such a higher institution. If this definition with its three basic components is fully understood, there will be less likelihood of a profusion of meanings when the term occurs in subsequent discussions.

¹Gordon A. Wheaton, "A Status Study of Internship Programs in School Administration" (unpublished Ed.D. dissertation, Teachers College, Columbia University, 1950), p. 6.

Opinion

The term "opinion" as used herein meant those expressions of judgment, belief, or conviction resulting from past experiences in the field of educational administration. It did not imply previous experiences in the field of educational administration. It did not imply previous experiences with internships in educational administration.

Superintendent of Schools

The term "superintendent of schools" meant the chief executive of the school system who had been duly elected as such by the board of education and thus excluded supervisors of instruction, business managers, personnel directors, and principals. However, it was assumed that the superintendent of schools was competent in these other areas of administration. For purposes of brevity, "superintendent" was often used in lieu of "superintendents of schools."

Professors of Education

The term "professors of education" referred primarily to those who taught courses in educational administration but did not exclude other college teachers of education. The term was abbreviated to "professor" and included instructors, assistant professors, and associate professors as well as professors of education.

Competency

The concept of "competency" involved the "Competency Pattern" defined by the Southern States Cooperative Program in Educational Administration. Competency was defined to include the aspects of theory, job, and educational "know-how." Theory when used with reference to the

"Competency Pattern" meant a set of postulates which explain particular phenomena and which are rendered more or less plausible by evidence of facts or reasoning. Secondly, competency was expressed with reference to some particular job which had to be done. Different jobs make different demands on the persons who would be competent at them. Finally, it was agreed that competency must be expressed in personal behavior, where behavior is really a composite of beliefs, knowledge, and information, and technical skills. These three aspects--theory, job, and know-how--were thus correlated into a concept which was designated as "competency." The Competency Pattern is discussed more fully in Chapter II of this study.

College Courses of Education

The term "college courses of education" included the traditional courses in education where brief periods or blocks of time were spent in observations in the field but where the assumption of field responsibilities and a sponsoring practicing school administrator were lacking. It further included college courses in related fields such as economics, sociology, finance, and speech.

Previous Administrative Experience

The term "previous administrative experience" referred to those administrative experiences which a person had had previous to his selection as superintendent of schools. It included such administrative positions as elementary principal, secondary principal, business manager, assistant superintendent of schools, and supervisor of instruction.

Delimitation of the Problem

The delimitation to opinions of educational leaders rather than to results of educational research was necessitated by the dearth of research on administrative internships in education. Internships of this type date from approximately 1947 and most of the research has been done as status problems.

The study was limited to the expression of opinions of superintendents who were at the time of the study members of the American Association of School Administrators and whose schools were members of the North Central Association of Colleges and Secondary Schools and to professors who were likewise members of the American Association of School Administrators. It was assumed that these two groups constituted a population vitally concerned with the problem of preparing public school administrators and that, through such organizations as the American Association of School Administrators and the Cooperative Program in Educational Administration, they had had opportunities to give thought to the inherent problems associated with internships in educational administration. It was assumed that this delimitation gave an adequate, representative sample of well-informed educators with reference to internships in educational administration.

The study was further limited to the particular administrative area of the superintendent of schools. While many pioneers in the development of internship programs felt that most internships should occur in general administration and while many of the internship programs have involved preparation for a multitude of educational administrative positions, the superintendency is such a difficult position in educa-

tional administration that it deserves much careful thought and attention.

Determination and Statistical Treatment of the Data

A list of fifty competencies needed by superintendents of schools was formulated in this study by reviewing educational literature published since 1947. A detailed explanation of how the fifty competencies were determined occurs in Chapter II of this study. The following procedure was used in the study of the fifty competencies determined.

A questionnaire was designed using as a base the fifty competencies determined. Each respondent to the questionnaire was asked to evaluate each of the competencies in six columns. In the first column this question was asked: "Is this competency needed by superintendents of schools?" In the sixth column of the questionnaire this question was asked: "Can this competency be learned adequately in experiences other than the superintendency and the four previously named, graduate courses in education, classroom teaching, administrative experience previous to the superintendency, or internship?" The questions in columns I and VI were to be answered by "yes" or "no." A copy of the questionnaire was included in the Appendix.

Columns II through V of the questionnaire were headed by the words courses, classroom teaching, administrative experience previous to the superintendency, and internship, respectively. The respondent was asked to give his first choice, second choice, third choice, and fourth choice of the experience area where each of the fifty competencies is best learned by indicating a 1, 2, 3, or 4, respectively. If the respondent felt that a competency should not be provided for in a particular experience area, he inserted a zero. For each competency there might be

four zeros, but there should never have been more than one 1, one 2, one 3, or one 4 for any competency under consideration.

The returned questionnaires were tabulated using the following system. The answers to the questions in Columns I and VI were tabulated as to the frequency of "yes," "no," and "no reply." The responses to the rating of the four experience areas in columns II, III, IV, and V (with reference to each of the fifty competencies) were tabulated for each experience area showing the number of respondents rating it first, second, third, and fourth and for those not replying. The tabulation for superintendents was placed in Table 3 of the Appendix and for professors in Table 4.

To determine the relative rank of the experience areas where each of the fifty competencies is best learned, it was decided arbitrarily to use a modification of the method used by Keeslar.¹ When the number of ratings of 1, 2, 3, and 4 had been totaled in each experience area for each competency, the percentage of evaluations falling into each rating was computed separately for superintendents and professors by dividing the number of ratings in each category by the total number of evaluations submitted for that competency by superintendents or by professors and then multiplying the resulting fraction by 100, or

$$\text{Percentage} = \frac{\text{Number of ratings} \times 100}{\text{Total number of ratings.}}$$

Next, in order to secure a basis for determining the relative importance of the four areas for learning each of the competencies, the

¹Oreon Keeslar, "The Elements of Scientific Methods," Science Education, XXIX (December, 1945), 26.

following formula was applied to the data:

$$\text{Numerical Value} = \frac{2(A) + 1(B) - 1(C) - 2(D)}{2}$$

in which A represents the percentage of respondents who rated the particular experience area first for best learning the competency; B, the percentage of respondents who rated the particular experience area second for best learning the competency; and similarly for C and D representing third and fourth choices respectively.

Such a formula assumed that the first and fourth choices were usually more accurately determined, and such choices were arbitrarily given a weight factor of 2. If all of the superintendents (or professors) gave a particular experience area for a particular competency a rating of one, the numerical value of that experience area for best learning the particular competency was 100 for superintendents (or professors). If on the other hand each superintendent (or professor) gave a rating of 4 to a particular competency, the numerical value was -100. Thus, in the scale of relative values, there was a range from plus 100 to minus 100. The relative ranks of the experience areas for each competency were placed in Table 1 for superintendents and in Table 2 for professors.

Each of the educators surveyed was at the time of the study a member of the American Association of School Administrators as determined by the official roll published in the 1956 Yearbook of the Association. Furthermore, in the case of superintendents, the school which he administered was a member of the North Central Association of Colleges and Secondary Schools as determined by The North Central Association Quarterly of July, 1956. It was determined that there were 449 such members in 1956 who were professors and 1369 such members who were superintend-

ents and whose schools were members of the North Central Association of Colleges and Secondary Schools.

The list of superintendents was reduced to a list of 456 using the random sampling numbers of Fisher and Yates.¹ The 456 superintendents and 449 professors were written with reference to their participation in the study. A leaflet briefly describing the study to that date was enclosed in each letter, and a copy of the leaflet may be seen in the Appendix. There were 221 superintendents and 263 professors who indicated their willingness to participate in the study. The number who finally replied with questionnaires properly completed were 178 professors and 143 superintendents, and these questionnaires constituted the number of questionnaires from which final tabulations were made.

Related Studies

Four studies resulting in lists of competencies needed by educational administrators were of particular value in this study. The utilization of these four lists of competencies is discussed further in Chapter II.

One of the most concerted efforts at defining the competencies needed by administrators culminated in a study reported under the title "Competency Pattern of the Southern States Cooperative Program in Educational Administration."² There are no specific indications as to the

¹Ronald A. Fisher and Frank Yates, Statistical Tables for Biological, Agricultural, and Medical Research (Edinburgh: Oliver and Boyd Ltd, 1943), pp. 90-95.

²Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration (Nashville: McQuiddy Printing Co., 1955).

method used by the Southern States Cooperative Program in Educational Administration, hereinafter referred to as the SSCPEA, in designing its list of competencies which they have called "The Competency Pattern." However, "The Competency Approach" was of concern to this group during the first five years of the SSCPEA program and involved many hundreds of educators during the five-year period. It was known that there were ninety-seven persons who were involved in the program on a sustained basis for the five-year period. This included forty teachers of education, nine deans of schools of education, six teachers of school administration, seven superintendents of schools, and college presidents, college deans, principals of high schools, and other educational personnel to bring the total to ninety-seven. The SSCPEA defined fifty-two "critical tasks" which with their concept of job, theory, and educational "know-how" constituted a list of fifty-two competencies needed by school administrators.

The Southwest Cooperative Program in Educational Administration, hereinafter referred to as the SWCPEA, also formulated a list of competencies needed by school administrators.¹ The original list of competencies was developed through a review of the literature and through conference discussion. At the conference held at the University of New Mexico, Albuquerque, New Mexico in November, 1955, each participant was asked to respond to each competency in three ways. Each competency was rated as to importance by marking it among the most important, important, or among the least important. The same list of competencies was also

¹Southwest School Administration Center, Improving Preparation Programs for School Administrators. (Austin: The University of Texas, 1956).

sent to selected administrators in the five state-area of Oklahoma, Texas, Colorado, Arkansas, and New Mexico from which reports were received from sixty-three professors and twenty-five administrators. From this study there resulted sixty-six competencies ranked in order of importance.

The third list of competencies used in the present study started in a doctoral seminar at New York University, where over 100 items were derived from a study of previous reports of the National Conference of Professors of Educational Administration, hereinafter referred to as the NCPEA, from the literature on leadership, and from the experience of the seminar members. This preliminary list was sent to the members of an NCPEA committee which undertook to have it examined by graduate students, associates on the faculty, and practicing school administrators. About 100 individual replies with suggestions for improvement were received. These replies were utilized by the seminar in revising the list prior to submission to all members of the NCPEA Committee on Leadership, and the subsequent responses from committee members were utilized at the fourth work conference held at Ithaca, New York, in 1950. A tentative list of thirty-nine competencies was thus developed.¹

The Cooperative Study of Secondary-School Standards² provided the fourth list of competencies utilized in this study. This organiza-

¹National Conference of Professors of Educational Administration, Programs for Preparing Educational Administrators in 1950, Edited by Clarence A. Newell (New York: Bureau of Publications, Teachers College, Columbia University, 1950).

²The Cooperative Study of Secondary-School Standards. Evaluative Criteria, 1950 Edition (Menasha, Wisconsin: Banta Publishing Company, 1950).

tion was begun in 1933 under the auspices of the six regional associations of the United States. To these ends a study, both extensive and intensive, was carried on during the nineteen thirties. Among the volumes published was Evaluative Criteria. For a full decade the materials had been in use by several thousand educators in secondary education. Reactions had been secured from users of the materials over a ten-year period. These statements were carefully studied and the 1950 revision resulted from the efforts of many participants, including approximately 150 consultants. Included in the volume was a list of sixteen competencies needed by superintendents of schools.

Organization of the Study

There was a two-fold purpose in this study. The first purpose was to determine by documentary frequency count the relatively most important competencies needed by superintendents of schools. It was the second purpose of the study to present these competencies to a selected jury of professors of education and superintendents of schools in order that they might express their opinions as to the experience areas where these competencies can best be learned. The experience areas considered were classroom teaching, college courses in education and related fields, previous administrative experience, and internships in educational administration. These four areas of experience have been the major areas where superintendents of schools have gained their administrative competencies prior to selection as superintendents of schools. It was assumed that the opinions of competent superintendents and professors were important in the design of internships in educational administration and

the other aspects of preparation programs for educational administrators. Of the many competencies needed by superintendents, many may best be learned in internships whereas others may best be learned in one of the other areas of experience.

In Chapter II the "Competency Approach" to the preparation programs for administrators was described more fully, and the library method of determining the fifty relatively most important competencies was discussed. The fifty most important competencies determined in the study were listed.

In Chapter III the competencies falling within the category of curriculum development were considered. Each of the six competencies within this grouping was individually considered and a graph was presented for each competency showing the relative rank of classroom teaching, college courses of education, administrative experience previous to the superintendency, and internships for best learning the competency as determined from the expressions of opinion of both superintendents and professors. Similarly, the sixteen competencies in the category of business management, the nineteen competencies under the category of personnel management, and the nine competencies under the category of public relations were considered in Chapters IV, V, and VI, respectively.

In Chapter VII the more important aspects of the study were summarized, conclusions were drawn, and recommendations relative to the organization of internships in educational administration and preparation programs in general were made.

Tabulations of the responses of respondents, tables showing their educational experiences, coefficients of correlation for superin-

tendents and professors for the four experience areas as related to the learning of the fifty competencies, a list of 167 competencies originally determined in the study, a sample of the information sheet sent to the respondents, and a copy of the questionnaire used in the study were placed in the Appendix.

The Bibliography included the periodicals and books which constituted the sources for the documentary frequency count.

CHAPTER II

COMPETENCIES NEEDED BY SUPERINTENDENTS OF SCHOOLS

In the last chapter it was seen that this study was to consider the opinions of superintendents and professors relative to the experience areas where competencies needed by superintendents of schools can best be learned. The four experience areas considered were classroom teaching, college courses in education and related areas, administrative experience previous to the superintendency, and internships in educational administration. Reference was made to the fact that a questionnaire was developed using fifty competencies needed by superintendents of schools. This chapter describes the library method used in determining the fifty relatively most important competencies needed by superintendents of schools.

The "Competency Approach" in Educational Administration

It is the objective of any preparation program for superintendents to make the aspirants for the superintendency competent to perform the tasks involved in this difficult position. Indications that the superintendency is a difficult position are to be seen in the short tenure of superintendents throughout the nation, in the number of superintendents of the nation who are under fire, in the number of superintendents whose health is permanently damaged by the strenuous schedule and

the tensions which accompany the position, and in the number of superintendents who in the prime of their professional careers resign to assume positions offering more tranquility and peace of mind.

The competency approach involved more than a job analysis, a listing of desirable character traits, or an opinion expressed by an efficiency expert. It involved three basic concepts which had been carefully considered by the SSCPEA.¹

The first concept involved the fact that competency is job-centered. To say that a person is competent has little meaning unless it is specified that he is competent to perform a certain task. The competency in oral communication required of a ship's captain would not necessarily be the competency required of a salesman. It thus became necessary to examine the role of the superintendent and to determine the jobs or "critical tasks" which he is called upon to perform in the capacity as superintendent. This involved competencies in such areas as business management, curriculum and instruction, school plant maintenance and operation, and personnel management. Within each of these areas there are many jobs or critical tasks demanding competency of the superintendent.

The second aspect of the competency approach was theory. Theory provided a framework of concepts and values which gave direction to the whole process of educational administration. Theory represented a closely related set of ideas or concepts which help administrators understand practice and give administrators a practical sense of direction.

¹SSCPEA, Better Teaching in School Administration (Nashville: McQuiddy Printing Company, 1955).

It was thus stated:¹

It is conceivable that a theory of educational administration would include concepts relating to the nature of individual and group life, the major tenets of American democracy, the purposes of public education, the nature of the administrative process, and the functions of educational administration.

It was seen further that theory emerges from two primary sources: the cultural climate in which it operates and scientific information. It is fundamental that it must foster and promote the ideas and ideals of American democracy.

It is obvious that competency must eventually find expression in human behavior. The SSCPEA expressed this third concept as:²

Behavior, of course, is really a composite of many things. It involves the use and application of personal values or operational beliefs; it draws upon facts which an individual must know and know how to use; it relies upon certain skills which the individual should possess. All of this personal equipment is referred to generally as "know-how." It represents that complex make-up of values and abilities which lie behind overt human behavior and which must ultimately be directed toward the performance of critical tasks if the individual is to be competent.

A specific example of the competency approach which the SSCPEA developed is as follows:³

JOB	Critical Task: Developing a System of Staff Personnel Records
	<u>Method of Performing Critical Task (An Operational Expression of Theory):</u> In developing a system of staff personnel records, administration should . . .
THEORY	Determine the amounts and kinds of information about employees needed to execute personnel policies (length of service, certification status, previous experience, job performance, etc.). Set up procedures and staff organization for the continuous collection of pertinent personnel data.
	Develop a system of cumulative personnel records and

¹Ibid., p. 47.

²Ibid., p. 49.

³Ibid., p. 151.

provide for the continuous flow of information into the records.

Develop specific provisions for the supervision and use of personnel information contained in the records.

Operational Beliefs, Skills, Knowledges Needed to Perform the Task: In developing a system of personnel records, an administrator needs the following . . .

KNOW-
HOW

Operational Beliefs: Promotion, retention, or release of employees should be based upon complete and thorough job related information. The collection of pertinent information about personnel must be planned for. The only justification for the collection of personnel information is its value as a means for improving job performance and staff relationships.

Knowledge and Information: Knowledge of efficient record keeping and filing methods and procedures, of information needed to implement staff personnel policies, of the reliability of personnel data in revealing human attributes.

Technical Skills: Skill in analyzing staff personnel data, in judging the value of various types of personnel information.

Procedures Used in the Determination of Competencies Needed by Superintendents of Schools

The concept of competencies needed by superintendents of schools was an approach which attempted to define the job of the superintendent in terms of competencies needed rather than in terms of courses needed. Although there were many lists of competencies which had been prepared by individuals, conferences, and educational commissions, it was decided to determine such a list of competencies by a documentary frequency count of competencies mentioned in selected materials published during the eleven year period from 1946 to 1956. The materials selected for review included seven yearbooks published by the American Association of School Administrators, five reports published by the NCPEA, seven

reports published by regional centers of the Cooperative Program in Educational Administration, two reports of the Metropolitan School Study Council, an unpublished dissertation on internships in educational administration, five books on educational administration written by individual authors, and 405 articles appearing in The American School Board Journal, Educational Administration and Supervision, The School Executive, The Nation's Schools, and the Administrator's Notebook published by the Midwest Administration Center. The publications surveyed were enumerated in the Bibliography.

A tally sheet was designed using the competencies listed in Mr. Superintendent, How Do You Do?¹ As the publications enumerated in the Bibliography were read, a tally mark was recorded for each competency discussed or even mentioned. If a competency was mentioned which was not included in the list in Mr. Superintendent, How Do You Do?, it was added to the list. Even if a competency was mentioned more than once in a book or article, only one tally mark was recorded. There were 192 competencies listed originally and 30 more were added during the reading of the first 100 articles to constitute a rather comprehensive list of 222 competencies.

At the conclusion of the reading of the 432 books, pamphlets, and articles, it was found that 167 competencies had been mentioned and that the frequency of mention varied from 1 to 185. A list of these 167 competencies including the frequency of mention was placed in Table 12 of the Appendix. These competencies were then carefully edited and com-

¹Floyd I. Marchus, Rudolph F. Sando, and Harold J. DeFraga, Mr. Superintendent, How Do You Do? (Martinez, California: Sandemark Enterprises, 1954).

bined into 114 competencies which became the basis for study and further refinement. This reduction from 167 to 114 competencies was accomplished largely by combining specific competencies into more general competencies. As an example of this, it was found in Mr. Superintendent, How Do You Do? that there were several competencies concerned with policy making in the areas of business management, personnel management, curriculum, and public relations. These were combined into one competency, DEVELOPING SKILL IN FORMULATING POLICY PLANS FOR IMPROVEMENT. These 114 competencies were then grouped under the four headings of business management, personnel management, curriculum, and public relations. These four areas were further sub-divided into sixteen areas. Business management was broken into the areas of public school finance; the school building program; maintenance and operation, supplies, equipment, and property; the insurance program; transportation and cafeteria. Personnel management was further divided into the areas of personnel administration, promotion of staff growth, the clerical staff, child welfare and attendance counting, the school board, and developing personnel skills on the job. Curriculum was sub-divided into a broad and comprehensive curriculum, special services, and safety. Public relations had only the one area of school and community relations.

In determining the final list of competencies to be used in the study, it was decided to interrelate the list of 114 competencies determined by the documentary frequency count with the four lists previously discussed under Related Studies in Chapter I. It was decided arbitrarily to assign a value of one for each of the 114 competencies which appeared on one of the other four lists. Of the list prepared by the documentary

frequency count it was further decided to assign a value of one for each competency on the original list of 114 competencies, a value of one for a competency having the highest frequency in any one of the sixteen sub-areas; a value of one for a competency whose frequency of mention was in the upper 25% of any one of the four major areas, and a value of one for a competency whose frequency of mention was in the highest 10% of the entire list of 114 competencies. Each of the competencies, as a result of this assignment of point values, possessed a rating varying from 1 to 8. It was decided to retain all competencies possessing a rating of 3 or more, and this reduced the list to fifty-six competencies. Since it was possible that competencies occurring on the four lists taken from other sources might include competencies not on the list determined by the documentary frequency count, these four lists were considered separately. As a result of this consideration, two competencies were found to occur on three of the other four lists which were not retained in the list of fifty-six competencies. These two competencies were added to the list to make a total of fifty-eight. This list of fifty-eight competencies was presented to eight college teachers of education, and after their critical evaluation, the list was reduced to fifty competencies which constituted the final basis for this study.

The Fifty Relatively Most Important Competencies Needed by Superintendents of Schools

Each of the fifty competencies was given a number in this study and will often be referred to by number for the sake of brevity. The final list of competencies by number was as follows:

1. Providing for group planning and decisions

2. Working with the board of education in the formulation of public school policy and plans
3. Organizing lay and professional groups for participation in educational planning
4. Delegating responsibilities and authority
5. Developing competency in human relations
6. Providing for curriculum development
7. Organizing school and community surveys
8. Selecting and assigning staff personnel
9. Evaluating the operation of the school
10. Determining staff salaries
11. Finding opportunities and time for planned personal growth
12. Developing competency in communication
13. Developing a favorable environment for the staff
14. Securing understanding and support of the school program
15. Choosing pertinent school problems for local study
16. Providing instructional leadership
17. Planning school buildings
18. Preparing the budget for the school district
19. Utilizing principles of problem solving and decision making
20. Aiding school board members to distinguish between policy and executive functions
21. Developing the school as a community center
22. Providing for the efficient operation and maintenance of plant facilities
23. Conducting and utilizing research concerning educational problems of the school and community
24. Developing an effective plan of formal organization

25. Improving school and community relations
26. Improving staff morale through promotion of the general welfare of the staff
27. Stimulating and providing opportunities for professional growth of staff personnel
28. Providing for adult education
29. Providing a system of financial accounting
30. Employing community resources in the instructional process
31. Determining the educational requirements of new buildings
32. Providing for student participation in developing the educational program
33. Developing a working knowledge of school laws
34. Preparing and presenting school reports to the board, staff, and community
35. Providing educational opportunities for all children through the curriculum
36. Administering the budget of the school district
37. Developing procedures for reporting pupil progress to parents
38. Setting up businesslike procedures for supply and equipment procurement
39. Alerting the community to the importance of the building program
40. Assuring the greatest educational return for the supply and equipment dollar
41. Measuring the financial ability to pay for education
42. Storing and distributing supplies
43. Determining the amount of insurance coverage
44. Administering capital outlay and debt services
45. Cooperating with persons and agencies related to child welfare and attendance
46. Providing guidance services for all children

47. Developing a comprehensive system of records for business and office management and pupil accounting
48. Analyzing the expenditures of the school district
49. Determining and providing for school transportation needs
50. Developing a system of staff personnel records

Summary

While lists of competencies needed by superintendents of schools have varied from those lists enumerating hundreds of competencies to the list possessing the single competency 'intelligence', the list which was derived in this study interrelated the list determined by a documentary frequency count by the writer and the lists prepared by educators in four of the more important studies in this country of the competencies needed by superintendents of schools.

A discussion of the opinions expressed by superintendents and professors relative to the value of the four experience areas for best learning each of the fifty competencies is to be found in the next four chapters. A graph is presented for each competency giving the relative ratings determined from the opinions expressed by both professors and superintendents. The relative ratings range in value from plus 100 to minus 100. A rating of plus 100 for an experience area would indicate for professors that all professors had expressed an opinion that a particular competency is best learned in that experience area. A rating of minus 100 would indicate that all professors had expressed an opinion that that experience area is least adapted to learning the competency under consideration.

CHAPTER III

COMPETENCIES IN CURRICULUM DEVELOPMENT

Introduction

Within the grouping of competencies in curriculum development were included the following six competencies:

Competency 6--Providing for curriculum development;

Competency 16--Providing instructional leadership;

Competency 28--Providing for adult education;

Competency 35--Providing educational opportunities for all children through the curriculum;

Competency 40--Employing community resources in the instructional process;

Competency 46--Providing guidance services for all children.

For each of the six competencies in the area of curriculum development, administrative experience previous to the superintendency was ranked by superintendents as the best experience area for learning the competency. However, for professors of education, courses in education and related fields were ranked first for three competencies, classroom teaching was ranked first for one competency, and administrative experience previous to the superintendency was ranked first for two of the competencies.

For internships in educational administration both professors of education and superintendents of schools gave four ratings of fourth.

Superintendents of schools gave internships in this area one rating of second and one rating of third whereas professors of education gave internships for the other two competencies ratings of third.

The mean ratings for the general area of curriculum development for courses, classroom teaching, previous administrative experience, and internships were respectively .7, -10.3, 44.8, and -18.5 for superintendents of schools and 23.0, -9.2, 27.9, and -31.7 for professors of education. In considering these eight mean ratings, it is seen that internships rated seventh and eighth.

Providing for Curriculum Development

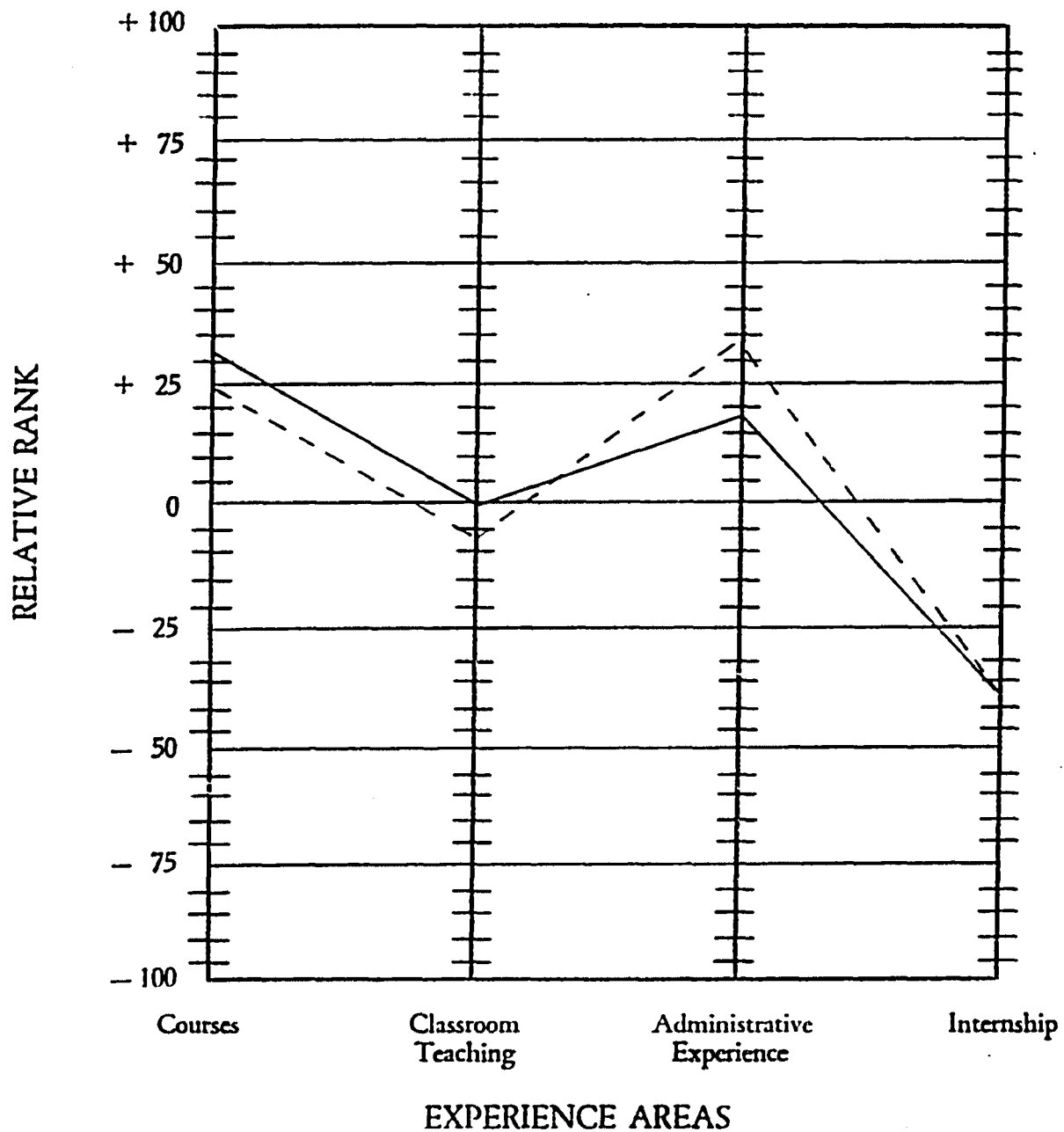
The competency PROVIDING FOR CURRICULUM DEVELOPMENT received an over-all rating of 7 using the system of ratings as previously discussed in Chapter II. The ratings for all fifty competencies were placed in Table 11 of the Appendix. This competency was mentioned in ninety-two of the publications surveyed by the documentary frequency method. It was also listed in three of the four lists of competencies which were used in the study to interrelate with the list determined by the documentary frequency count.

From Figure 1 it is seen that internships were rated low as an experience area where PROVIDING FOR CURRICULUM DEVELOPMENT as a competency can best be learned. Courses and previous administrative experience were rated approximately the same by both professors and superintendents and classroom teaching was rated low by both groups. It is further seen that professors rated courses in education and related fields higher than they did previous administrative experience but that

FIGURE 1

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 6--PROVIDING FOR CURRICULUM DEVELOPMENT



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

their rating of courses was relatively lower than superintendents' rating of administrative experience.

Providing Instructional Leadership

The competency PROVIDING INSTRUCTIONAL LEADERSHIP received an over-all rating of 7 and was found in all four of the other lists of competencies. It was mentioned fifty-four times in the documentary frequency count. According to the opinions of both groups surveyed, this competency is best learned in actual administrative experience. Superintendents rated both courses and classroom teaching low while professors rated classroom teaching and internships low. A graph of the ratings for PROVIDING INSTRUCTIONAL LEADERSHIP is found in Figure 2.

Superintendents gave both administrative experience previous to the superintendency and internships relatively good ratings for the learning of PROVIDING INSTRUCTIONAL LEADERSHIP. Again classroom teaching was rated very low and the rating for courses was only slightly positive. Professors rated courses and previous administrative experience high with respect to the learning of this competency.

Providing for Adult Education

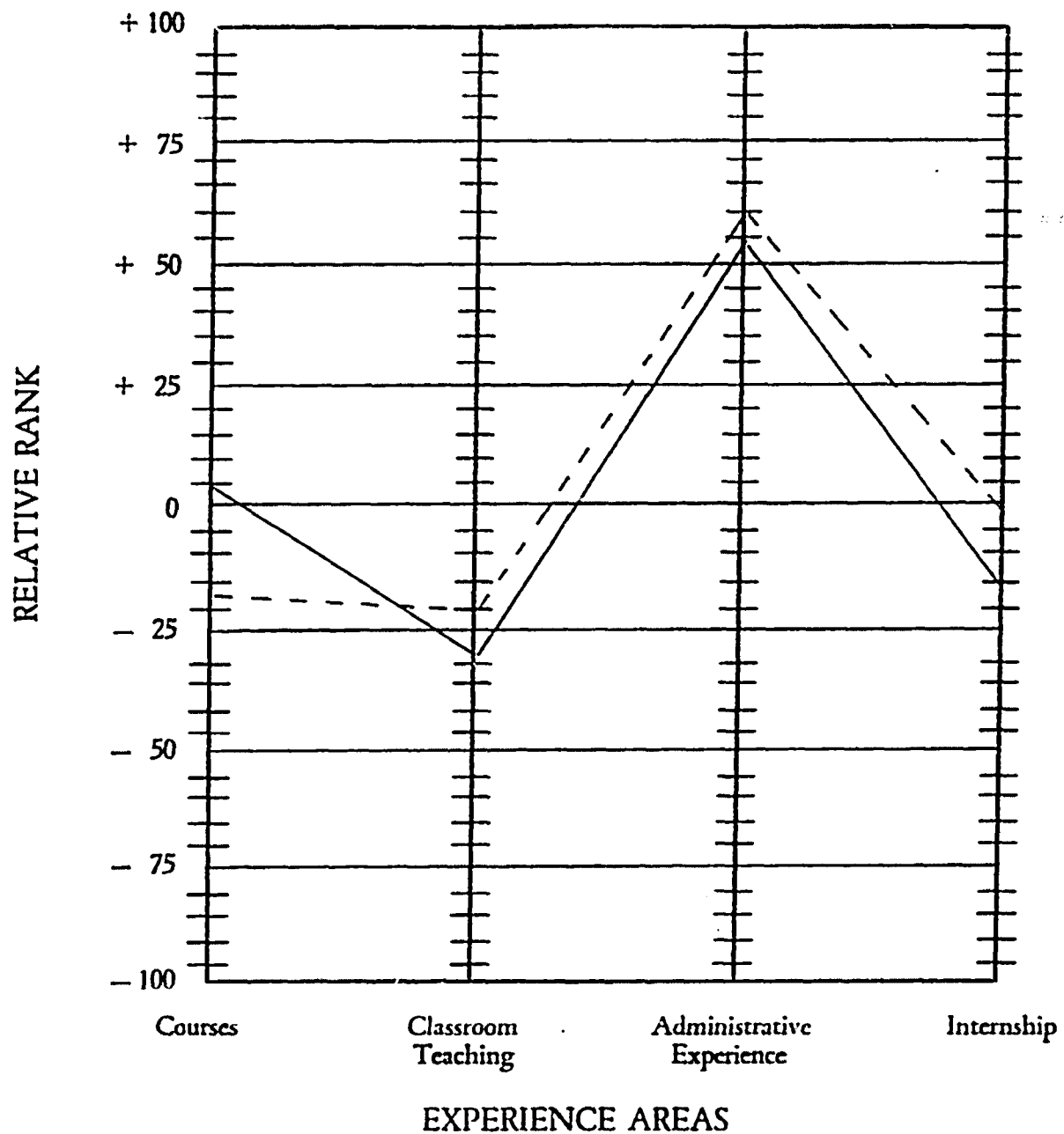
The competency PROVIDING FOR ADULT EDUCATION received an over-all rating of 5 but occurred on only one of the other lists of competencies. It was mentioned thirty-two times in the documentary frequency count. The relative ranks for this competency are found in Figure 3.

Both superintendents and professors rated previous administrative experience as the experience area for best learning this competency. Professors rated courses second whereas superintendents rated

FIGURE 2

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 16--PROVIDING INSTRUCC- TIONAL LEADERSHIP



* —Professors of Education

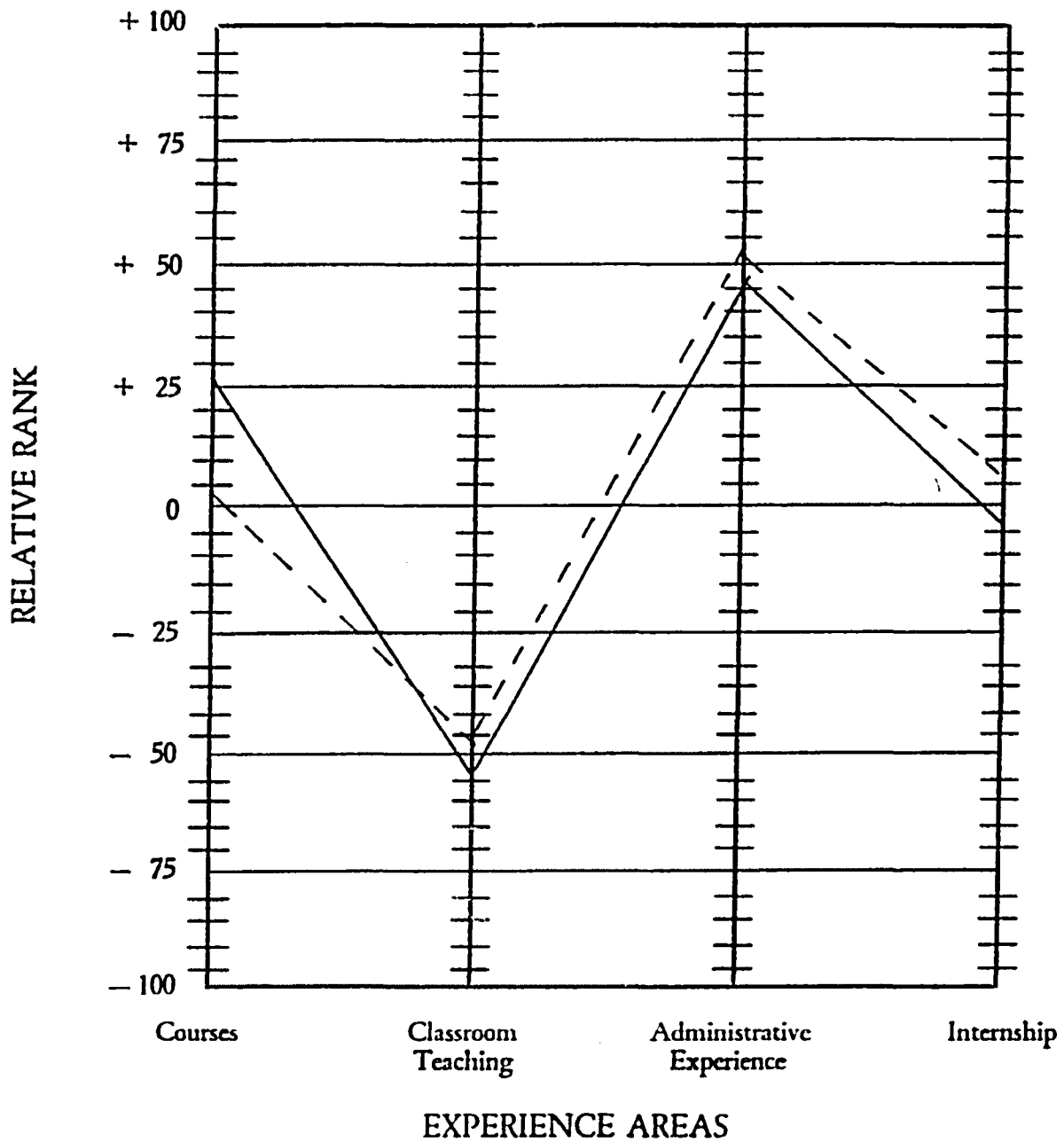
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 3

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 28--PROVIDING FOR ADULT
EDUCATION



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

internship slightly higher than they did courses. Both groups rated classroom teaching low.

Providing Educational Opportunities for all
Children Through the Curriculum

This competency was mentioned thirty-five times on the documentary frequency count, occurred on two of the other lists of competencies, and received an over-all rating of 4.

Professors rated courses, classroom teaching, and administrative experience slightly positive with respect to learning the competency PROVIDING EDUCATIONAL OPPORTUNITIES FOR ALL CHILDREN THROUGH THE CURRICULUM. However, both groups rated internships relatively very low. Superintendents, on the other hand, rated previous administrative experience relatively high. Figure 4 gives a summarization of these facts.

Employing Community Resources in the
Instructional Process

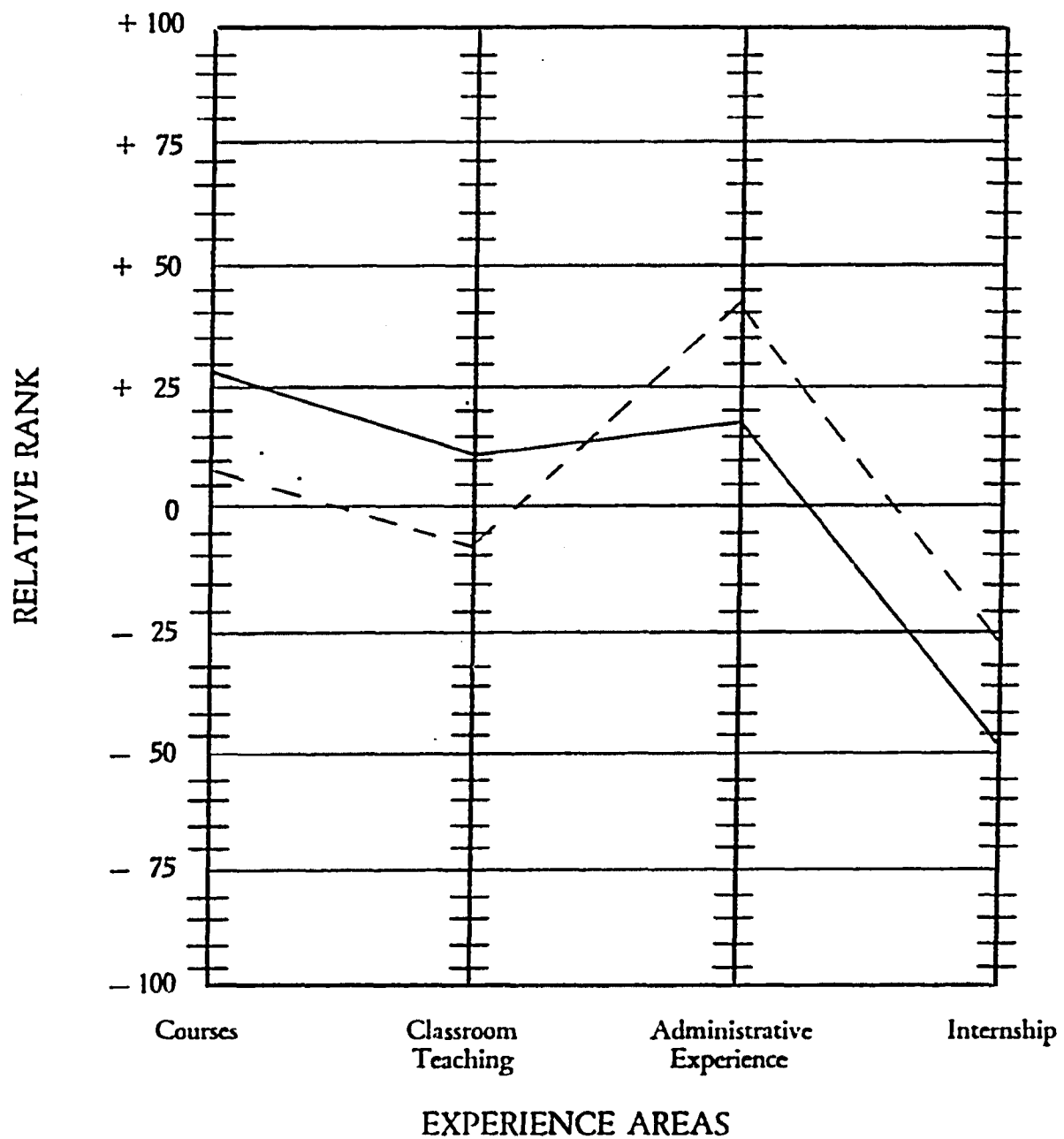
The competency EMPLOYING COMMUNITY RESOURCES IN THE INSTRUCTIONAL PROCESS was mentioned thirty-four times in the documentary frequency count, occurred on only one of the other lists of competencies, and received an over-all rating of 3.

From Figure 5 it is found that professors rated classroom teaching highest for best learning this competency. However, superintendents rated previous administrative experience slightly higher than classroom teaching for best learning this competency. Both groups rated internships low for learning this competency, and superintendents rated courses low for the experience area for best learning this competency.

FIGURE 4

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 35--PROVIDING EDUCA-
TIONAL OPPORTUNITIES FOR ALL
CHILDREN THROUGH THE
CURRICULUM



* —Professors of Education

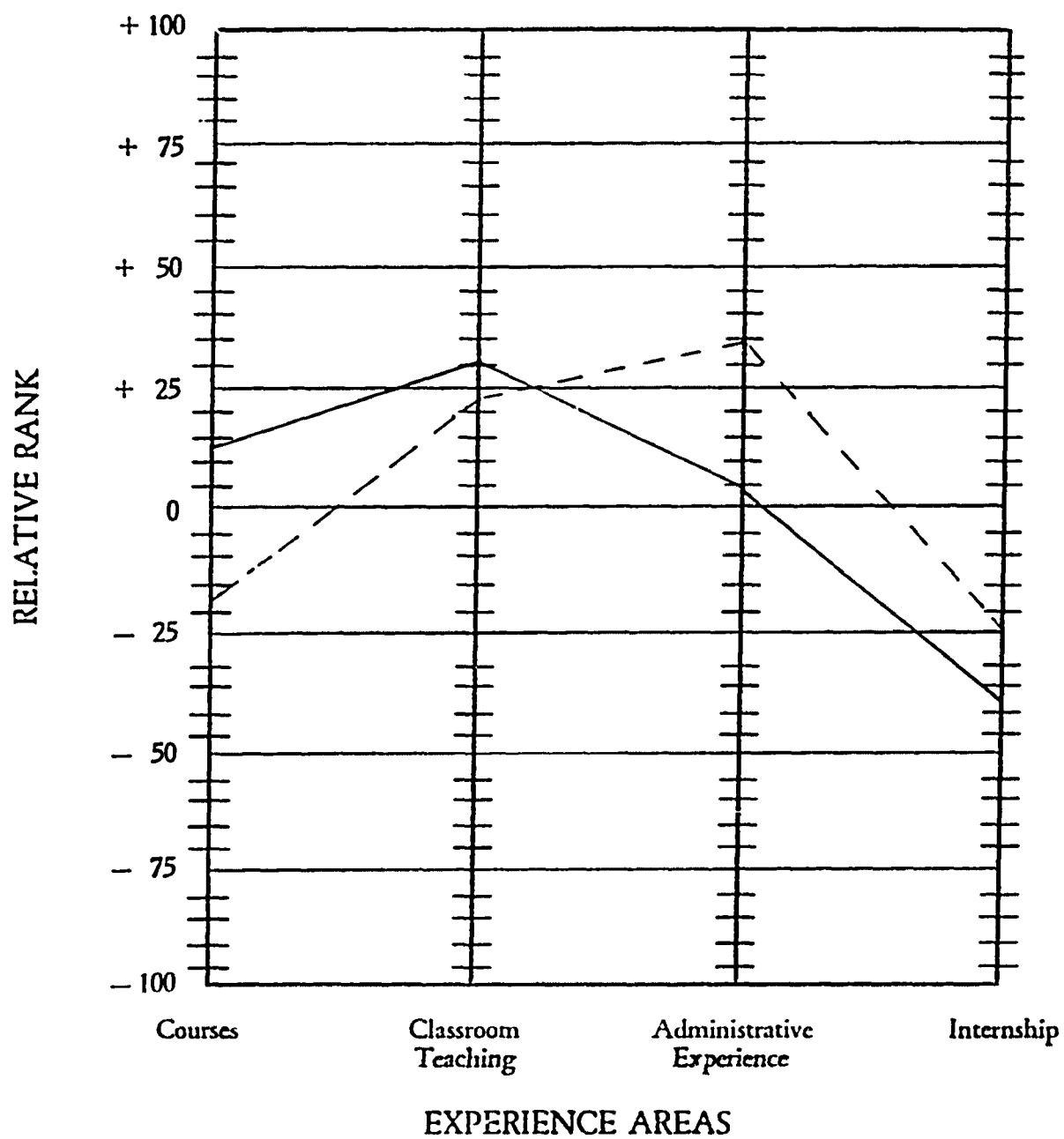
---Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 5

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 30--EMPLOYING COMMUNITY RESOURCES IN THE INSTRUCTIONAL PROCESS



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

Providing Guidance Services for all Children

This competency was mentioned twenty-one times in the documentary frequency count, occurred on one other list of competencies, and received an over-all rating of 3.

In Figure 6 it is found that courses were rated highest by professors of education and administrative experience was rated highest by superintendents of schools for best learning the competency PROVIDING GUIDANCE SERVICES FOR ALL CHILDREN. Again internships were rated relatively low by both groups.

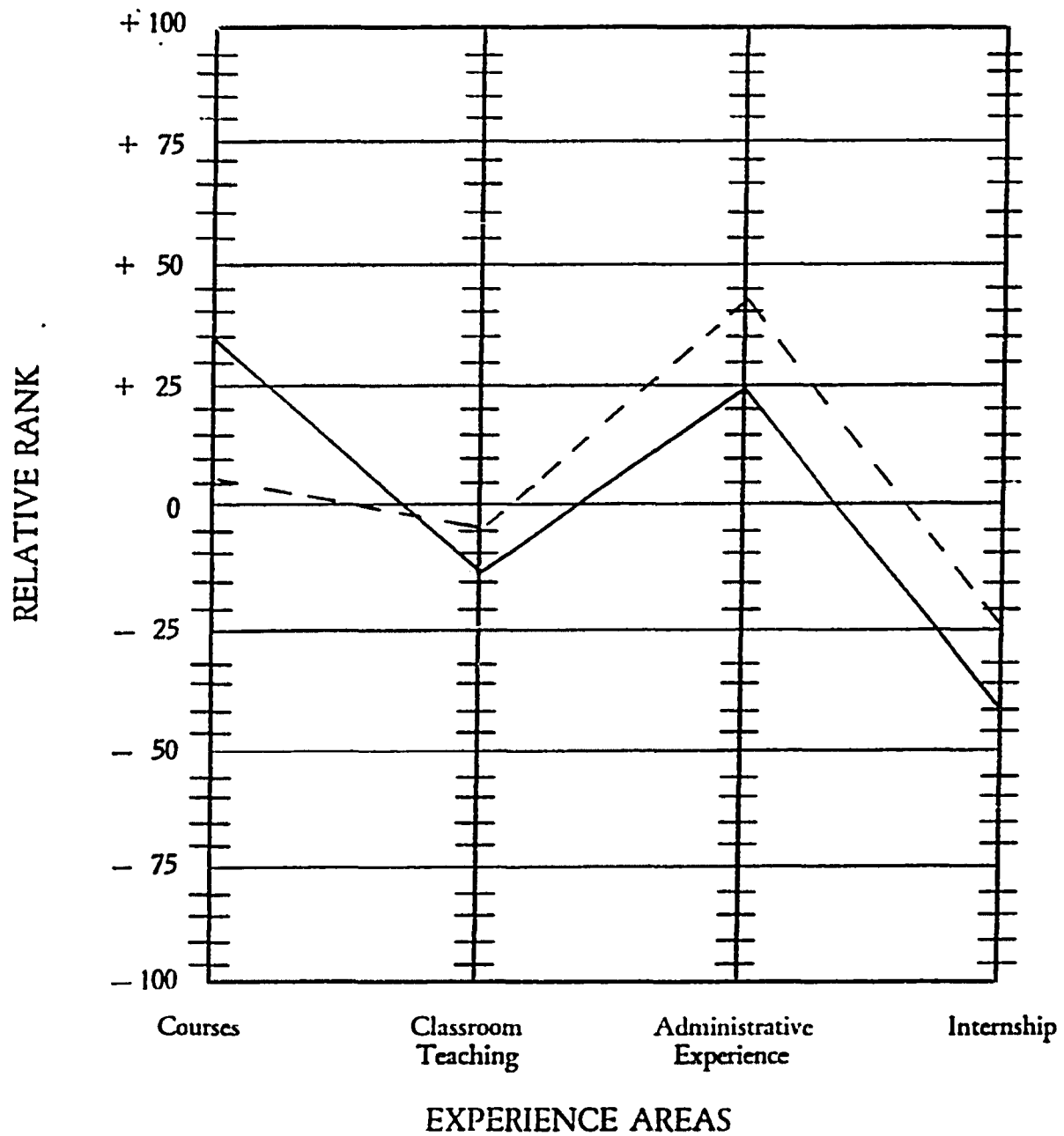
Summary

Internships received their lowest rating in the area of curriculum development. Superintendents gave internships four ratings of fourth, one rating of third, and one rating of second in the area of curriculum development. Professors gave internships two ratings of fourth and two ratings of second. As an over-all rating, professors rated administrative experience, courses, classroom teaching, and internships in the order one, two, three, and four. Superintendents agreed with the above ratings but their numerical ratings of courses was numerically less than that of professors. It was reported by the group surveyed that internships are relatively less valuable in curriculum matters than in any other general area of administrative preparation.

FIGURE 6

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 46--PROVIDING GUIDANCE
SERVICES FOR ALL CHILDREN



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

CHAPTER IV

COMPETENCIES IN BUSINESS MANAGEMENT

Introduction

Within the grouping of competencies in business management are the competencies dealing with public school finance, the school building program, maintenance and operation of the school plant, the insurance program, transportation, cafeteria management, and supplies, equipment, and property. Of the final list of fifty competencies, sixteen fell within this grouping:

Competency 10--Determining staff salaries;

Competency 17--Planning school buildings;

Competency 18--Preparing the budget for the school district;

Competency 22--Providing for the efficient operation and maintenance of plant facilities;

Competency 29--Providing a system of financial accounting;

Competency 31--Determining the educational requirements of new buildings;

Competency 36--Administering the budget of the school district;

Competency 38--Setting up businesslike procedures for supply and equipment procurement;

Competency 40--Assuring the greatest return for the supply and equipment dollar;

Competency 41--Measuring the financial ability to pay for education;

Competency 42--Storing and distributing supplies;

Competency 43--Determining the amount of insurance coverage;

Competency 44--Administering capital outlay and debt services;

Competency 47--Developing a comprehensive system of records for
business and office management and pupil accounting;

Competency 48--Analyzing the expenditures of the school district;

Competency 49--Determining and providing for school transportation
needs.

In examining the sixteen figures in the general grouping of business management, it is seen that professors of education rated courses as the experience area for best learning eight of the desired competencies. Since there were only sixteen competencies for which professors of education rated courses first, it was felt by professors that formal courses in education and related fields is a relatively good experience area for the learning of competencies in business management. However, it is also seen that college courses were not rated first by superintendents as the experience area best adapted to the learning of any of the sixteen competencies in the area of business management.

In examining further the ratings of professors of education and superintendents of school for the competencies in business management, it is noted that both groups rated classroom teaching last in all sixteen competencies with respect to the area for best learning the desired competencies.

In the experience area of internships there was a wider divergence of opinion relative to the experience area for best learning the competencies in business management. For the sixteen competencies, professors gave internships twelve ratings of third and four ratings of second while superintendents gave internships twelve ratings of second

and four ratings of third.

Professors of education gave mean ratings of 36.1, -64.9, 41.3, and 6.7, respectively, to courses, classroom teaching, previous administrative experience, and internships for the sixteen competencies in business management while superintendents of school gave mean ratings of 3.9, -54.7, 56.0, and 24.1, respectively. Thus, as a group of sixteen competencies, administrative experience previous to the superintendency ranked first for both professors and superintendents, and classroom teaching ranked last. For superintendents internship ranked second while for professors internship ranked third.

Determining Staff Salaries

The competency DETERMINING STAFF SALARIES was mentioned sixty-nine times in the documentary frequency count, appeared on three of the other lists of competencies, and received an over-all rating of 6.

DETERMINING STAFF SALARIES which was summarized in Figure 7 shows the widest divergence of opinion between superintendents and professors for any of the competencies considered in this study. Professors rated courses with a relative rank of 30.1 while superintendents rated courses with a -34.0. On the other hand, superintendents rated classroom teaching, previous administrative experience, and internships relatively higher than did professors.

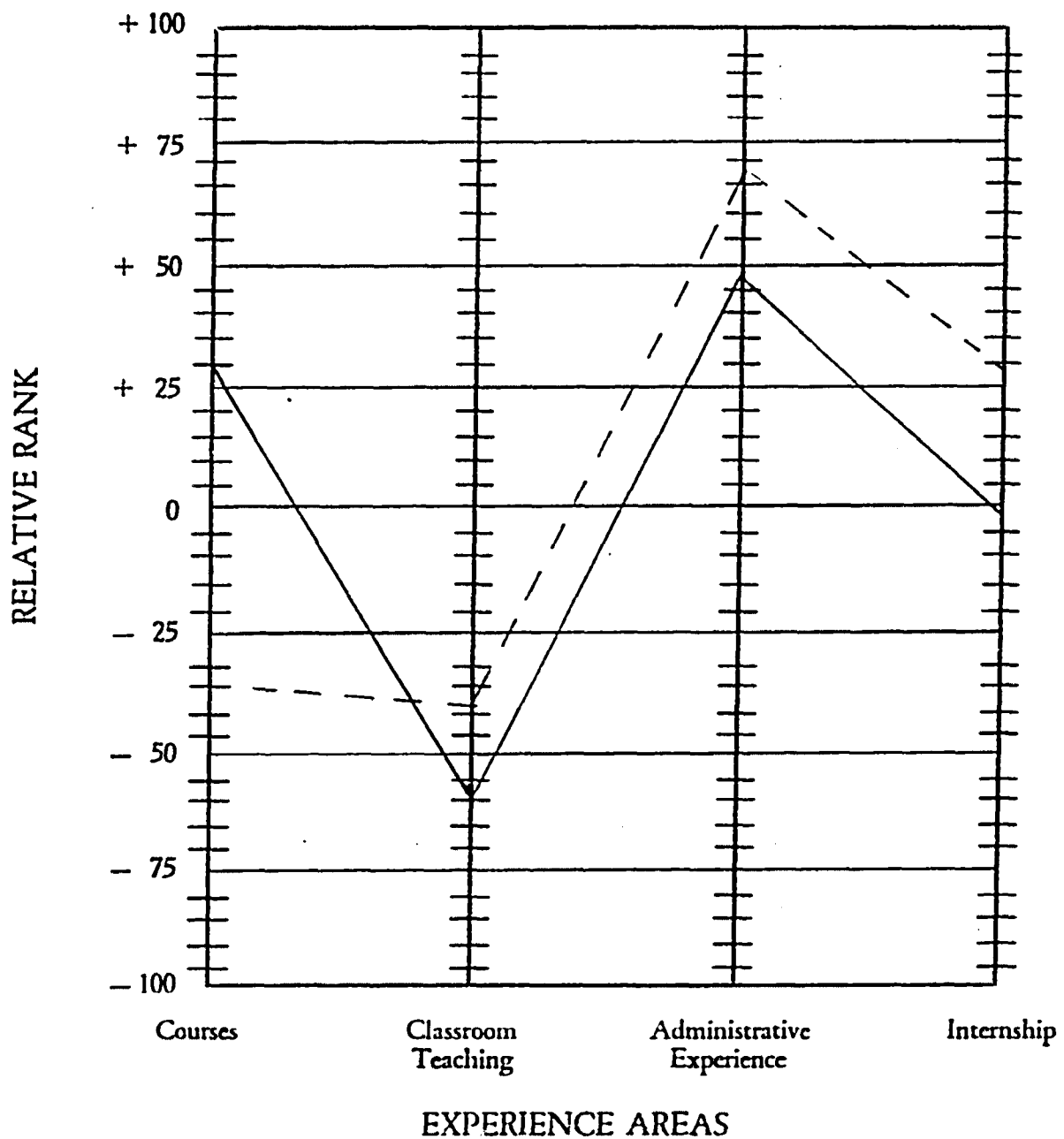
Planning School Buildings

The competency was mentioned fifty-two times in the documentary frequency count, occurred on two of the other lists of competencies, and received an over-all rating of 5.

FIGURE 7

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 10--DETERMINING STAFF
SALARIES



* —Professors of Education

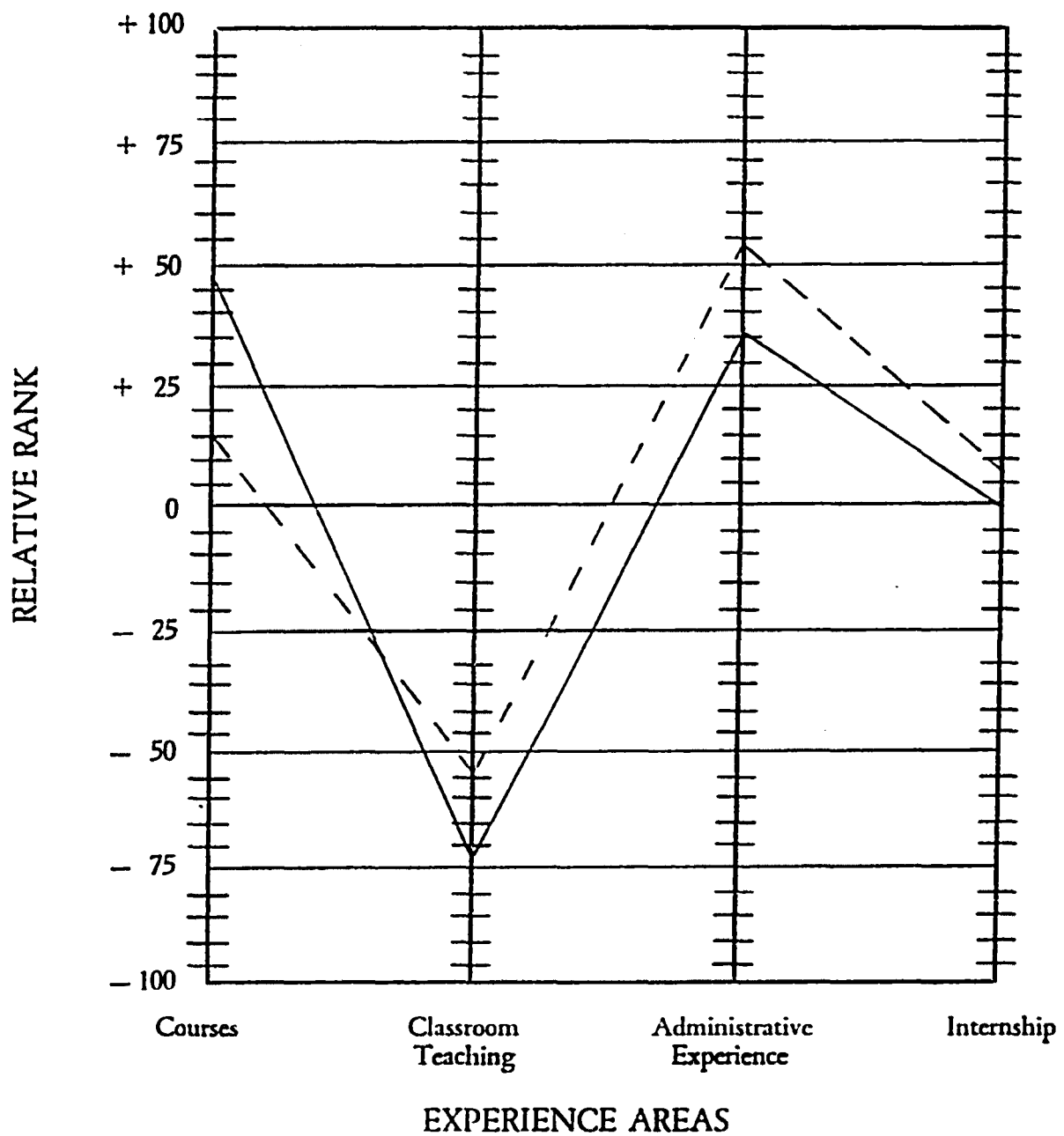
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 8

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 17--PLANNING SCHOOL
BUILDINGS



*—Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

From Figure 8 it is seen that professors gave courses the highest rating and superintendents gave it a relatively high rating for the competency PLANNING SCHOOL BUILDINGS. However, superintendents again reported that previous administrative experience is the area for best learning this competency.

Preparing the Budget for the School District

This competency was mentioned fifty-two times in the documentary frequency count, occurred on all four of the other lists of competencies, and received an over-all rating of 7.

The competency PREPARING THE BUDGET FOR THE SCHOOL DISTRICT is graphically presented in Figure 9. It was very noticeable that both professors and superintendents hold little regard for classroom teaching as an experience area where this competency can best be learned. Internships rated relatively high for both groups, but both groups gave the highest rating to previous administrative experience. Again professors reported that courses in education and related fields is a good experience area for learning this competency.

Providing for the Efficient Operation and Maintenance of Plant Facilities

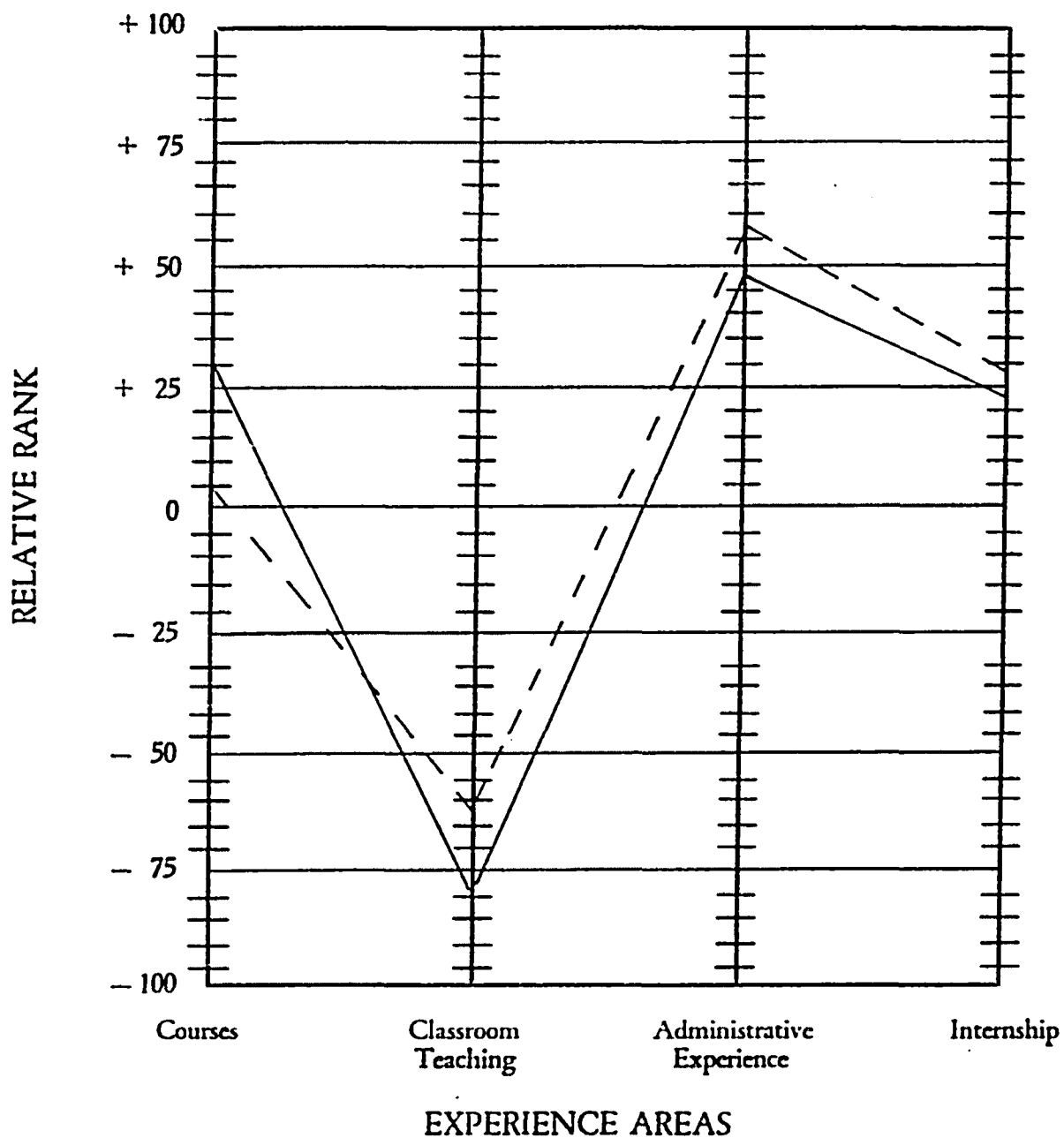
This competency was eliminated from the original list of 114 competencies when the list was reduced to fifty-six competencies. It occurred as one of the two competencies which were added to the list as a result of their having appeared on three of the four other lists of competencies used in the study.

The competency PROVIDING FOR THE EFFICIENT OPERATION AND MAINTENANCE OF PLANT FACILITIES as shown in Figure 10 closely resembles

FIGURE 9

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 18--PREPARING THE BUDGET
FOR THE SCHOOL DISTRICT



*—Professors of Education

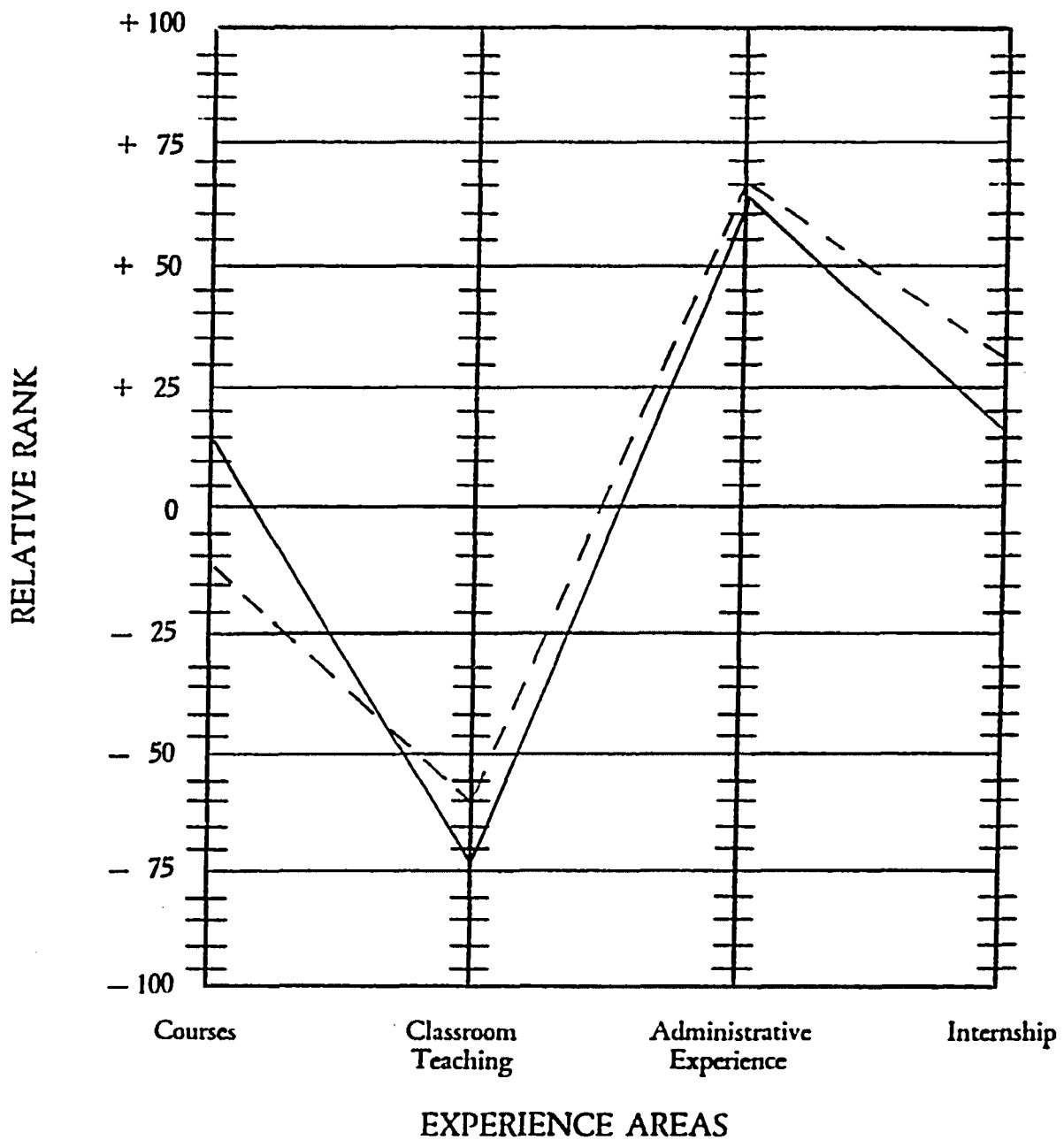
---Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 10

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 22--PROVIDING FOR THE
EFFICIENT OPERATION AND MAIN-
TENANCE OF PLANT FACILITIES



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

graphically the competency PREPARING THE BUDGET FOR THE SCHOOL DISTRICT. Classroom teaching received a very low rating from both groups and previous administrative experience received a very high rating. Internships also received a high rating from both groups.

Providing a System of Financial Accounting

This competency occurred thirty-one times in the documentary frequency count, occurred on three of the other four lists of competencies, and received an over-all rating of 5.

The competency PROVIDING A SYSTEM OF FINANCIAL ACCOUNTING is graphically represented in Figure 11. This graph shows that both superintendents and professors rated courses very high as the experience area for best learning this competency. However, for superintendents, the rating for previous administrative experience was slightly higher. This was one of the sixteen competencies for which professors rated courses highest. Classroom teaching again ranked very low and internships ranked third for both professors and superintendents.

Determining the Educational Requirements of New Buildings

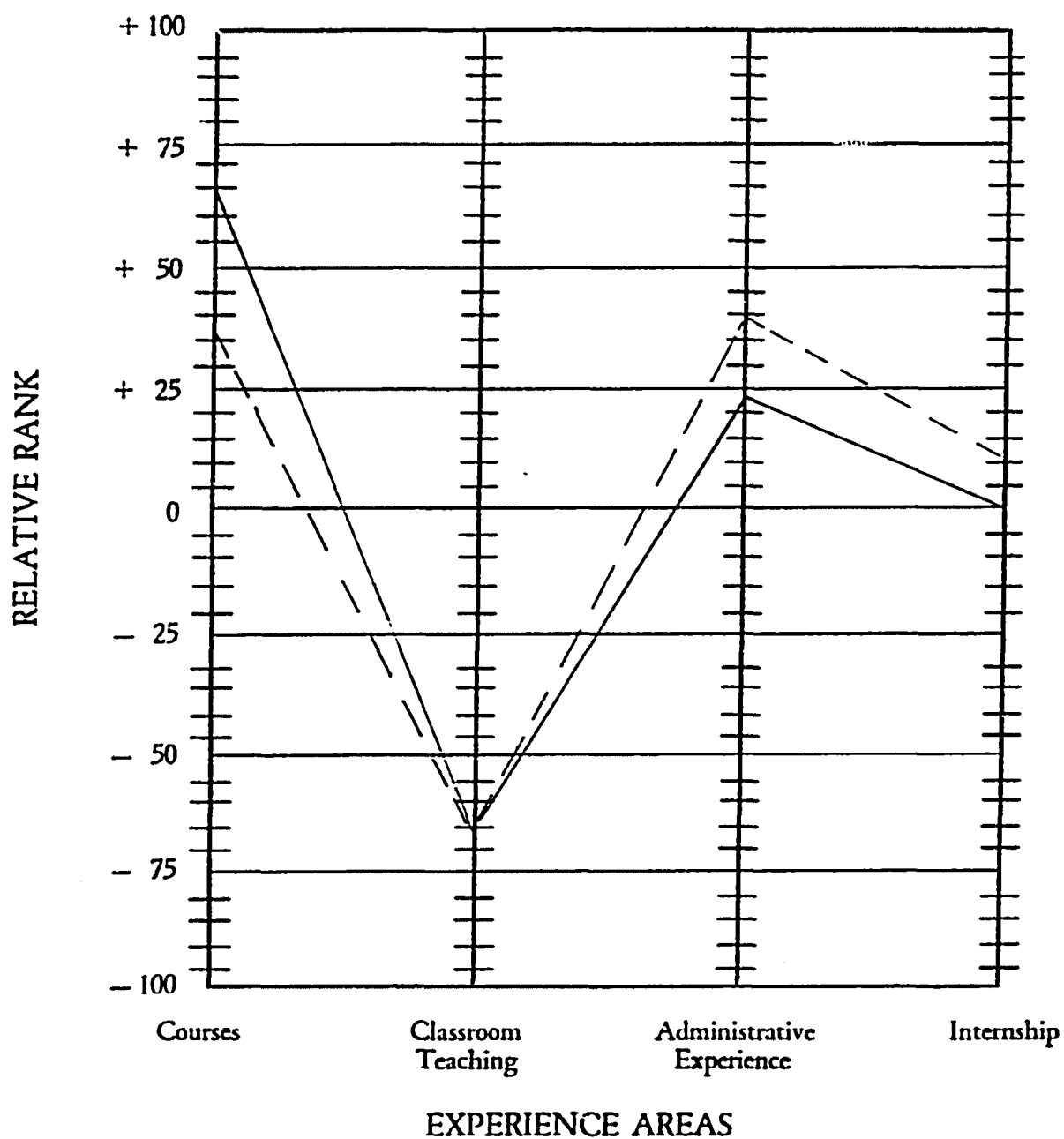
The competency DETERMINING THE EDUCATIONAL REQUIREMENTS OF NEW BUILDINGS occurred thirty times in the documentary frequency count, occurred on only one of the other lists of competencies, and received an over-all rating of 3 which was the minimum rating for which competencies were retained for further study.

From Figure 12 it is seen that superintendents rated previous administrative experience highest, classroom teaching lowest, internships third, and courses second. However, professors rated courses

FIGURE 11

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 29--PROVIDING A SYSTEM
OF FINANCIAL ACCOUNTING



*—Professors of Education

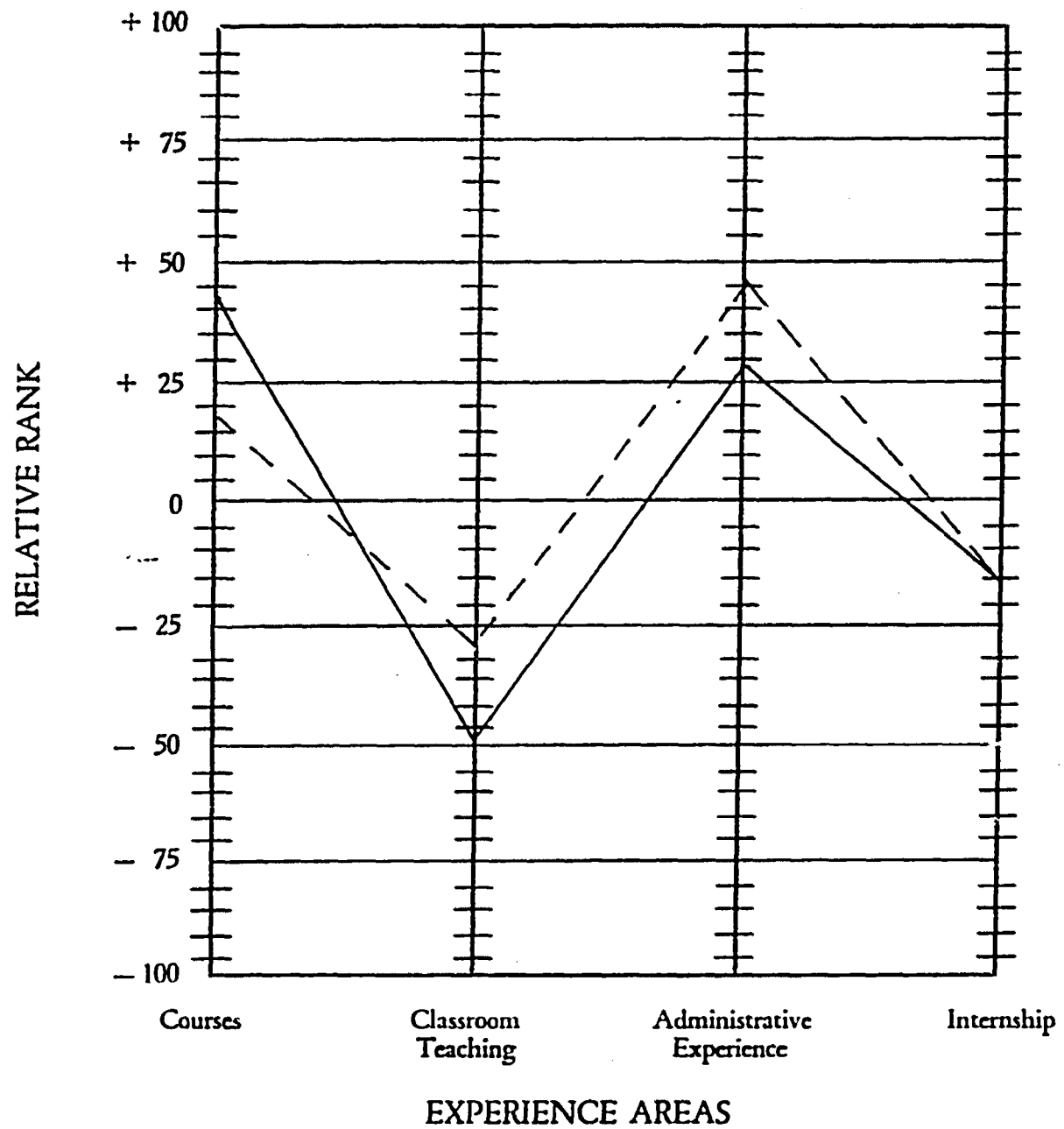
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 12

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 31--DETERMINING THE EDUCATIONAL REQUIREMENTS OF NEW BUILDINGS



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

highest, classroom teaching lowest, previous administrative experience second, and internship third.

Administering the Budget of the School District

This competency occurred twenty-three times in the documentary count, occurred on one of the other lists of competencies, and received an over-all rating of 3.

The competency ADMINISTERING THE BUDGET OF THE SCHOOL DISTRICT is graphically presented in Figure 13. The common pattern was seen with respect to this competency. For both groups administrative experience ranked first, internships second, courses third, and classroom teaching fourth.

Setting up Businesslike Procedures for Supply and Equipment Procurement

This competency occurred twenty times in the documentary frequency count, occurred on three of the other lists of competencies, and received an over-all rating of 6.

The competency SETTING UP BUSINESSLIKE PROCEDURES FOR SUPPLY AND EQUIPMENT PROCUREMENT is shown graphically in Figure 14. Again previous administrative experience rated highest for both professors and superintendents and classroom teaching rated lowest. Internships were rated second by superintendents but were rated third by professors.

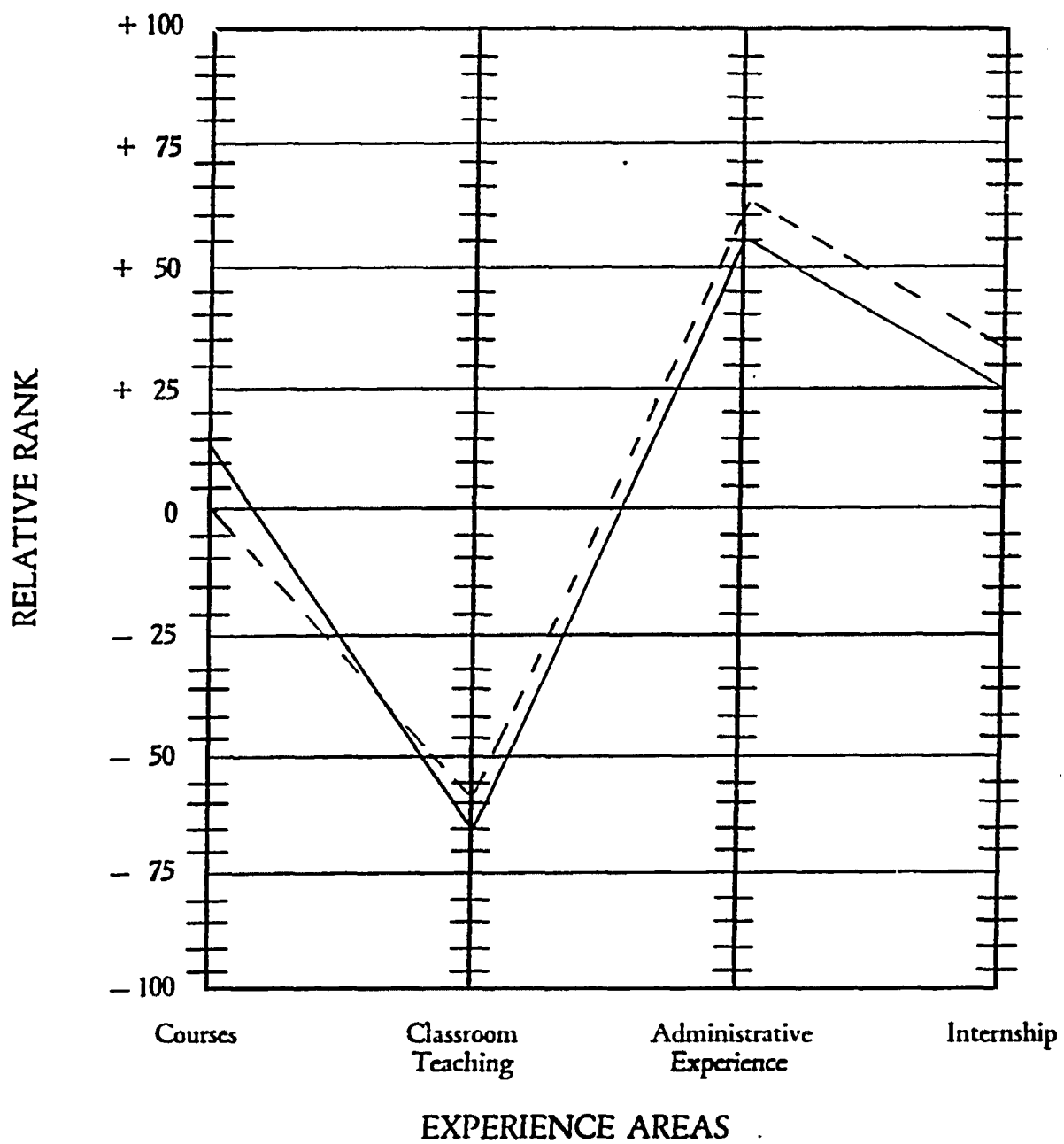
Assuring the Greatest Educational Return for the Supply and Equipment Dollar

This competency occurred twenty-two times in the documentary frequency count, occurred on one of the other lists of competencies, and received an over-all rating of 3.

FIGURE 13

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 36--ADMINISTERING THE
BUDGET OF THE SCHOOL DISTRICT



* —Professors of Education

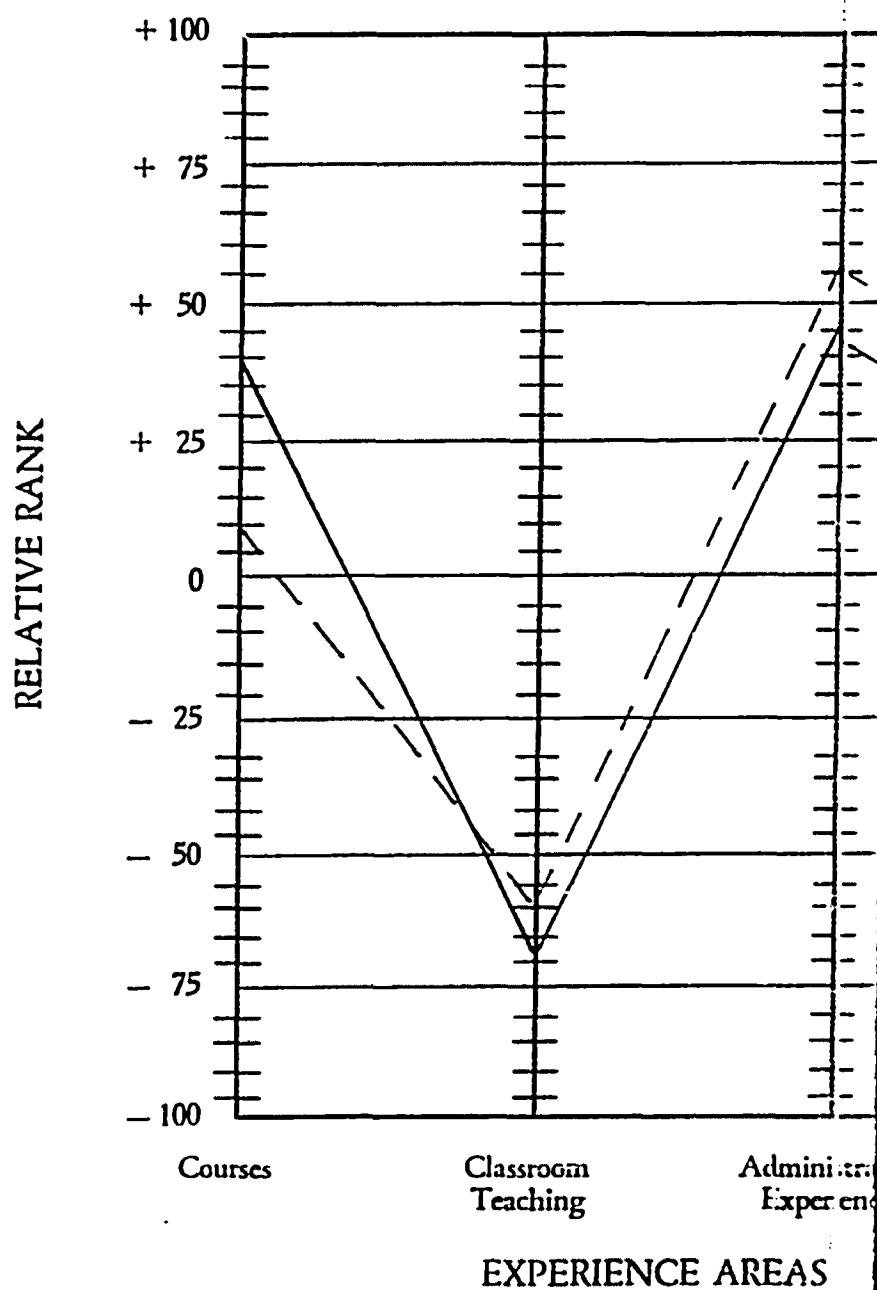
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 14

RELATIVE RANK OF EXPERIENCE AND COMPETENCIES ARE LEARNED

COMPETENCY 38--SETTING UP BUDGET
LIKE PROCEDURES FOR SUPPLY
EQUIPMENT PROCUREMENT



* —Professors of Education

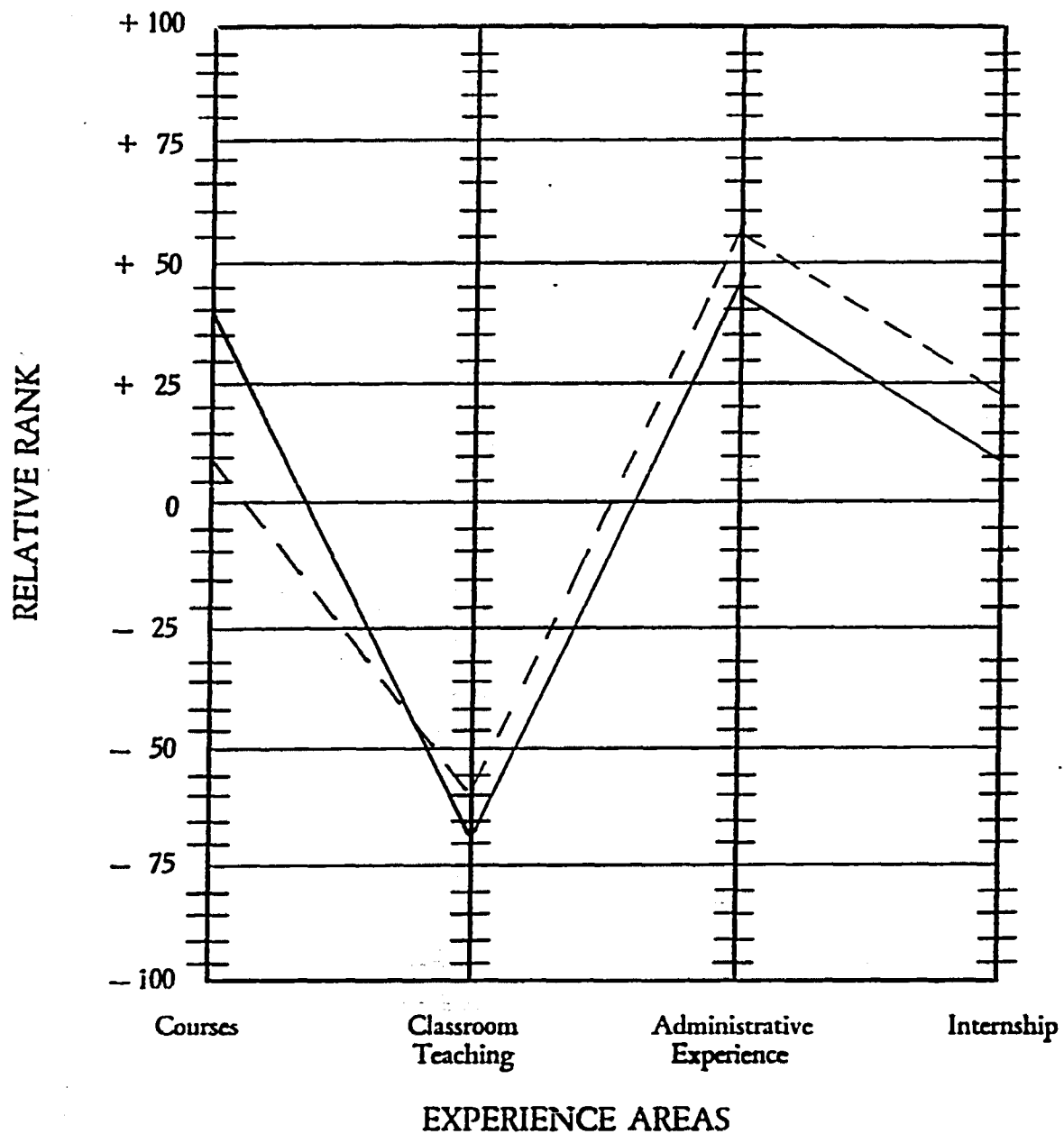
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 14

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 38--SETTING UP BUSINESS- LIKE PROCEDURES FOR SUPPLY AND EQUIPMENT PROCUREMENT



*—Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

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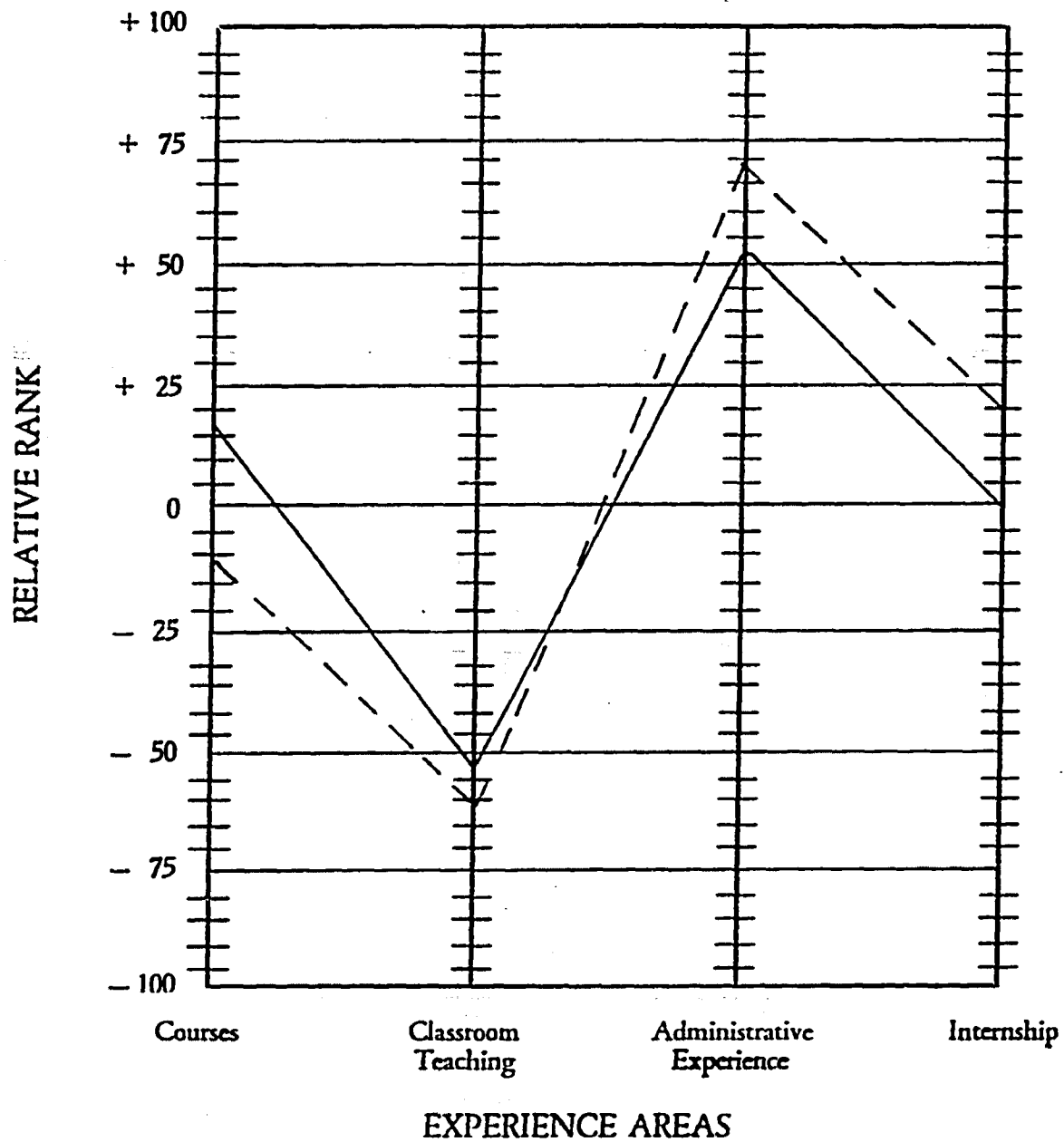
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OKLAHOMA.

UNIVERSITY MICROFILMS, INC.

FIGURE 15

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 40--ASSURING THE GREATEST
EDUCATIONAL RETURN FOR THE
SUPPLY AND EQUIPMENT DOLLAR



*—Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

For the competency ASSURING THE GREATEST EDUCATIONAL RETURN FOR THE SUPPLY AND EQUIPMENT DOLLAR, presented graphically in Figure 15, professors rated previous administrative experience, courses, internship, and classroom teaching in the order first, second, third, and fourth. Superintendents rated previous administrative experience, internship, courses, and classroom teaching in the order first, second, third, and fourth.

Measuring the Financial Ability to Pay for Education

This competency occurred twenty times in the documentary frequency count, occurred on two of the other lists of competencies, and had an over-all rating of 3.

The graph for Competency 41, MEASURING THE FINANCIAL ABILITY TO PAY FOR EDUCATION, contains some interesting data. It is noted that professors rated courses much higher than did superintendents while superintendents rated both administrative experience and internships much higher than did professors. Both groups again rated classroom teaching very low as the experience area for best learning this competency. This competency is presented graphically in Figure 16.

Storing and Distributing Supplies

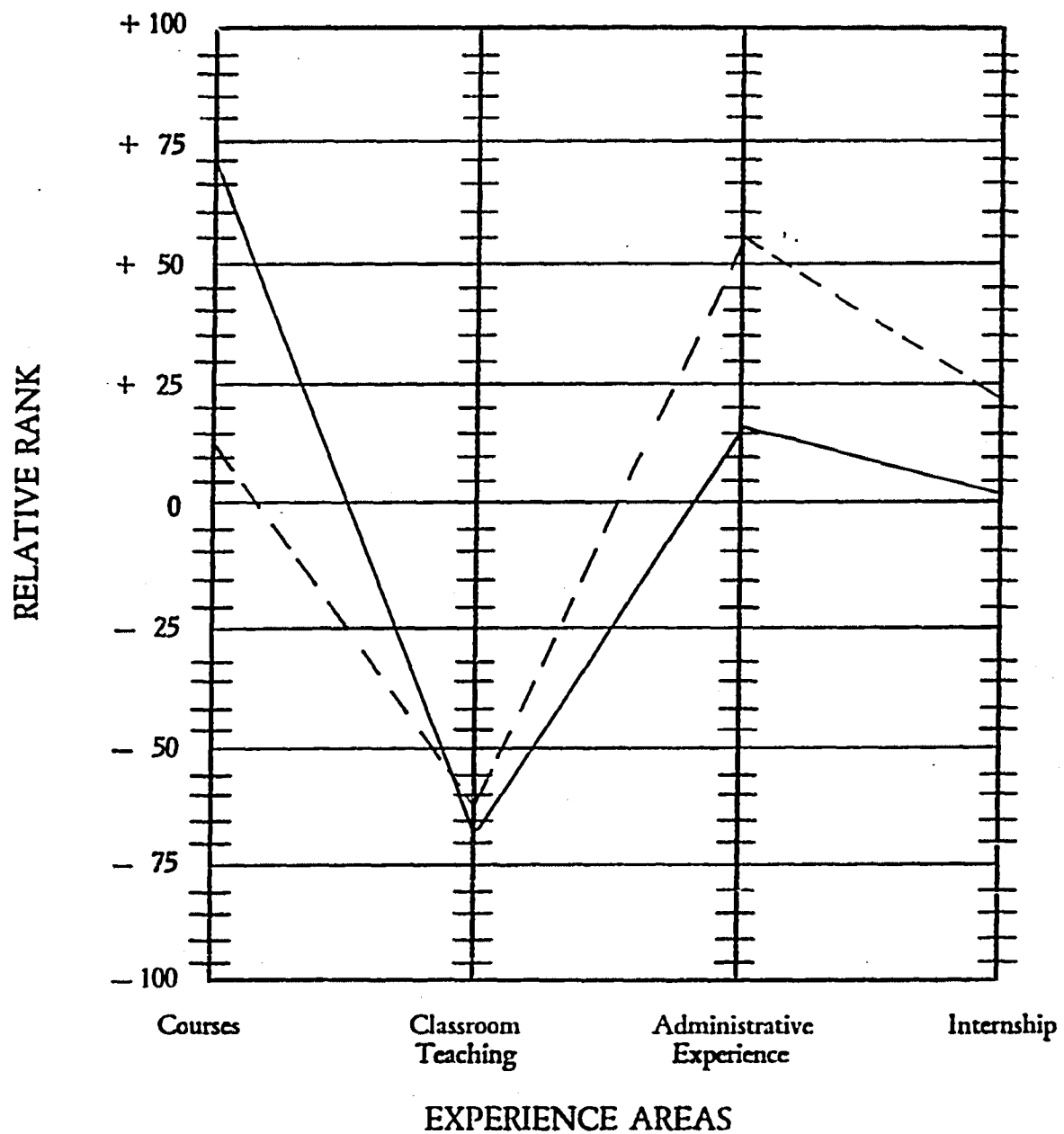
The competency was mentioned sixteen times in the documentary frequency count, occurred on three of the other lists of competencies, and received an over-all rating of 4.

The competency STORING AND DISTRIBUTING SUPPLIES is represented graphically in Figure 17. The order of rank from highest to lowest for both groups was previous administrative experience, internships, courses,

FIGURE 16

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 41--MEASURING THE
FINANCIAL ABILITY TO PAY
FOR EDUCATION



* —Professors of Education

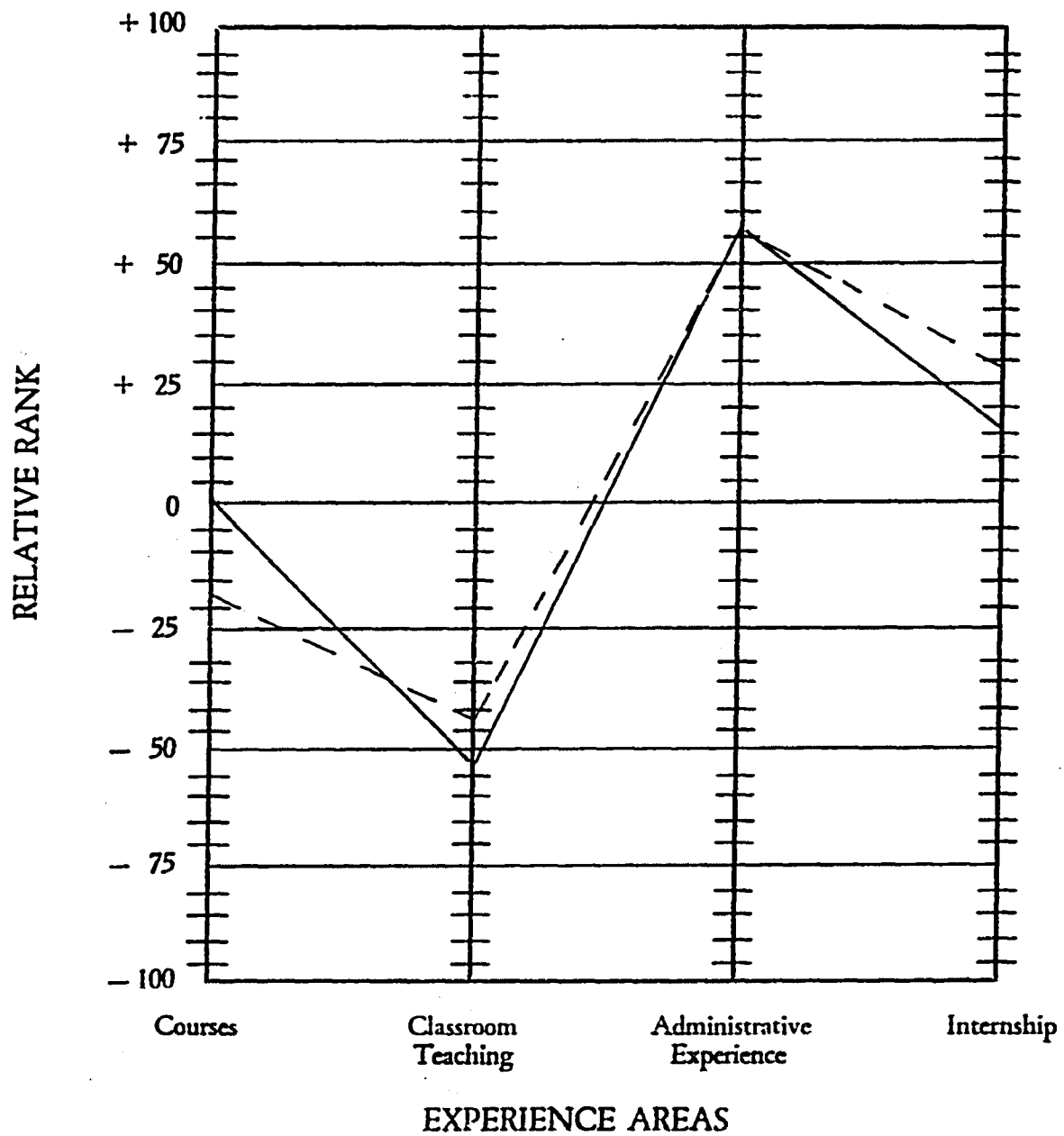
---Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 17

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 42--STORING AND
DISTRIBUTING SUPPLIES



*—Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

and classroom teaching.

Determining the Amount of Insurance Coverage

This competency occurred sixteen times in the documentary frequency count, occurred on three of the other lists of competencies, and received an over-all rating of 5.

The competency DETERMINING THE AMOUNT OF INSURANCE COVERAGE is graphically represented in Figure 18. Professors rated courses highest while superintendents rated previous administrative experience highest. Professors rated previous administrative experience second while superintendents rated internships second. Again both groups rated classroom teaching lowest.

Administering Capital Outlay and Debt Services

ADMINISTERING CAPITAL OUTLAY AND DEBT SERVICES occurred fifteen times in the documentary frequency count, occurred on two of the other lists of competencies, and received an over-all rating of 3.

From Figure 19 it is seen that the pattern of the line graph for superintendents being lowest for courses and then highest for the other three experience areas occurred again.

Developing a Comprehensive System of Records for Business and Office Management and Pupil Accounting

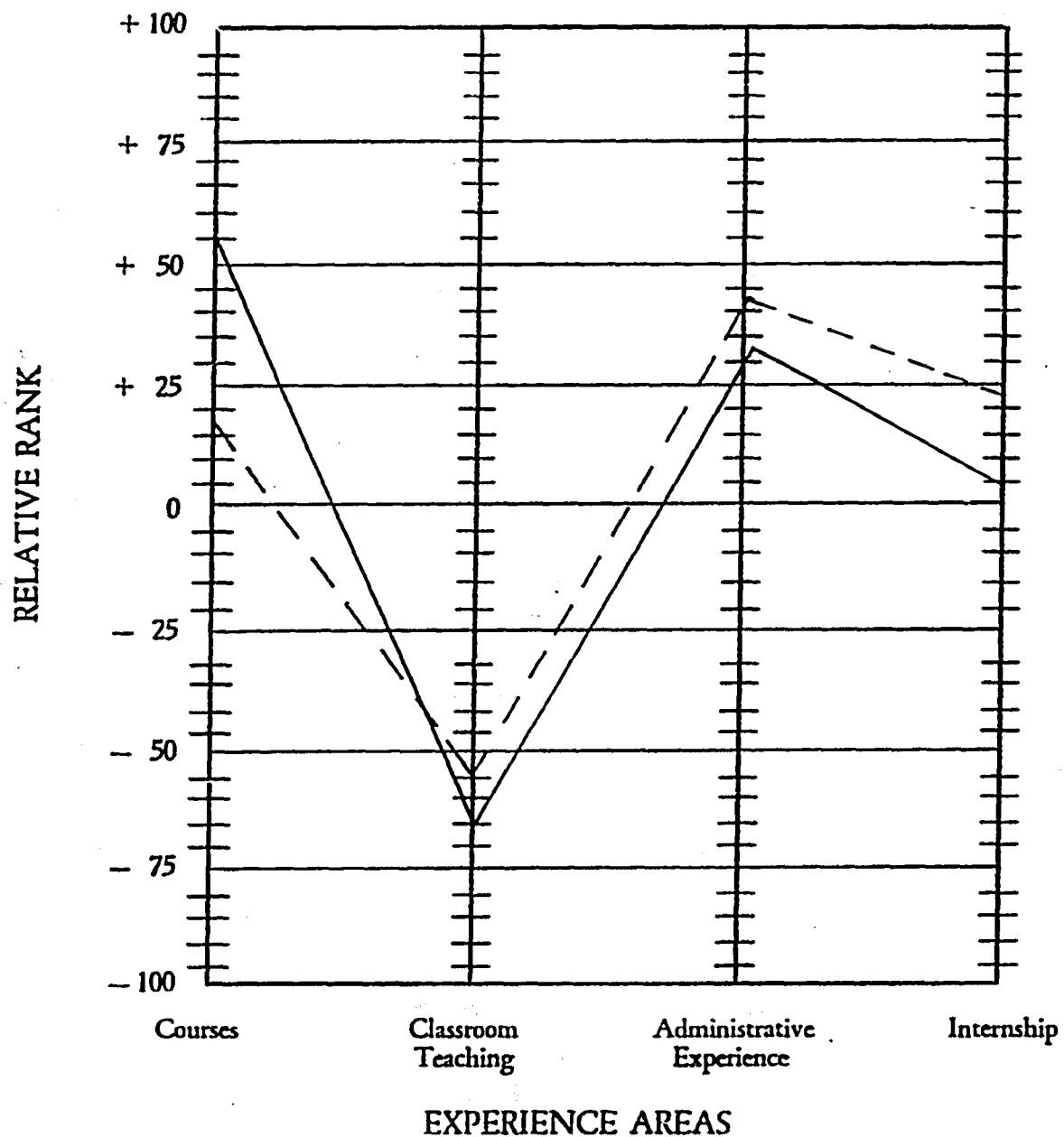
The competency DEVELOPING A COMPREHENSIVE SYSTEM OF RECORDS FOR BUSINESS AND OFFICE MANAGEMENT AND PUPIL ACCOUNTING occurred eleven times in the documentary frequency count, occurred on one of the other lists of competencies, and received an over-all rating of 3.

From Figure 20 it is seen that professors rated courses highest

FIGURE 18

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 43--DETERMINING THE
AMOUNT OF INSURANCE COVERAGE



*—Professors of Education

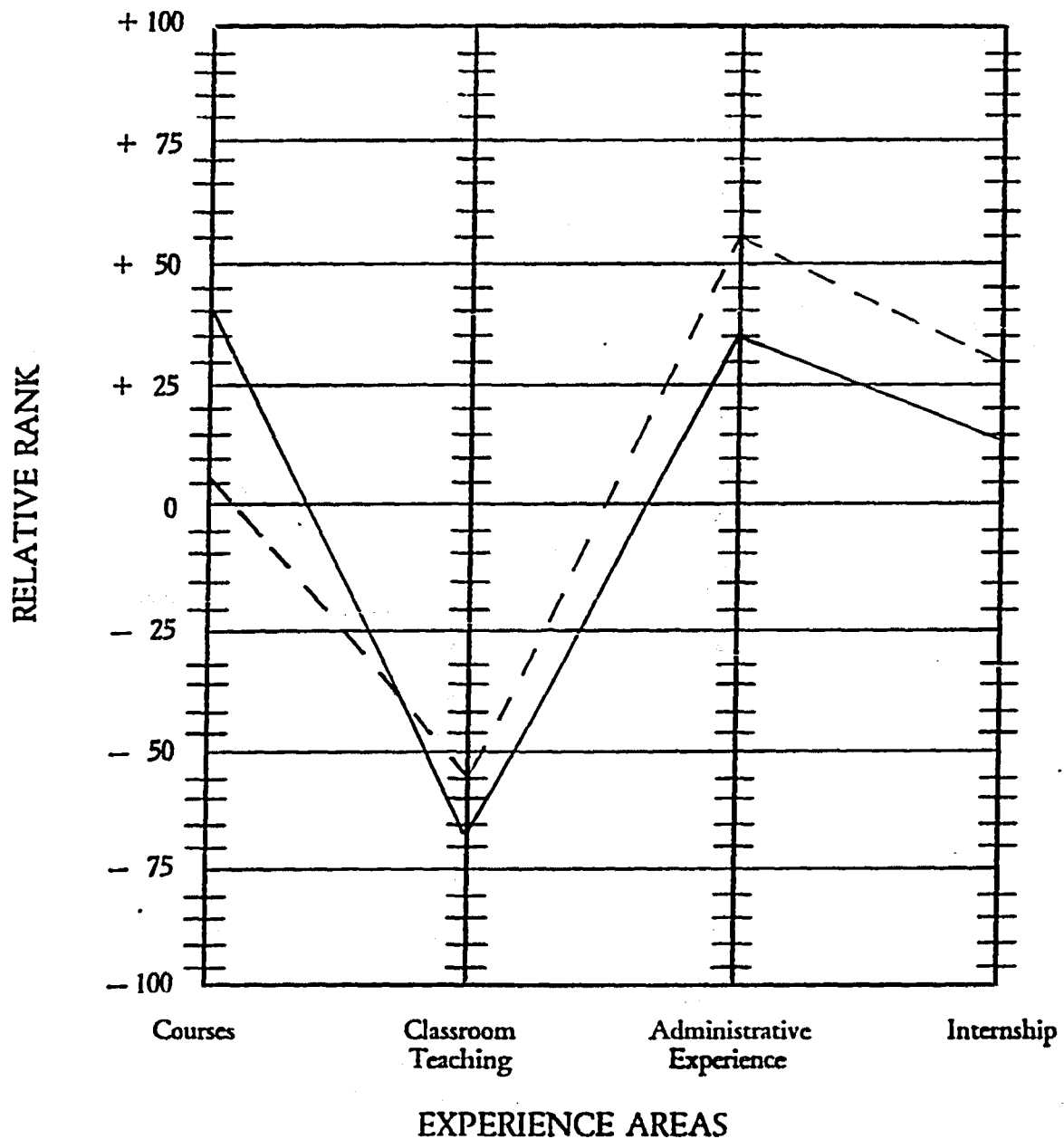
---Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 19

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 44--ADMINISTERING CAPITAL
OUTLAY AND DEBT SERVICES



*—Professors of Education

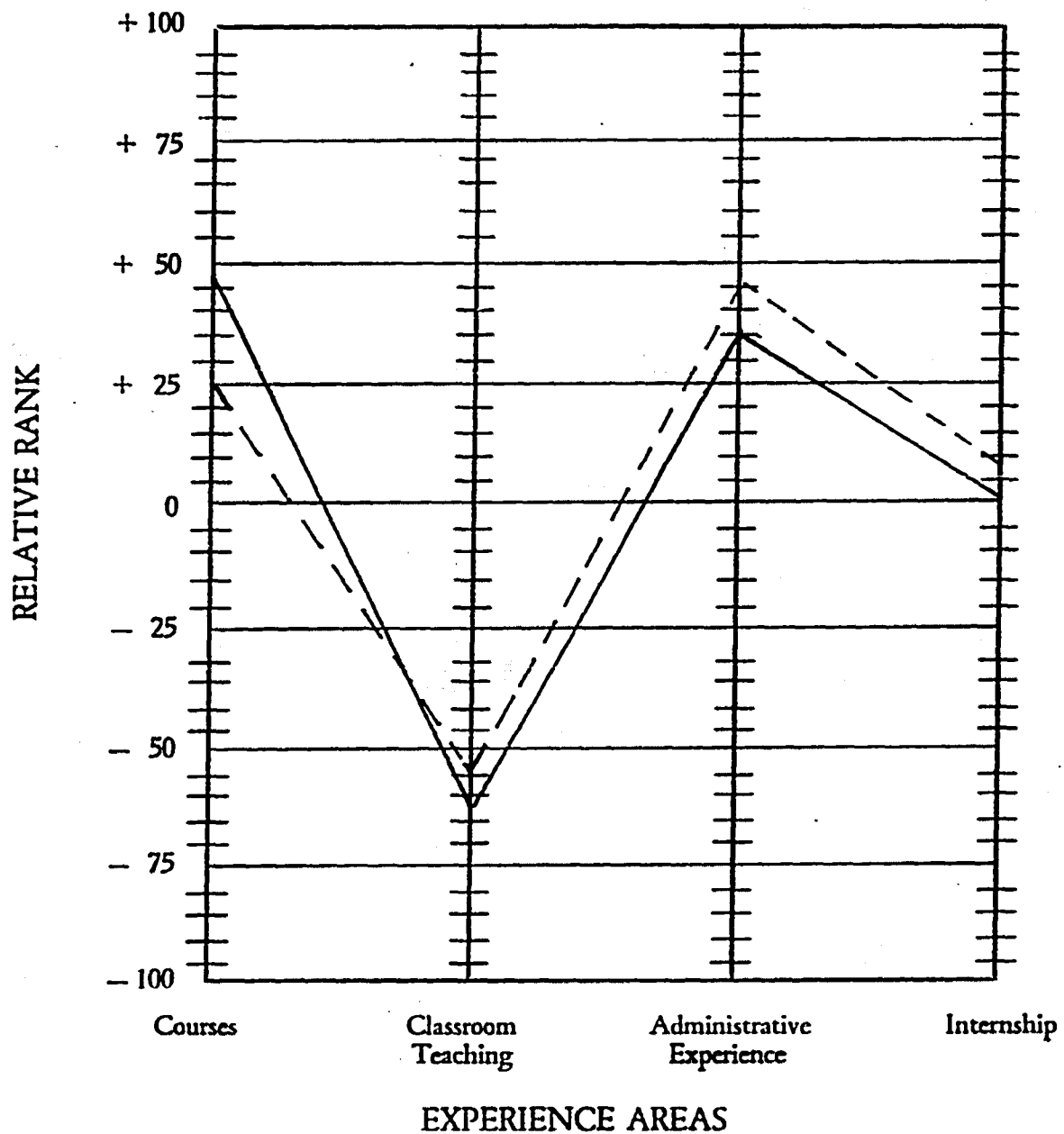
---Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 20

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 47--DEVELOPING A COMPREHENSIVE
SYSTEM OF RECORDS FOR BUSINESS
AND OFFICE MANAGEMENT AND
PUPIL ACCOUNTING



*—Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

for best learning this competency and previous administrative experience second. Superintendents reversed this order and rated previous administrative experience first and courses second.

Analyzing the Expenditures of the School District

The competency was mentioned eleven times in the documentary frequency count, occurred on two of the lists of competencies, and received an over-all rating of 3.

ANALYZING THE EXPENDITURES OF THE SCHOOL DISTRICT is represented graphically in Figure 21. The usual pattern is found in this graph with professors rating courses highest and superintendents rating previous administrative experience highest. Internships were rated second by superintendents and third by professors.

Determining and Providing for School Transportation Needs

This competency was mentioned eleven times in the documentary frequency count, occurred on two of the other lists of competencies, and received an over-all rating of 3.

The competency DETERMINING AND PROVIDING FOR SCHOOL TRANSPORTATION NEEDS is found represented graphically in Figure 22. Professors rated classroom teaching, previous administrative experience, and internship lower than did superintendents but rated courses several points higher than did superintendents. Both groups rated classroom teaching very low and previous administrative experience very high.

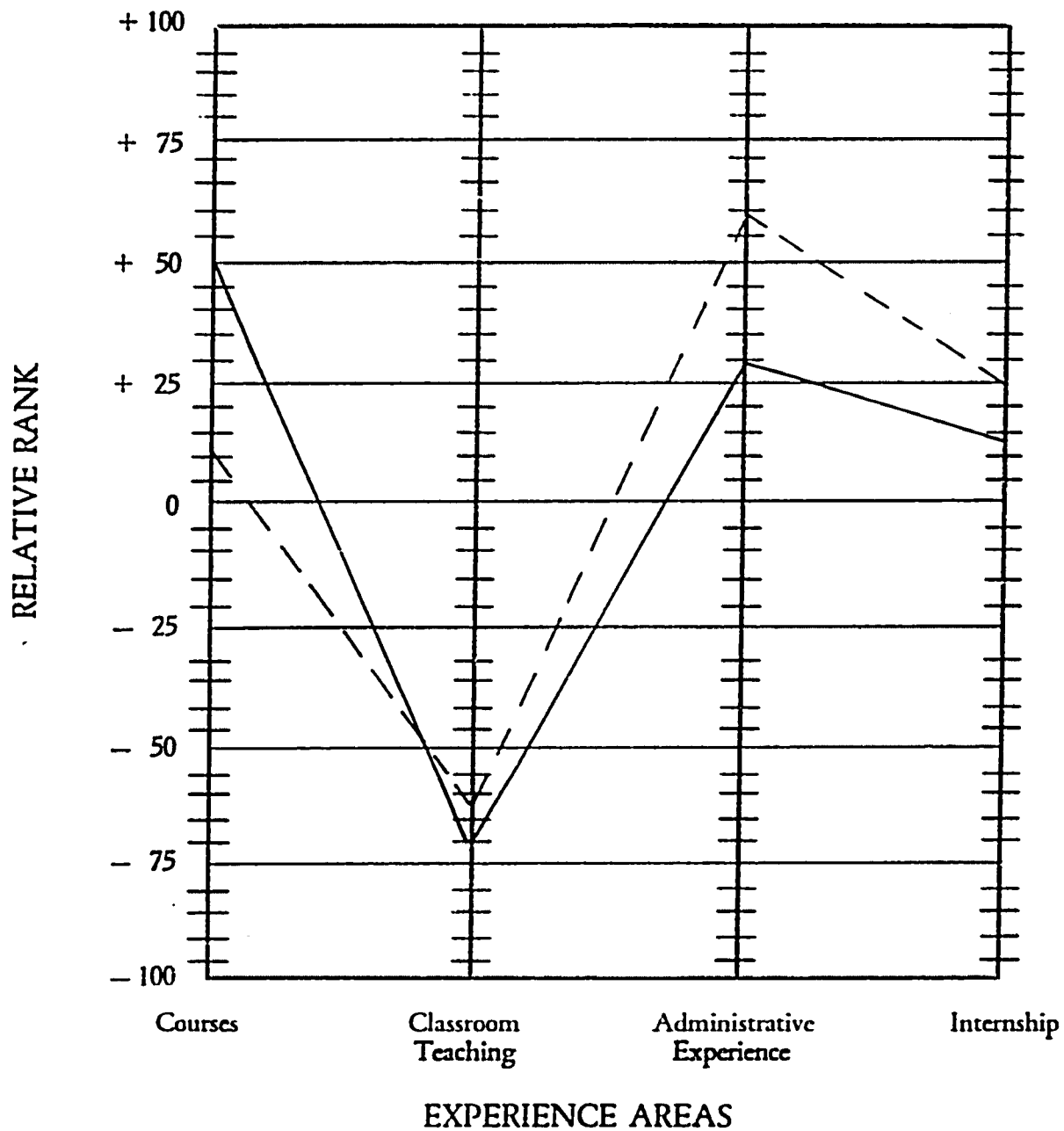
Summary

In summarizing for the general area of business management it

FIGURE 21

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 48--ANALYZING THE EXPENDI- TURES OF THE SCHOOL DISTRICT



* —Professors of Education

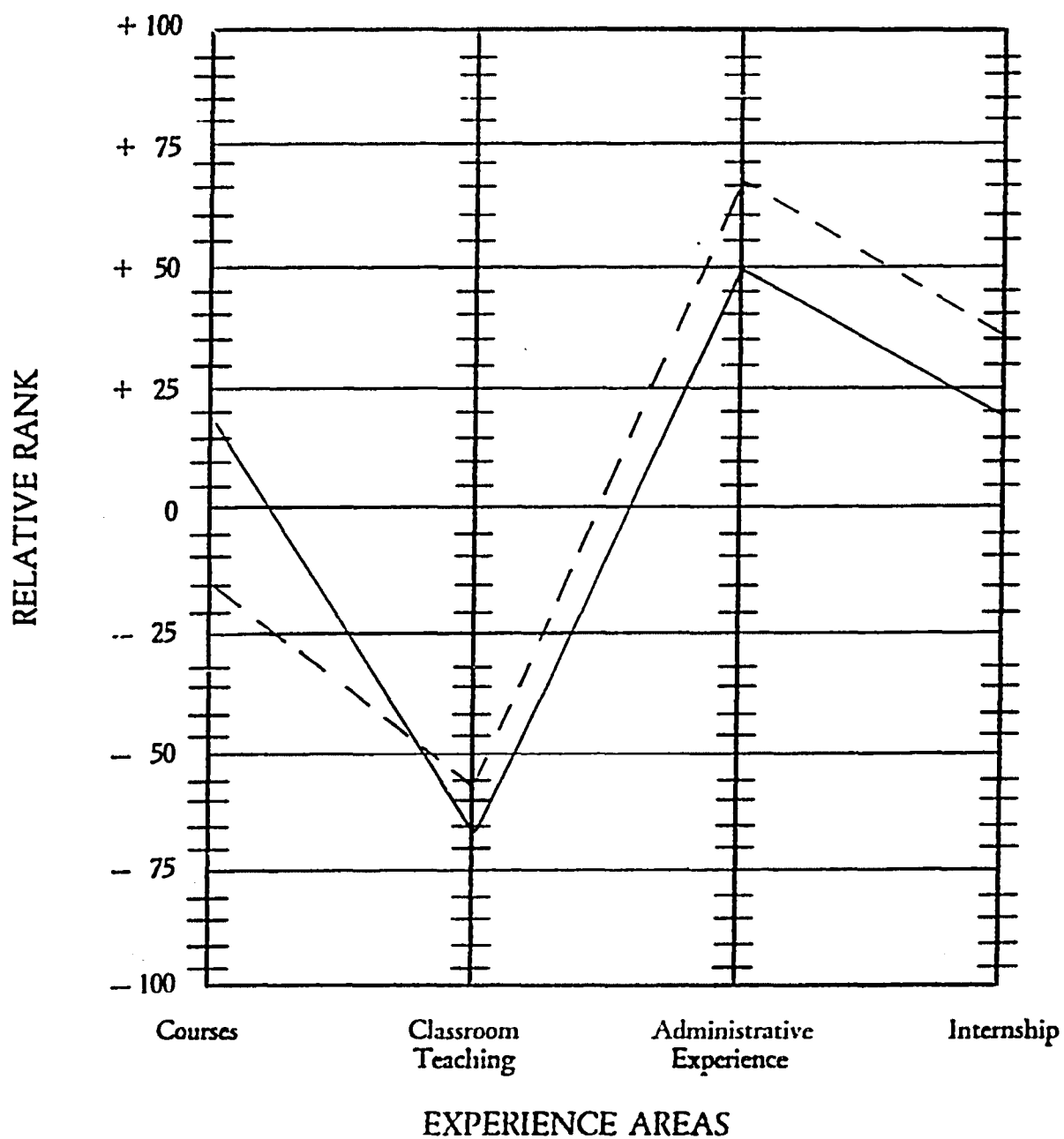
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 22

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 49--DETERMINING AND PROVIDING FOR SCHOOL TRANSPORTATION NEEDS



*—Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

is seen that both superintendents and professors rated administrative experience first and classroom teaching fourth. Professors rated courses second while superintendents rated internships second. If the two groups were to be considered as one group, courses would have been rated second and internships third. It was interesting to note that on so many of the graphs of this chapter that the line graph representing superintendents was lower than the one for professors for courses but that it was slightly higher for the other three experience areas.

CHAPTER V

COMPETENCIES IN PERSONNEL MANAGEMENT

Within the grouping of competencies in personnel management are included the following nineteen competencies:

- Competency 1--Providing for group planning and decisions;
- Competency 2--Working with the board of education in the formulation of public school policy and plans;
- Competency 4--Delegating responsibilities and authority;
- Competency 8--Selecting and assigning staff personnel;
- Competency 9--Evaluating the operation of the school;
- Competency 11--Finding opportunities and time for planned personal growth;
- Competency 12--Developing competency in communication;
- Competency 13--Developing a favorable environment for the staff;
- Competency 15--Choosing pertinent school problems for local study;
- Competency 19--Utilizing principles of problem solving and decision making;
- Competency 20--Aiding school board members to distinguish between policy and executive functions;
- Competency 23--Conducting and utilizing research concerning educational problems of the school and community;
- Competency 24--Developing an effective plan of formal organization;
- Competency 26--Improving staff morale through promotion of the general welfare of the staff;
- Competency 27--Stimulating and providing opportunities for profes-

sional growth of staff personnel;

Competency 32--Providing for student participation in developing the educational program;

Competency 33--Developing a working knowledge of the school laws;

Competency 45--Cooperating with persons and agencies related to child welfare and attendance;

Competency 50--Developing a system of staff personnel records.

In examining the nineteen figures in the general grouping of personnel management, it is seen that competencies were included which involved the superintendent in personnel management with the school staff, the board of education, students, and with the citizens of the community. It is further seen that competencies dealing with the superintendent's utilization of his professional time were included.

For the competencies in the area of personnel management, the mean ratings for superintendents were -13.0, -31.7, 61.0, and 5.2 for courses, classroom teaching, previous administrative experience, and internships, respectively. For professors the ratings in the same order were 9.5, -41.1, 46.8, and -0.5.

Providing for Group Planning and Decisions

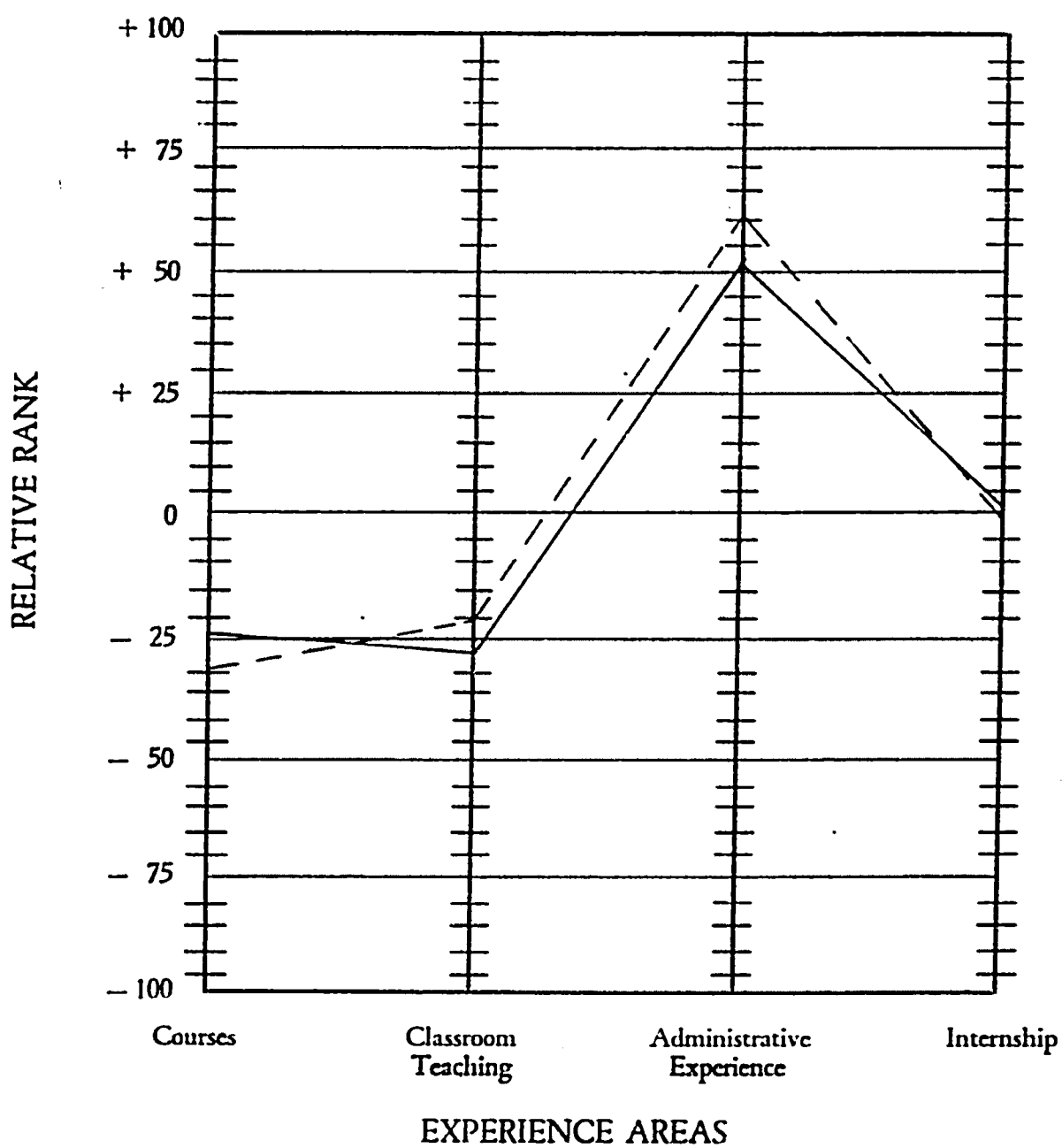
The competency PROVIDING FOR GROUP PLANNING AND DECISIONS received an over-all rating of 7, occurred on three of the other lists of competencies and was mentioned 185 times in the documentary frequency count. It was mentioned more often in the material surveyed than any other competency.

From Figure 23 graphically portraying Competency 1, it is seen that the ratings from professors and superintendents were very similar. Both groups rated courses and classroom teaching low and rated previous

FIGURE 23

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 1--PROVIDING FOR GROUP PLANNING AND DECISIONS



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

administrative experience very high. Internships were rated higher than courses and classroom teaching but were rated relatively low.

Working with the Board of Education in the Formulation
of Public School Policy and Plans

This competency occurred 142 times in the literature surveyed, received an over-all rating of 8, and was found in all four of the other lists of competencies.

Figure 24 graphically presents the competency WORKING WITH THE BOARD OF EDUCATION IN THE FORMULATION OF PUBLIC SCHOOL POLICY AND PLANS. It is seen again that professors and superintendents rated this competency similarly. The biggest difference in the two graphs is in the rating of internships as the experience area for best learning the competency. Professors rated internships much higher than did superintendents.

Delegating Responsibilities and Authority

The competency DELEGATING RESPONSIBILITIES AND AUTHORITY was mentioned 115 times in the documentary frequency count, occurred on 2 of the other lists of competencies, and received an over-all rating of 5.

Courses and classroom teaching received low ratings from both professors and superintendents and previous administrative experience received very high ratings from both groups. Internships were rated second by both groups. Competency 4 is presented graphically in Figure 25.

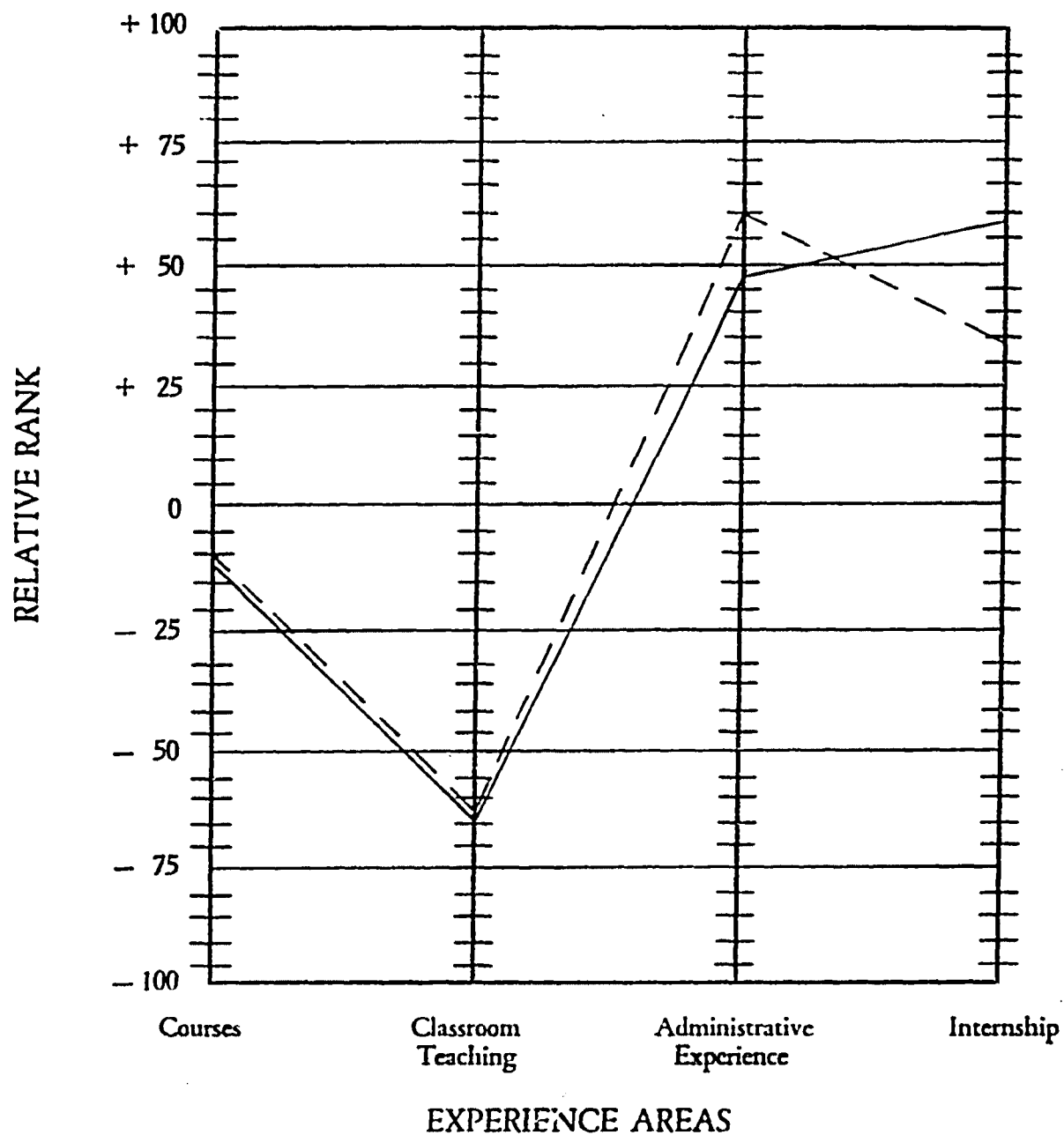
Selecting and Assigning Staff Personnel

Competency 8 received an over-all rating of 8, occurred on the

FIGURE 24

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 2--WORKING WITH THE BOARD OF EDUCATION IN THE FORMULATION OF PUBLIC SCHOOL POLICY AND PLANS



* —Professors of Education

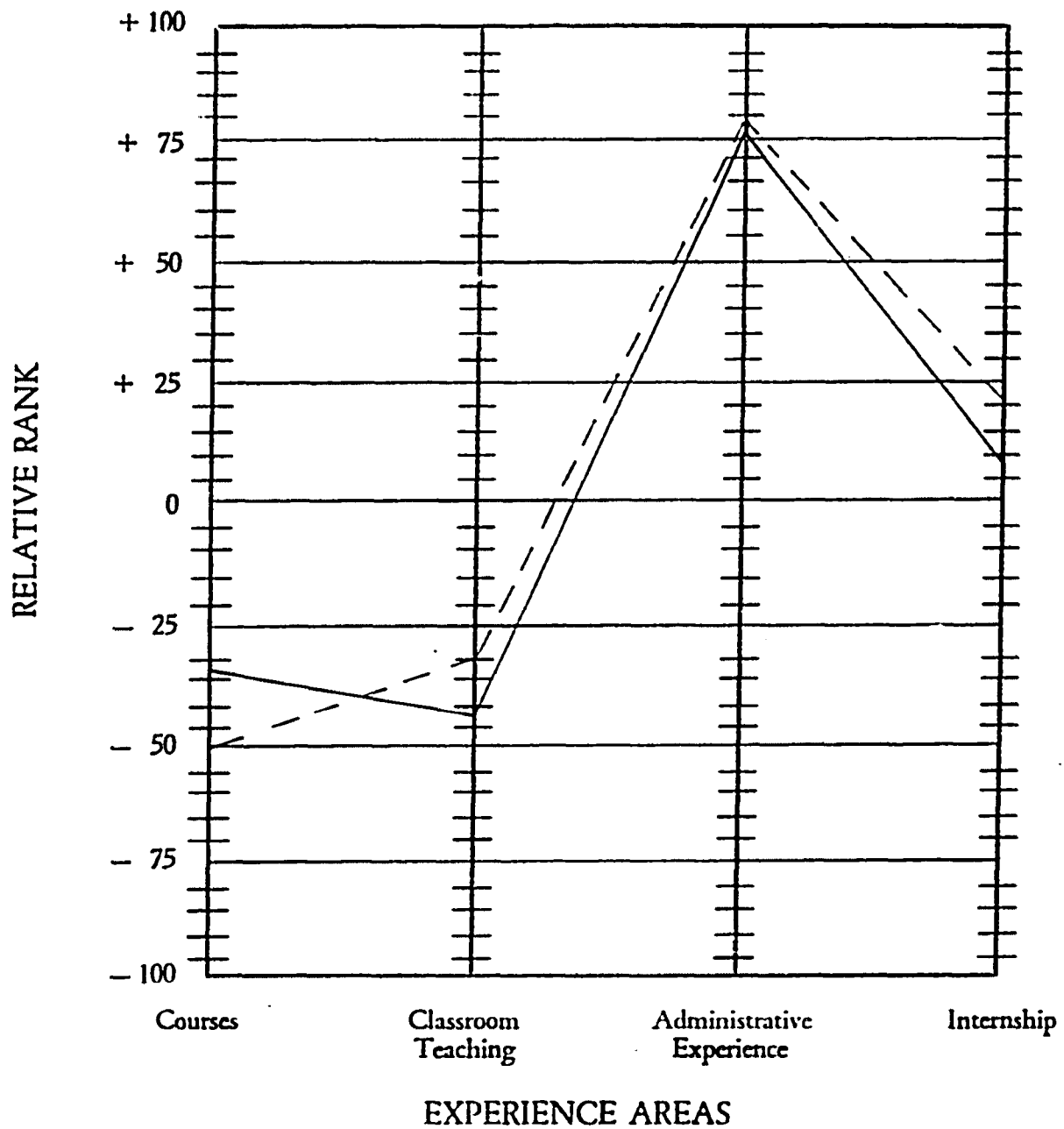
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 25

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 4--DELEGATING RESPONSIBILITIES AND AUTHORITY



* —Professors of Education

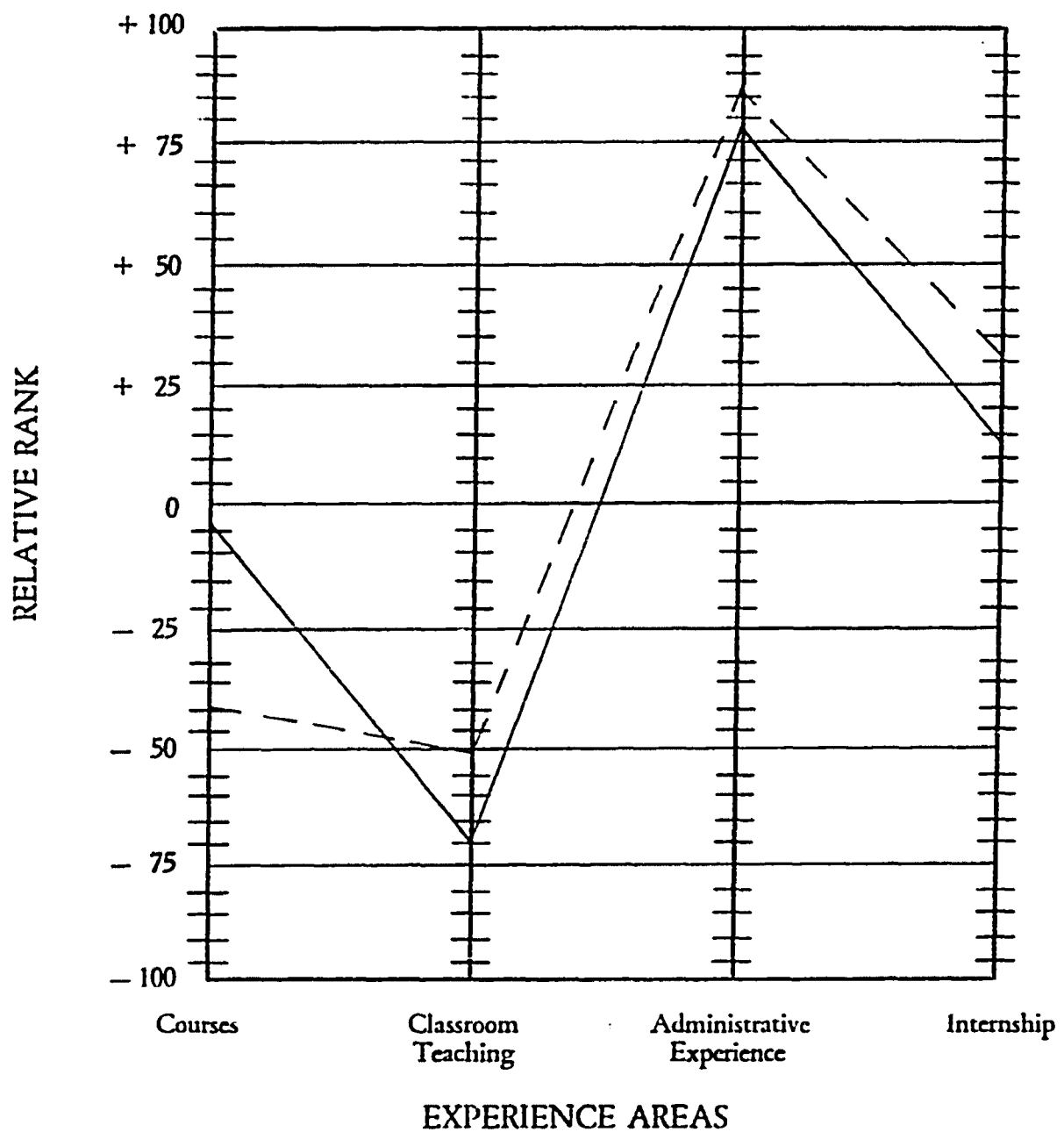
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 26

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 8--SELECTING AND ASSIGN- ING STAFF PERSONNEL



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

other four lists of competencies, and was mentioned in the literature surveyed ninety times.

The competency SELECTING AND ASSIGNING STAFF PERSONNEL is presented in Figure 26. There is a great deal of disagreement between superintendents and professors with reference to the value of the experience areas for best learning the competency. Professors rated courses much higher than did superintendents but rated classroom teaching lower than did superintendents. Again previous administrative experience was rated very high as the experience area for best learning the competency.

Evaluating the Operation of the School

The competency was mentioned in the literature eighty-seven times, occurred on three of the other lists of competencies, and received an over-all rating of 6 where 8 was the maximum over-all rating received by any competency.

The competency EVALUATING THE OPERATION OF THE SCHOOL is presented in Figure 27. This graph is somewhat typical of the opinions of superintendents and professors relative to the value of the experience areas for best learning the competencies being studied.

Finding Opportunities and Time for Planned Personal Growth

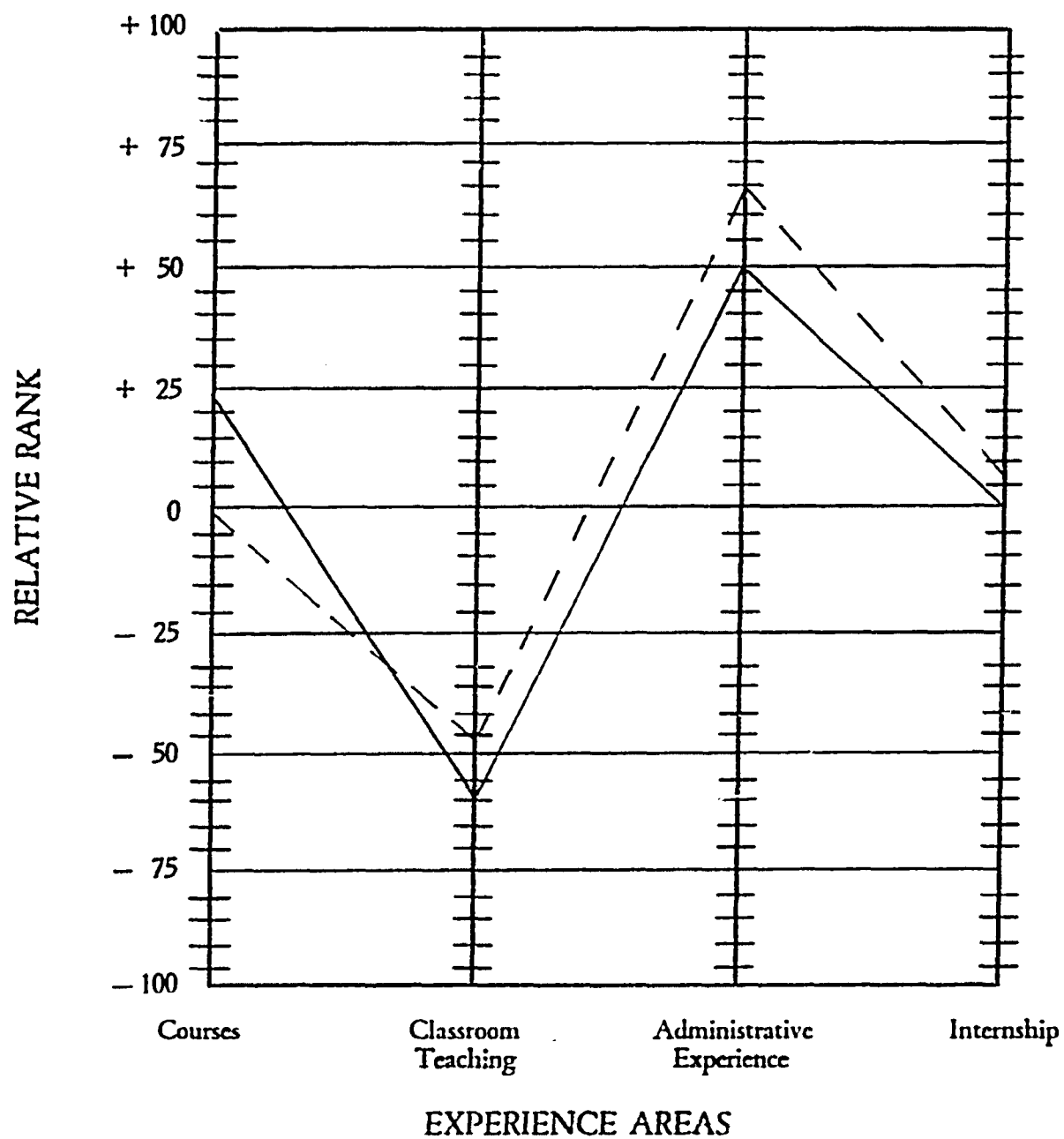
This competency was mentioned in the literature sixty-eight times, was found on two of the other lists of competencies, and received an over-all rating of 5.

The competency FINDING OPPORTUNITIES AND TIME FOR PLANNED PERSONAL GROWTH is presented in Figure 28. It is seen that the two graphs presented did not show as wide a divergence of opinion as was found on

FIGURE 27

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 9--EVALUATING THE OPERATION OF THE SCHOOL



* —Professors of Education

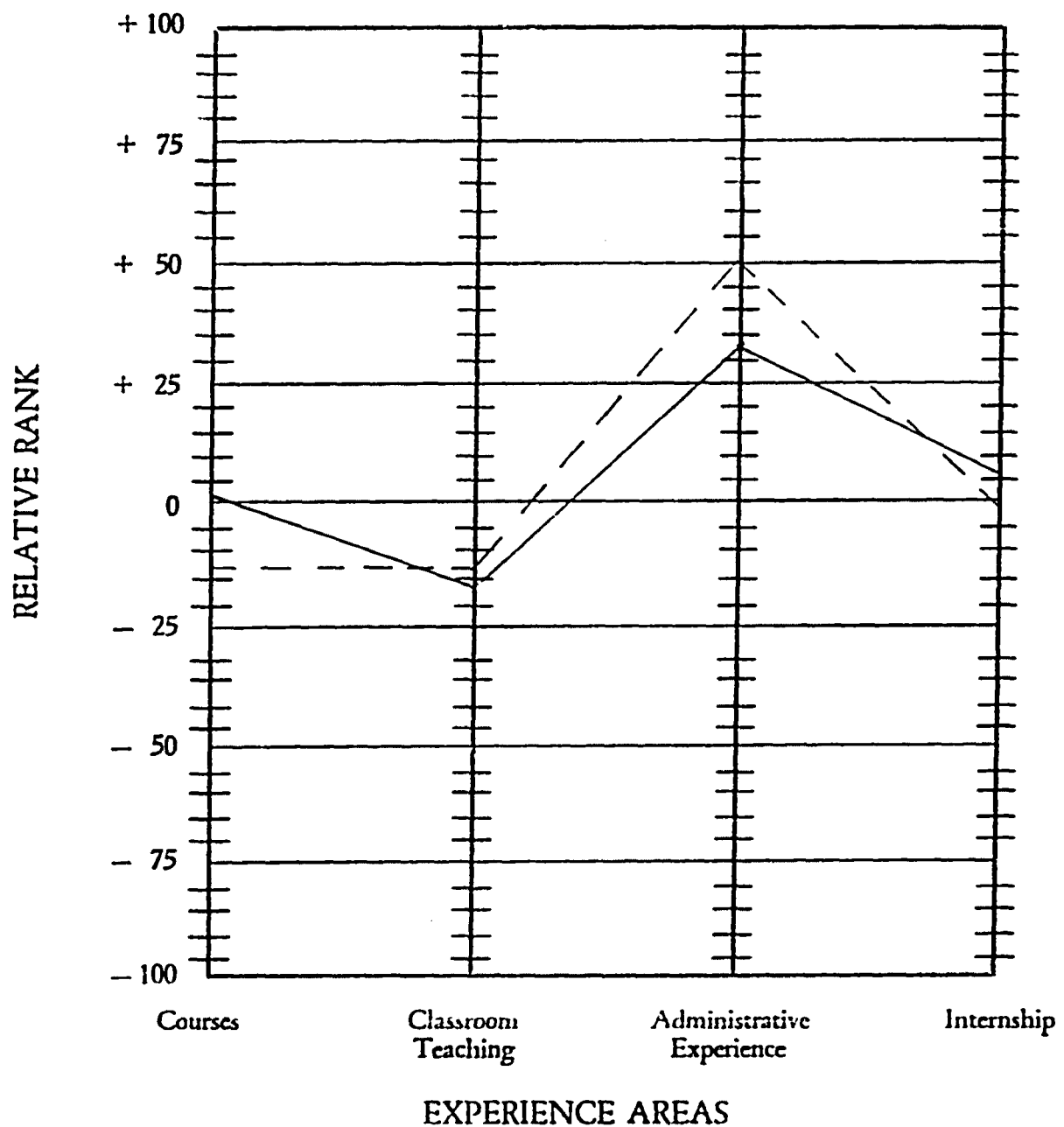
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 28

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 11--FINDING OPPORTUNITIES AND TIME
FOR PLANNED PERSONAL GROWTH



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

most of the graphs. Again previous administrative experience was rated highest by both superintendents and professors.

Developing Competency in Communication

The competency DEVELOPING COMPETENCY IN COMMUNICATION occurred sixty-seven times in the literature surveyed, occurred on one of the other lists of competencies, and received an over-all rating of 5.

For professors previous administrative experience received the highest rating, courses received the second best rating, classroom teaching received a rating of third, and internships were rated fourth. For superintendents the experience areas were rated in the order of previous administrative experience, courses, classroom teaching, and internships also. Competency 12 is presented graphically in Figure 29.

Developing a Favorable Environment for the Staff

The competency DEVELOPING A FAVORABLE ENVIRONMENT FOR THE STAFF occurred sixty-two times in the documentary frequency count, was found on three of the other lists of competencies, and received an over-all rating of 6.

Superintendents rated previous administrative experience highest and courses lowest. Professors rated previous administrative experience highest and classroom teaching lowest. It is to be noted here that internships were rated very near the middle of the scale of relative values which was true for many of the competencies being considered. This competency is presented in Figure 30.

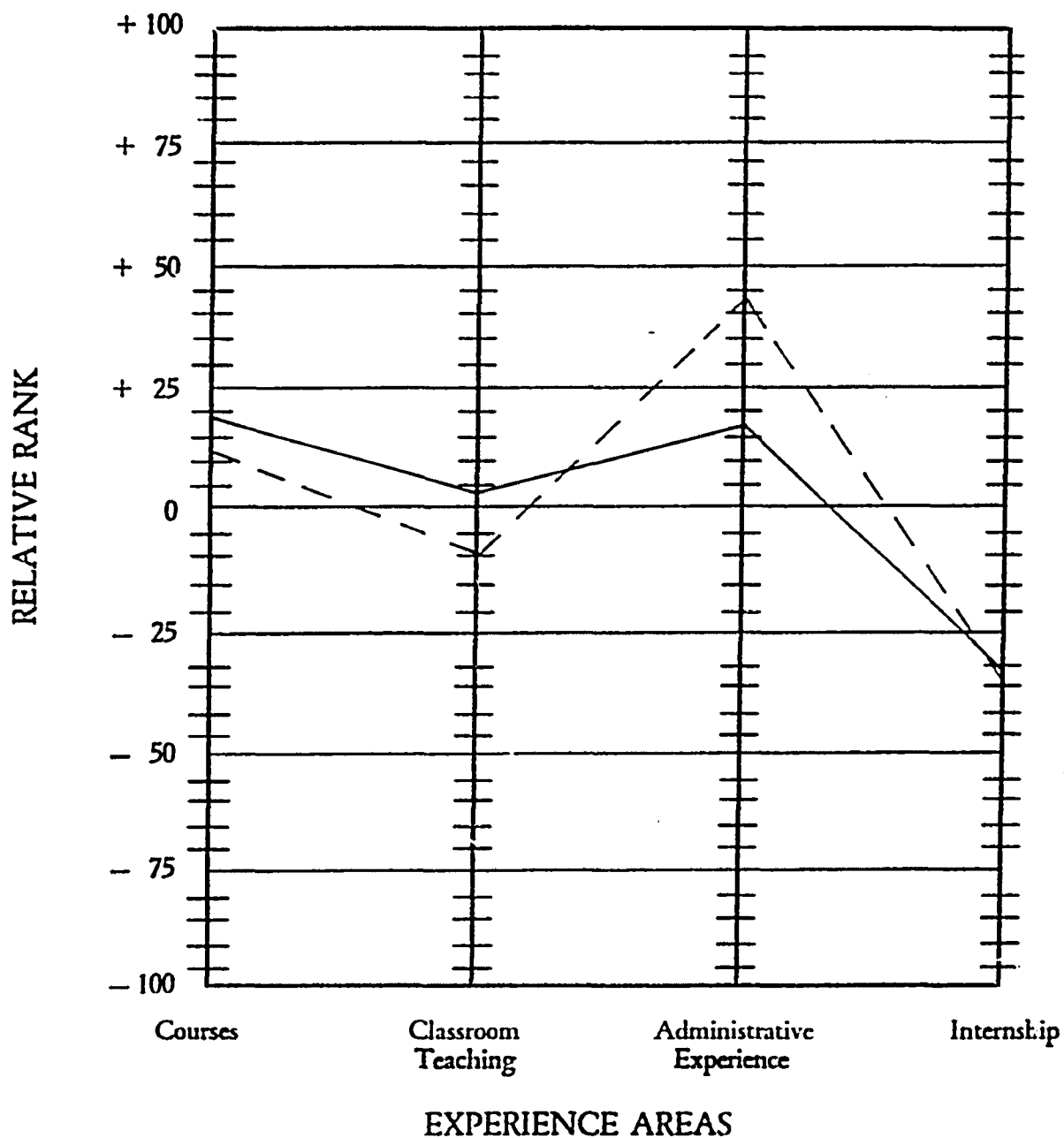
Choosing Pertinent School Problems for Local Study

The competency CHOOSING PERTINENT SCHOOL PROBLEMS FOR LOCAL STUDY

FIGURE 29

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 12--DEVELOPING COMPETENCY IN COMMUNICATION



* —Professors of Education

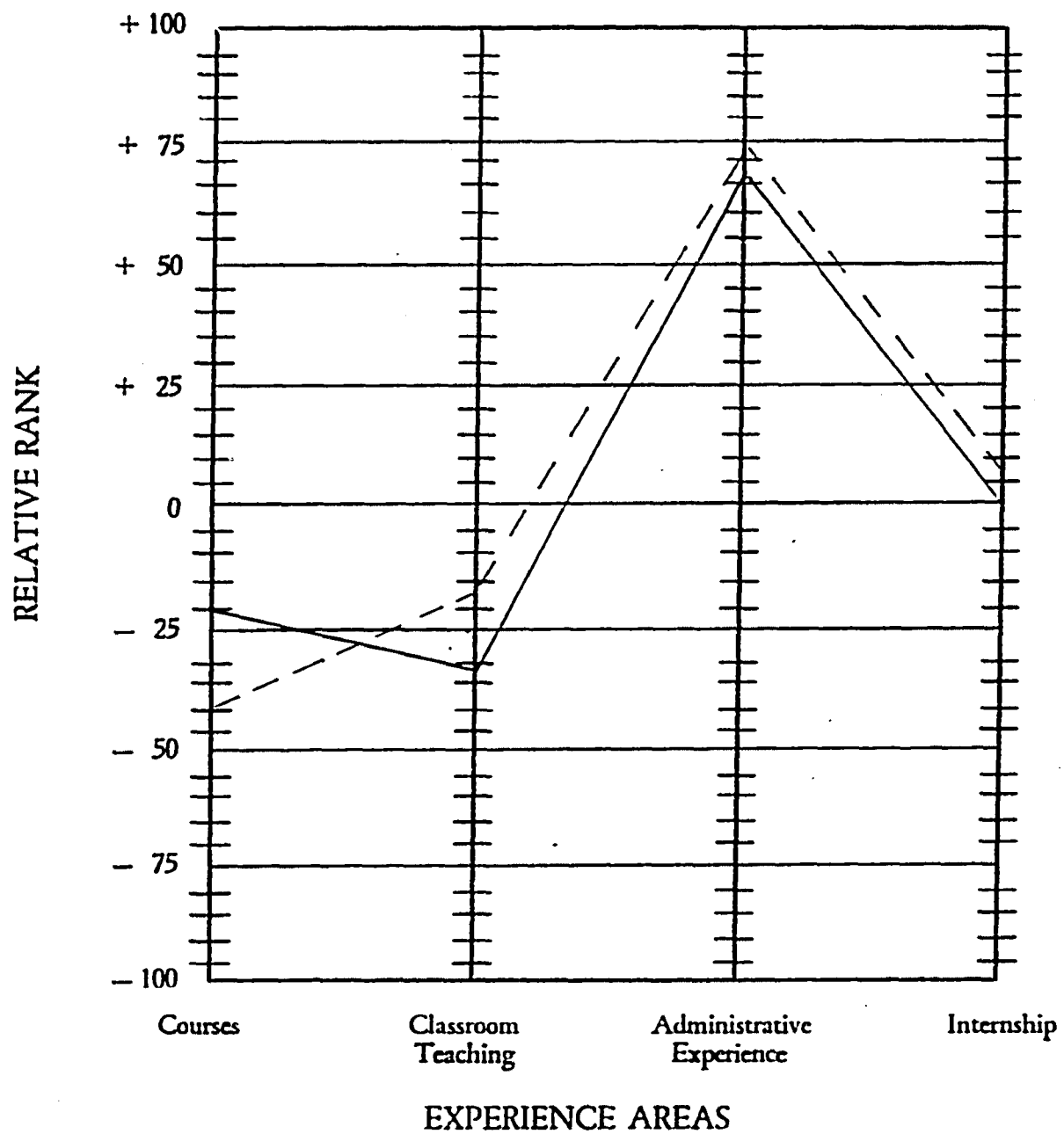
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 30

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 13--DEVELOPING A FAVORABLE ENVIRONMENT FOR THE STAFF



* —Professors of Education

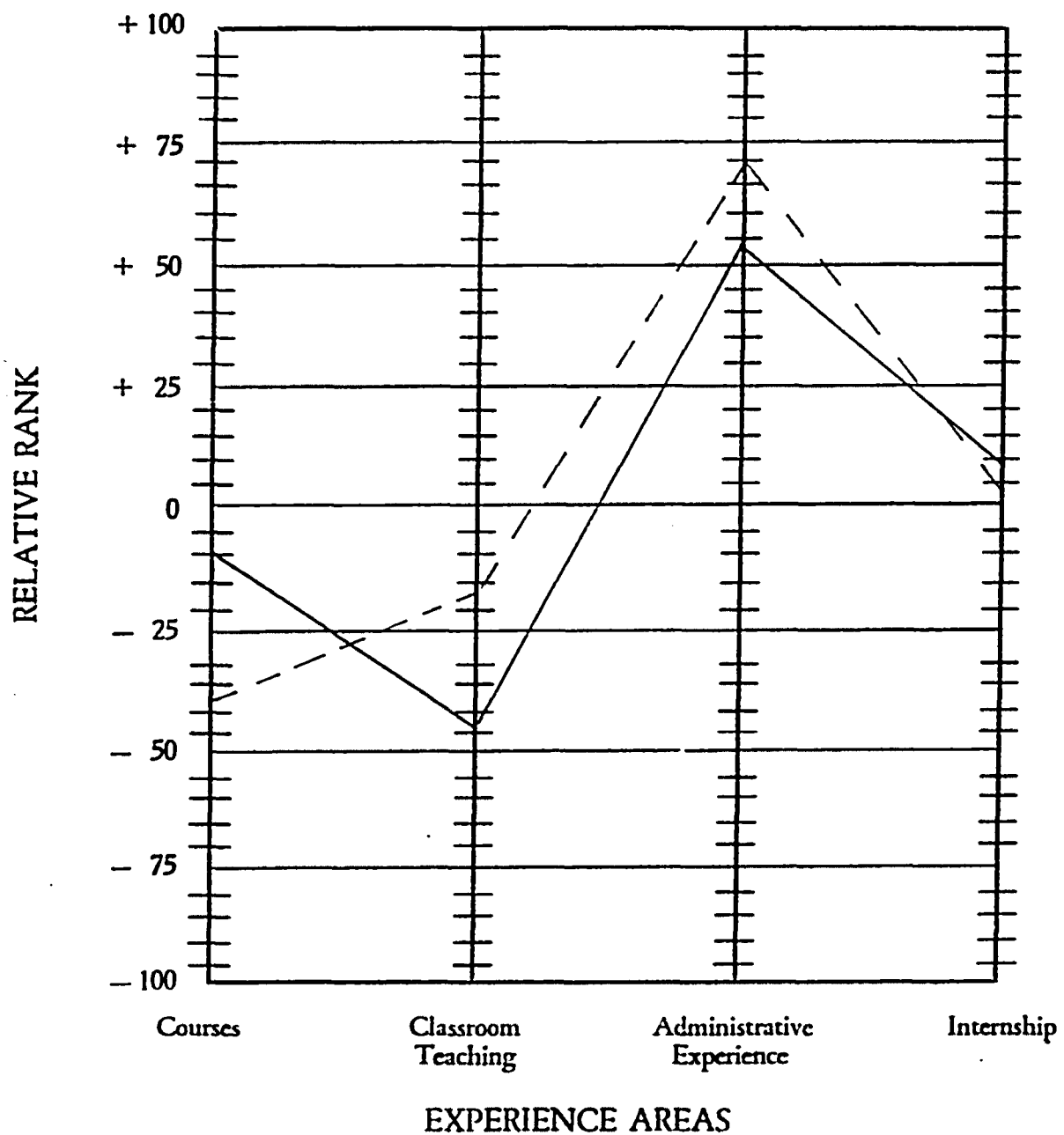
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 31

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 15--CHOOSING PERTINENT SCHOOL PROBLEMS FOR LOCAL STUDY



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

was mentioned in the literature fifty-seven times, occurred on only one of the other lists of competencies, and received an over-all rating of 4.

From the graphs in Figure 31, it is seen that professors and superintendents disagreed as to the relative rank of courses and classroom teaching as experience areas for best learning the competency. They were in closer agreement with respect to the relative ranks of previous administrative experience and internships.

Utilizing Principles of Problem Solving and Decision Making

The competency UTILIZING PRINCIPLES OF PROBLEM SOLVING AND DECISION MAKING was mentioned fifty times in the literature surveyed, occurred on one of the other lists of competencies, and received an over-all rating of 3 which was the minimum rating for which a competency was retained for this study.

Superintendents rated courses lower than did professors as well as classroom teaching but rated previous administrative experience and internships slightly higher. This competency is presented graphically in Figure 32.

Aiding School Board Members to Distinguish Between Policy and Executive Functions

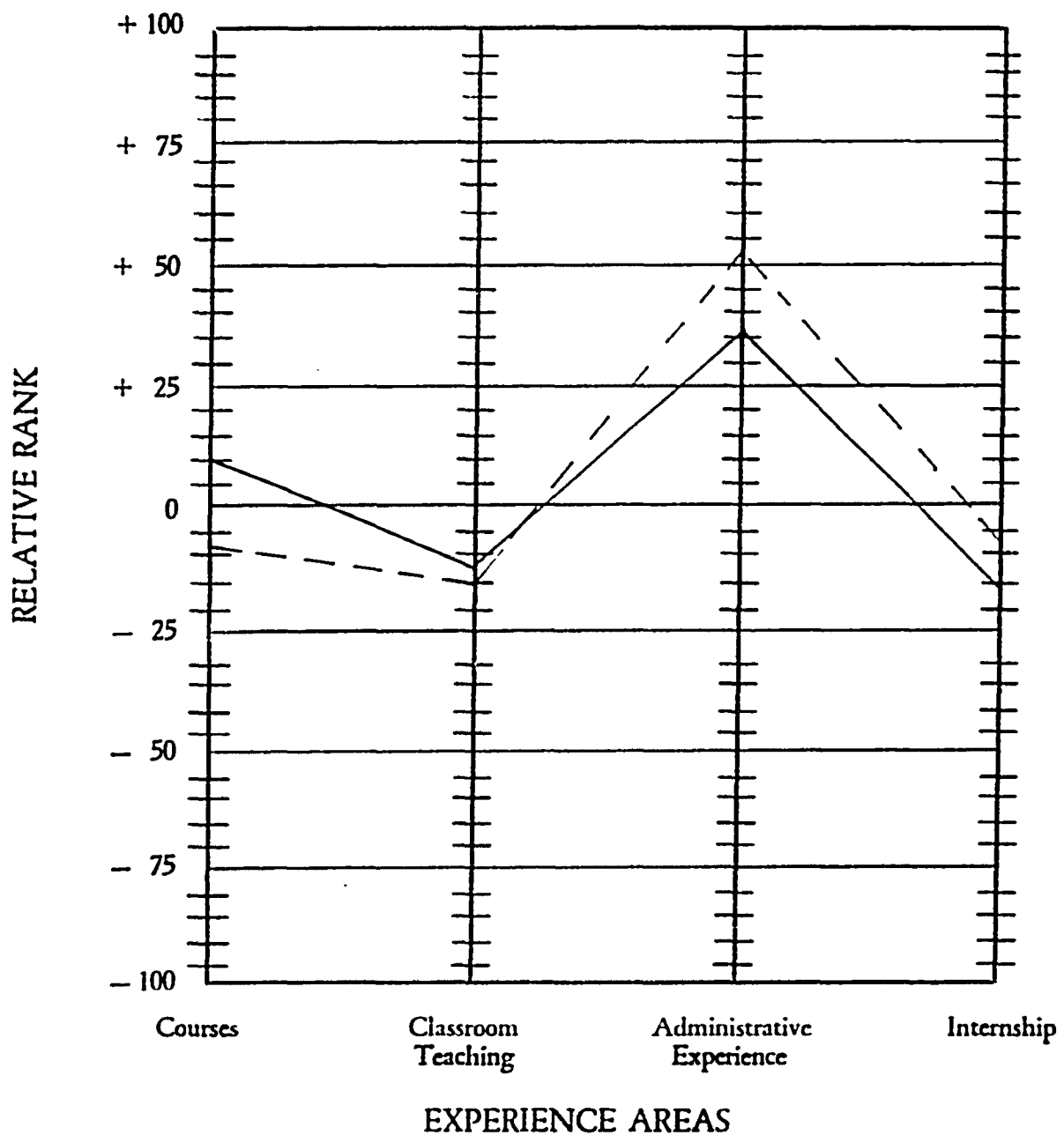
The competency was mentioned fifty-seven times in the documentary frequency count, occurred on two of the other lists of competencies, and received an over-all rating of 6.

The competency AIDING SCHOOL BOARD MEMBERS TO DISTINGUISH BETWEEN POLICY AND EXECUTIVE FUNCTIONS is presented graphically in Figure 33. In the two graphs it is seen that very steep slopes occur.

FIGURE 32

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 19--UTILIZING PRINCIPLES OF
PROBLEM SOLVING AND DECISION MAKING



* —Professors of Education

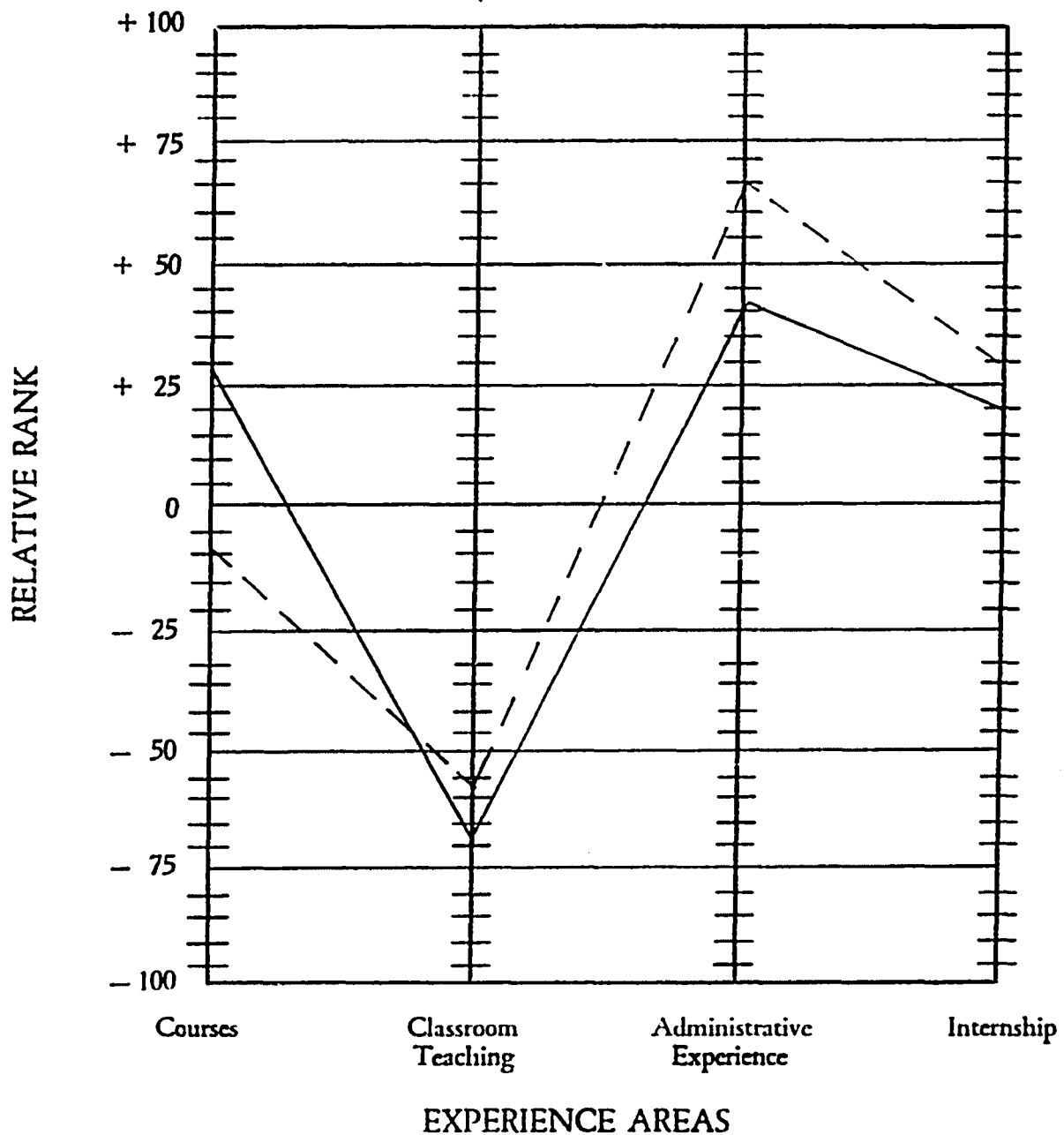
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 33

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 20--AIDING SCHOOL BOARD MEMBERS
TO DISTINGUISH BETWEEN POLICY
AND EXECUTIVE FUNCTIONS



*—Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

These steep slopes resulted from the low opinion that both groups had for classroom teaching as an experience area for best learning the competency being considered. Previous administrative experience again rated very high and internships rated relatively high.

Conducting and Utilizing Research Concerning
Educational Problems of the School
and Community

This competency was found in three of the other lists of competencies and thus became the second competency to be included in the study which was selected for the other four lists of competencies and not from the writer's documentary frequency count.

The competency CONDUCTING AND UTILIZING RESEARCH CONCERNING EDUCATIONAL PROBLEMS OF THE SCHOOL AND COMMUNITY is presented in Figure 34. Professors rated courses as the experience area for best learning this competency and superintendents rated it relatively high. However, they rated previous administrative experience as the area for best learning the competency. Classroom teaching again received a very low rating.

Developing an Effective Plan of Formal Organization

The competency DEVELOPING AN EFFECTIVE PLAN OF FORMAL ORGANIZATION was mentioned forty-five times in the literature surveyed, occurred on two of the other lists of competencies, and received an over-all rating of 5.

From the graphs in Figure 35, it is seen that classroom teaching was the only experience area to receive extremely low ratings by superintendents and professors. Courses were rated highest by professors and previous administrative experience was rated highest by superintendents.

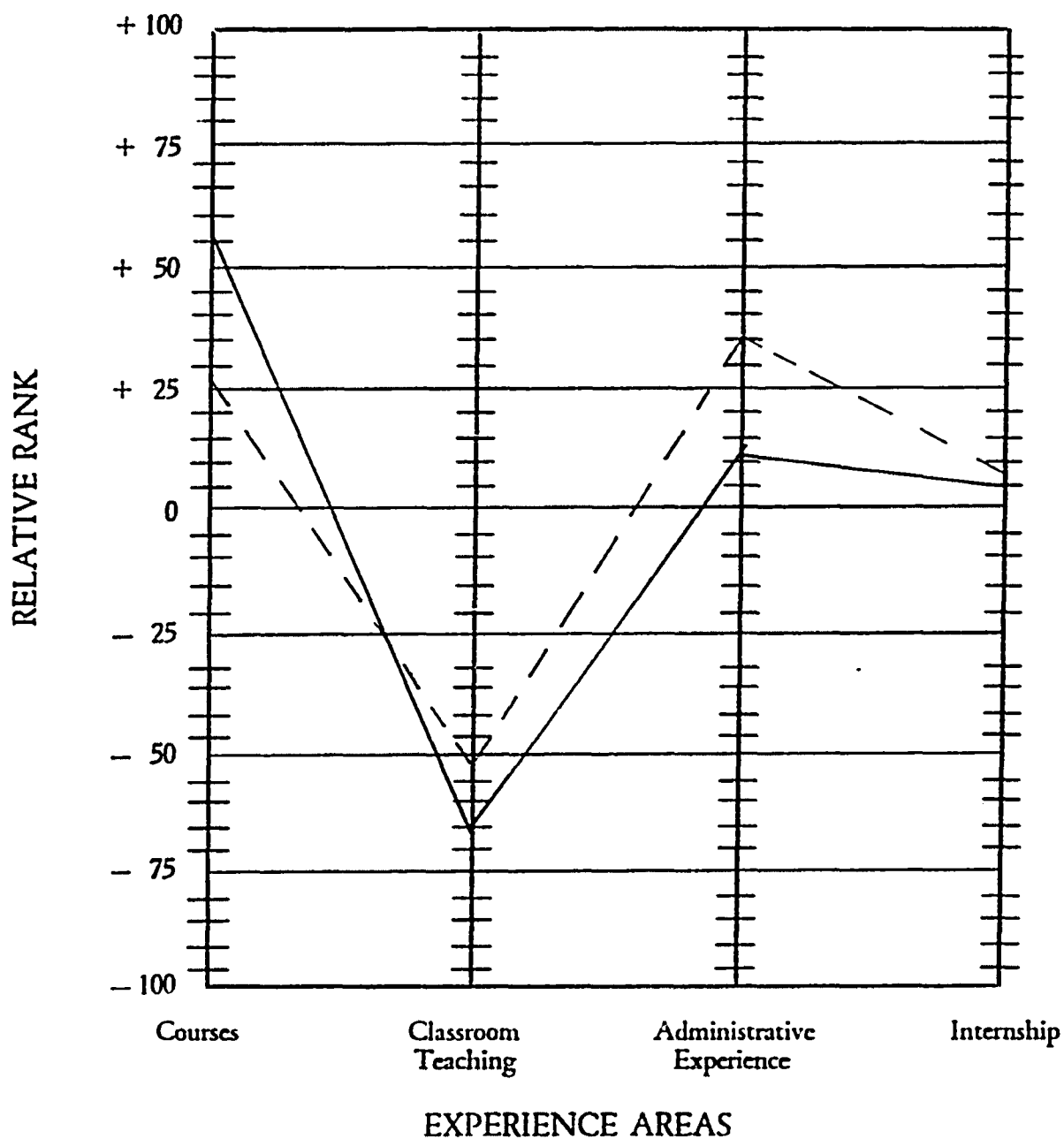
Improving Staff Morale Through Promotion
of the General Welfare of the Staff

This competency was mentioned forty-two times in the literature,

FIGURE 34

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 23--CONDUCTING AND UTILIZING RESEARCH CONCERNING EDUCATIONAL PROBLEMS OF THE SCHOOL AND COMMUNITY



* —Professors of Education

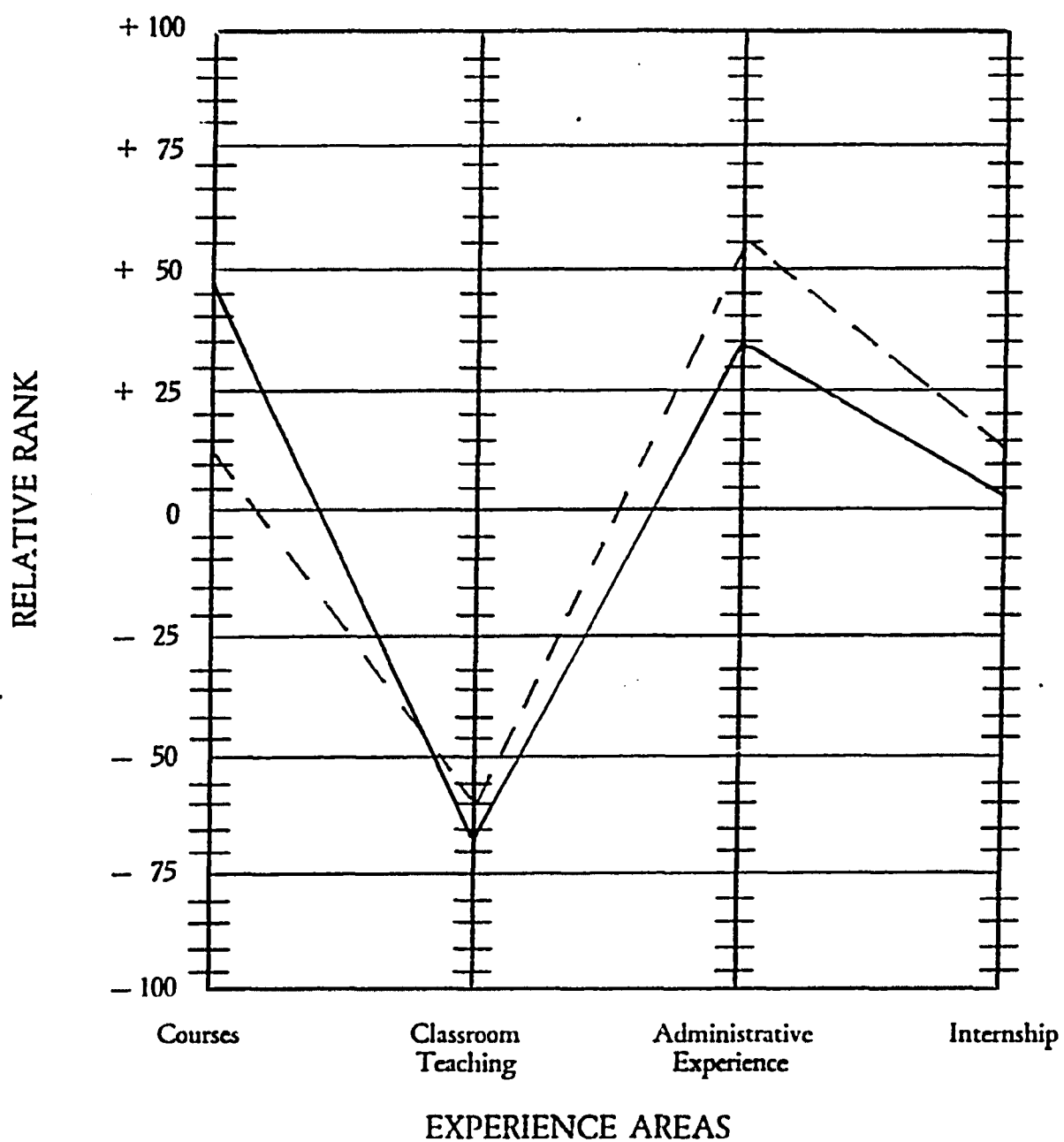
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 35

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 24--DEVELOPING AN EFFECTIVE
PLAN OF FORMAL ORGANIZATION



*—Professors of Education

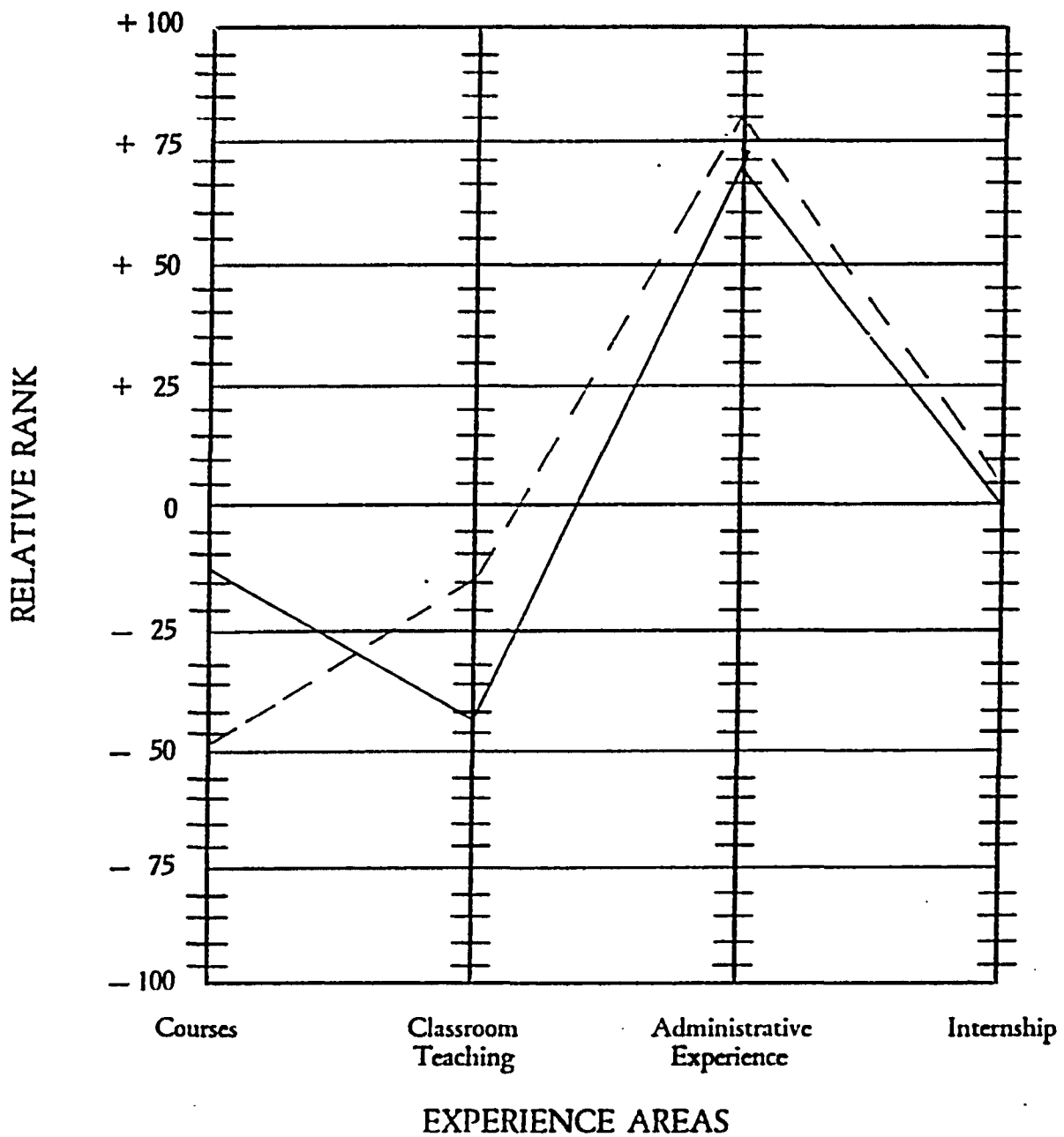
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 36

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 26--IMPROVING STAFF MORALE
THROUGH PROMOTION OF THE GENERAL
WELFARE OF THE STAFF



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

occurred on all four of the other lists of competencies, and received an over-all rating of 5.

The competency IMPROVING STAFF MORALE THROUGH PROMOTION OF THE GENERAL WELFARE OF THE STAFF is presented in Figure 36. Superintendents rated previous administrative experience 125 points higher than they rated courses in education and related fields. Superintendents rated the experience areas in the order previous administrative experience, internships, classroom teaching, and courses. Professors rated the experience areas in the order previous administrative experience, internships, courses and classroom teaching.

Stimulating and Providing Opportunities for
Professional Growth of Staff Personnel

This competency was mentioned thirty-two times in the documentary frequency count, occurred on all four of the other lists of competencies, and received an over-all rating of 5 as a competency.

The competency STIMULATING AND PROVIDING OPPORTUNITIES FOR PROFESSIONAL GROWTH OF STAFF PERSONNEL is presented graphically in Figure 37. Superintendents rated previous administrative experience first, internships second, courses third, and classroom teaching fourth. Professors rated previous administrative experience first, courses second, internships third, and classroom teaching fourth.

Providing for Student Participation in
Developing the Educational Program

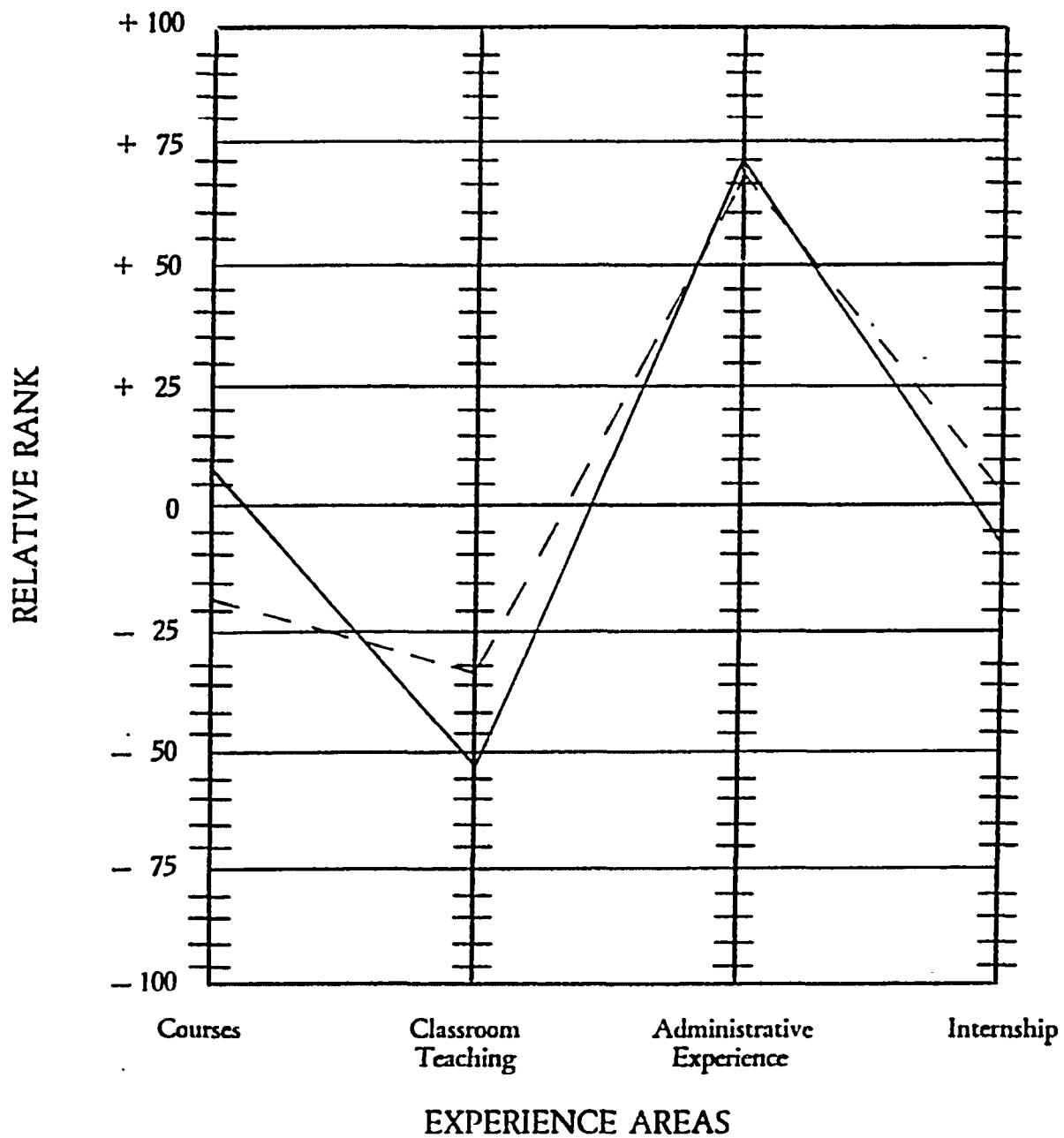
The competency was mentioned thirty times in the documentary frequency count, occurred on one of the other lists of competencies, and received an over-all rating of 3.

The graph of the competency PROVIDING FOR STUDENT PARTICIPATION IN DEVELOPING THE EDUCATIONAL PROGRAM, which is found in Figure 38, is

FIGURE 37

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 27--STIMULATING AND PROVIDING
OPPORTUNITIES FOR PROFESSIONAL
GROWTH OF STAFF PERSONNEL



*—Professors of Education

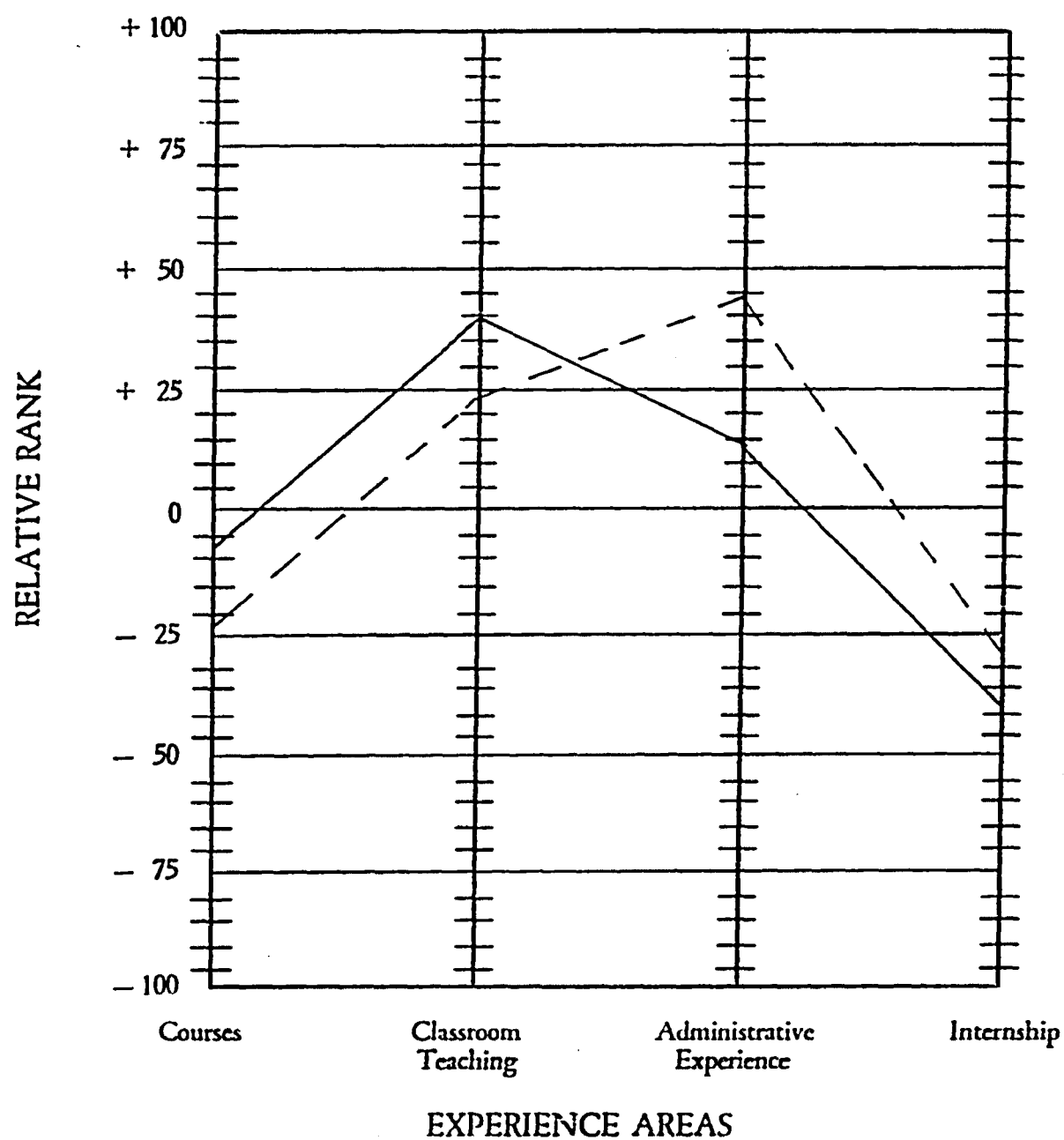
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 38

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 32--PROVIDING FOR STUDENT
PARTICIPATION IN DEVELOPING
THE EDUCATIONAL PROGRAM



*—Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

seen to deviate from most graphs of the study. This resulted from the fact that both superintendents and professors gave highest ratings to classroom teaching and administrative experience. Internships were rated low for this competency.

Developing a Working Knowledge of School Laws

This competency was mentioned thirty-nine times in the documentary frequency count, occurred on three of the other lists of competencies, and received an over-all rating of 3.

The competency DEVELOPING A WORKING KNOWLEDGE OF SCHOOL LAWS is presented graphically in Figure 39. Professors rated courses 152.1 points higher than they did classroom teaching and 100 points higher than they did internships. Superintendents rated courses second and internships third.

Cooperating with Persons and Agencies Related to Child Welfare and Attendance

This competency was mentioned fourteen times in the literature which was surveyed, occurred on one of the other lists of competencies, and received an over-all rating of 4.

The competency COOPERATING WITH PERSONS AND AGENCIES RELATED TO CHILD WELFARE AND ATTENDANCE is presented graphically in Figure 40. Both professors and superintendents rated previous administrative experience first, internships second, classroom teaching third, and courses fourth.

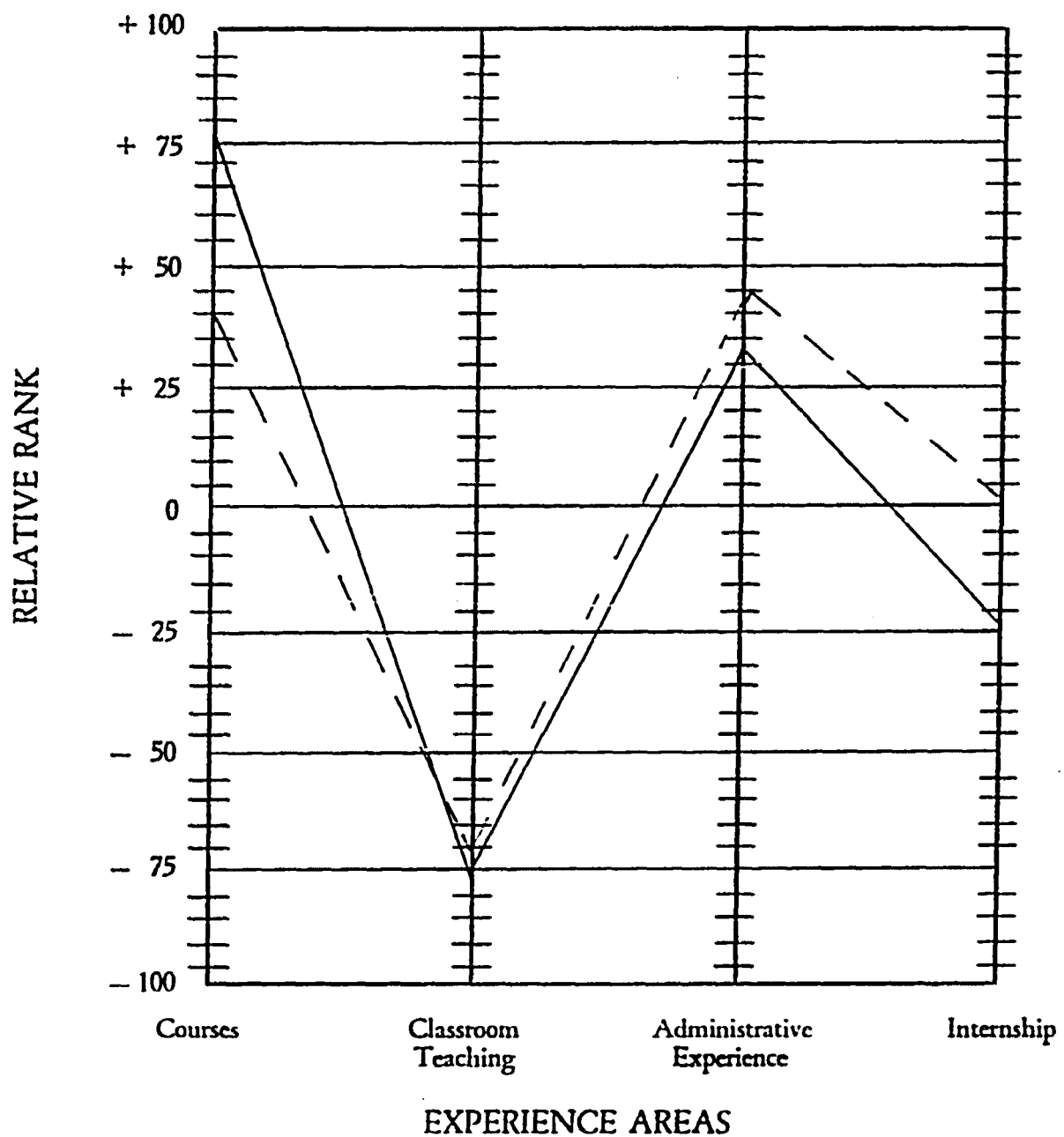
Developing a System of Staff Personnel Records

This competency was mentioned ten times in the literature sur-

FIGURE 39

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 33--DEVELOPING A WORKING KNOWLEDGE OF SCHOOL LAWS



* —Professors of Education

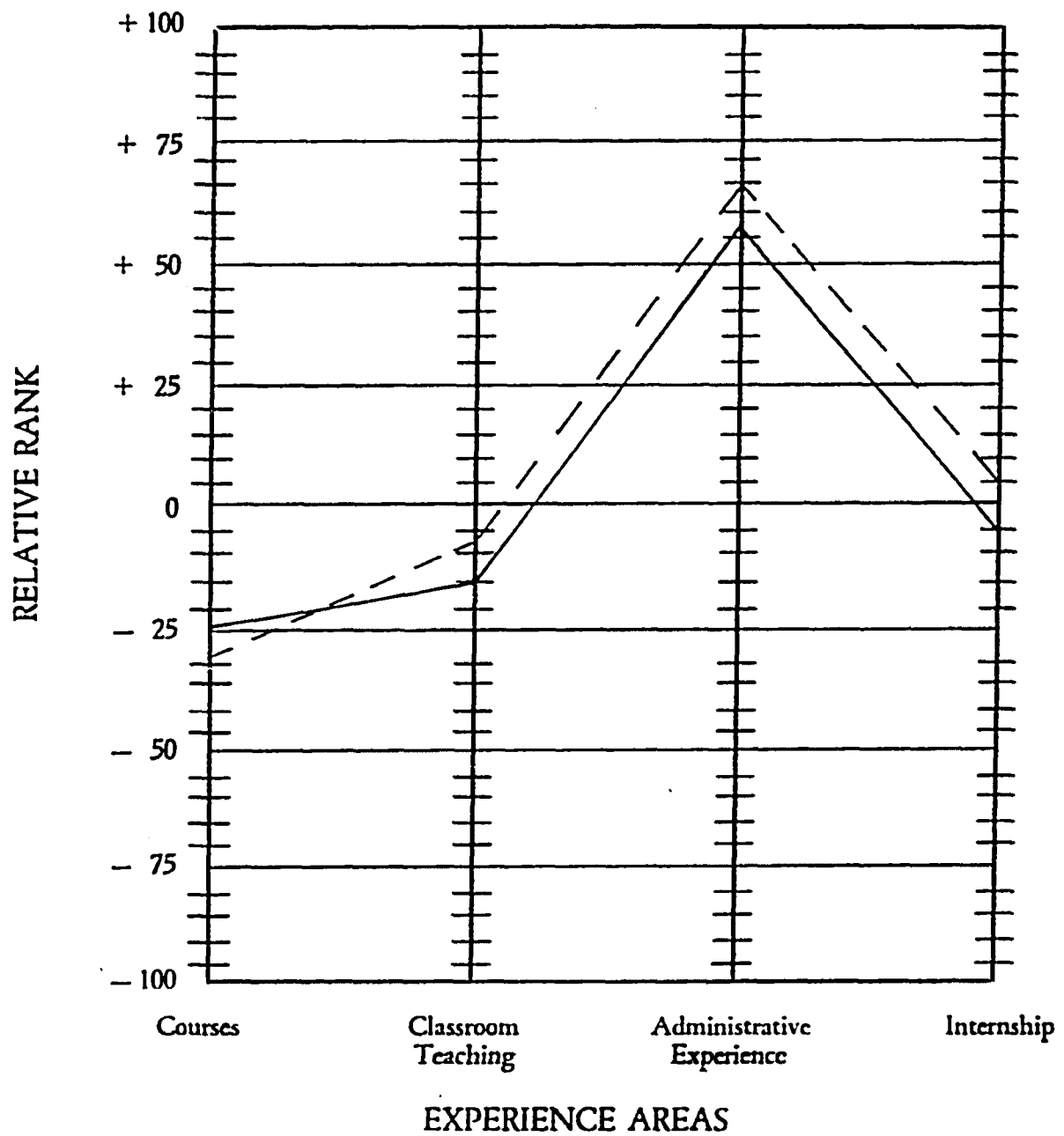
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 40

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 45--COOPERATING WITH PERSONS
AND AGENCIES RELATED TO CHILD
WELFARE AND ATTENDANCE



* —Professors of Education

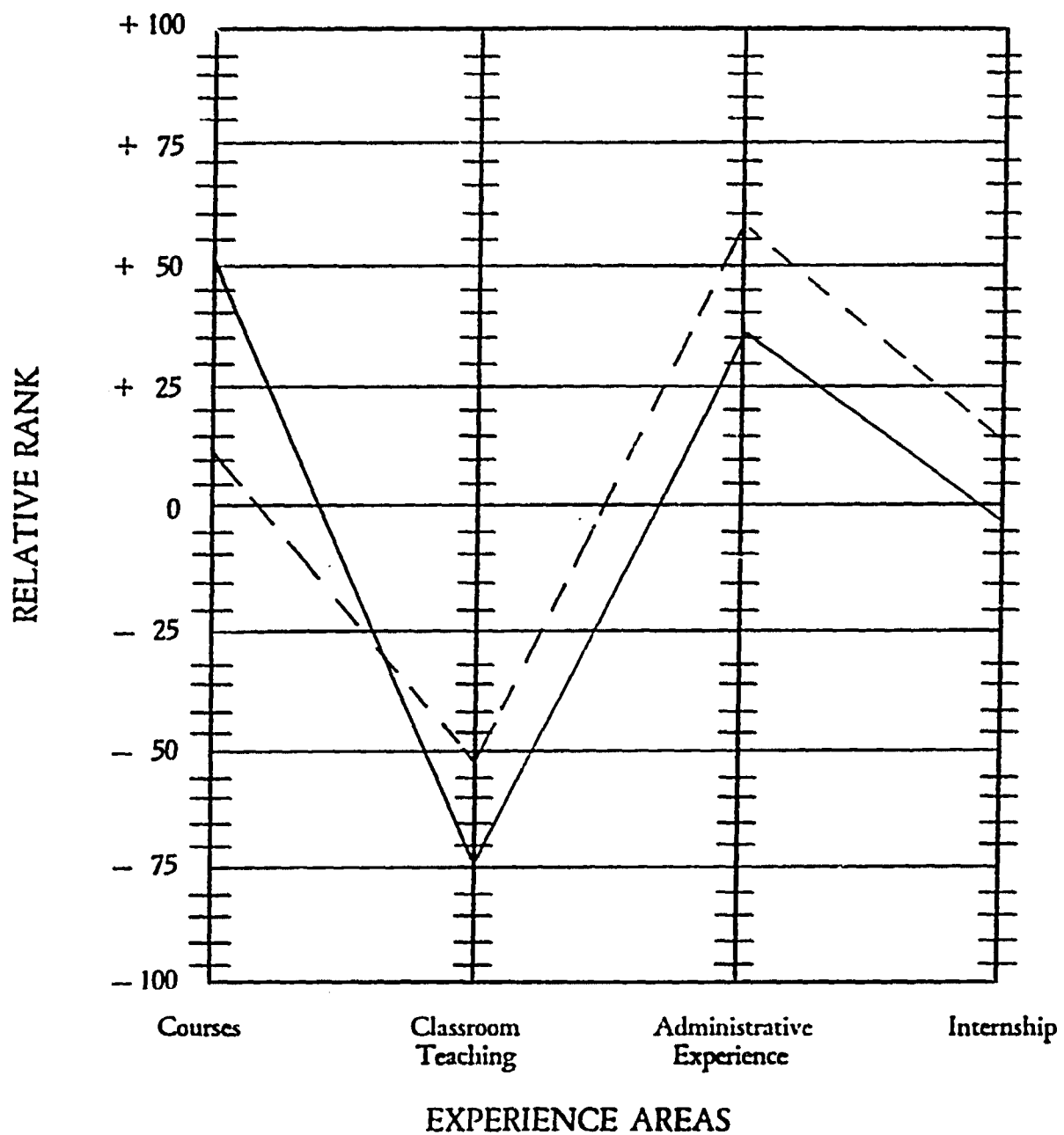
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 41

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 50--DEVELOPING A SYSTEM OF STAFF PERSONNEL RECORDS



*—Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

veyed, occurred on two of the other lists of competencies, and received an over-all rating of 4.

The competency DEVELOPING A SYSTEM OF STAFF PERSONNEL RECORDS is presented graphically in Figure 41. Again previous administrative experience received high ratings and classroom teaching received low ratings. Courses were rated highest by professors and previous administrative experience was rated second. For superintendents internships were rated second.

Summary

In the general area of personnel management, superintendents again gave previous administrative experience top ratings for all competencies. Professors gave previous administrative experience thirteen ratings of first while courses received four firsts and classroom teaching and internships received one first each. Professors gave internships one rating of first, eight ratings of second, seven ratings of third, and three ratings of fourth for the nineteen competencies within the general area of competencies in personnel management. Superintendents gave internships fourteen ratings of second, three ratings of third, and two ratings of fourth. Professors rated previous administrative experience first, courses second, internships third, and classroom teaching fourth for the group of nineteen competencies. Superintendents rated previous administrative experience first, internships second, courses third, and classroom teaching fourth for the area. Combining the respondents into a single group resulted in previous administrative experience being rated first, internships second, courses third, and classroom teaching fourth.

CHAPTER VI

COMPETENCIES IN PUBLIC RELATIONS

Within the grouping of competencies in public relations are the competencies dealing with relationships with the citizens of the community. The nine competencies in this area were:

Competency 3--Organizing lay and professional groups for participation in educational planning;

Competency 5--Developing competency in human relations;

Competency 7--Organizing school and community surveys;

Competency 14--Securing understanding and support of the school program;

Competency 21--Developing the school as a community center;

Competency 25--Improving school and community relations;

Competency 34--Preparing and presenting school reports to the board, staff, and community;

Competency 37--Developing procedures for reporting pupil progress to parents;

Competency 39--Alerting the community to the importance of the building program.

Professors gave the nine competencies in the area of public relations mean ratings of 0.5, -39.0, 49.7, and 1.7 respectively for courses, classroom teaching, previous administrative experience, and internships while superintendents gave mean ratings of -17.2, -27.9, 61.9, and 3.3 for the experience areas in the same order as named above.

Organizing Lay and Professional Groups for Participation in Educational Planning

This competency was mentioned in 140 of the articles and books surveyed, occurred on all four of the other lists of competencies, and received an over-all rating of 8.

The competency ORGANIZING LAY AND PROFESSIONAL GROUPS FOR PARTICIPATION IN EDUCATIONAL PLANNING is presented graphically in Figure 42. Both superintendents and professors gave high ratings to previous administrative experience and low ratings to classroom teaching. Courses received low ratings for third choice and internships were rated second.

Developing Competency in Human Relations

The competency DEVELOPING COMPETENCY IN HUMAN RELATIONS was mentioned 109 times in the literature surveyed, occurred on only one of the other lists of competencies, and received an over-all rating of 4.

For this competency previous administrative experience received its usual rating of first and classroom teaching was rated second by both groups. Courses received a low rating as well as did internships but courses received the lowest rating from both professors and superintendents. This competency is presented graphically in Figure 43.

Organizing School and Community Surveys

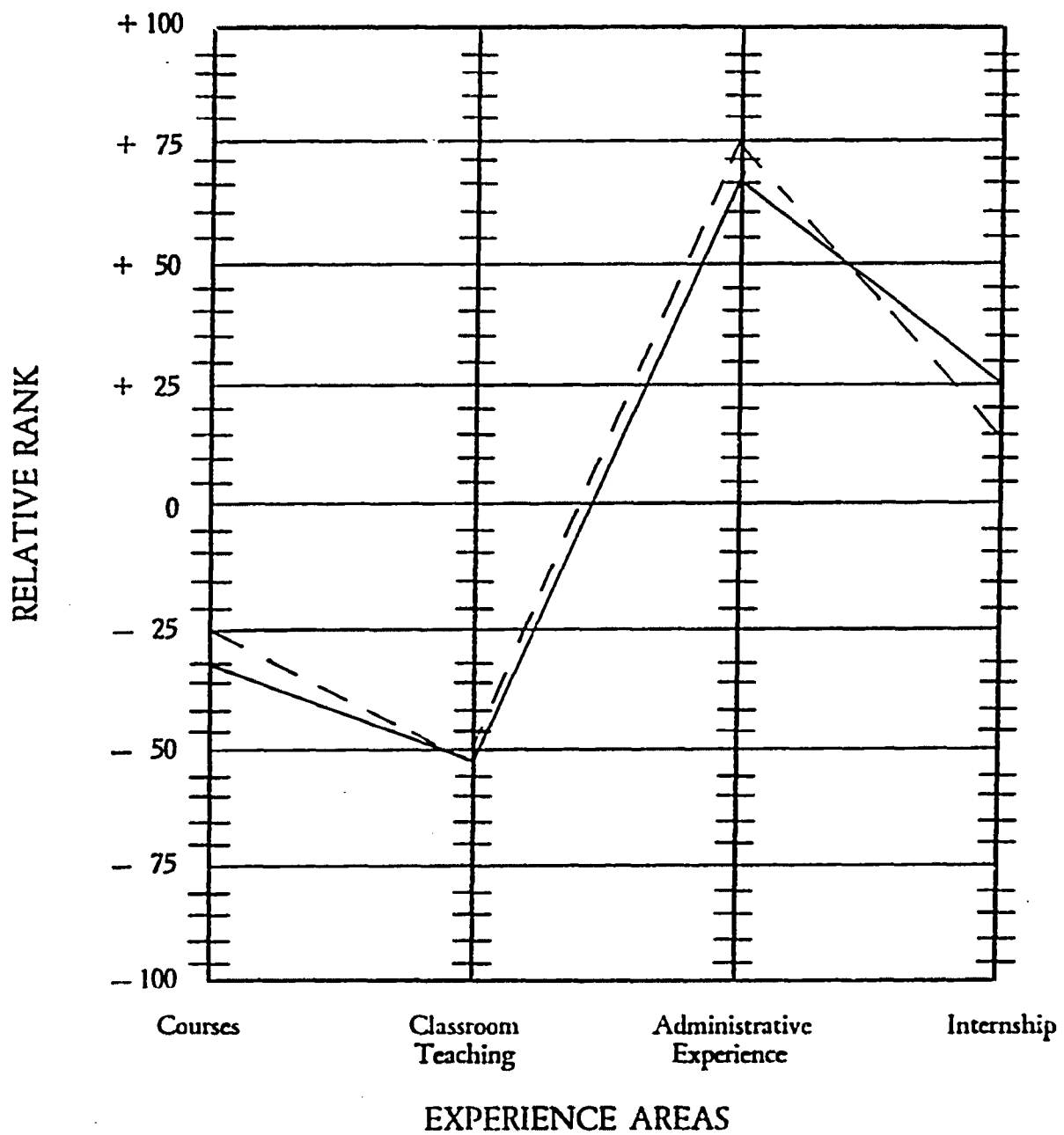
The competency was mentioned ninety-one times in the literature surveyed, occurred on three of the other lists of competencies, and received an over-all rating of 6.

The competency ORGANIZING SCHOOL AND COMMUNITY SURVEYS is shown graphically in Figure 44. Professors rated courses first for best learning this competency and previous administrative experience and intern-

FIGURE 42

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 3--ORGANIZING LAY AND PROFES-
SIONAL GROUPS FOR PARTICIPATION
IN EDUCATIONAL PLANNING



* —Professors of Education

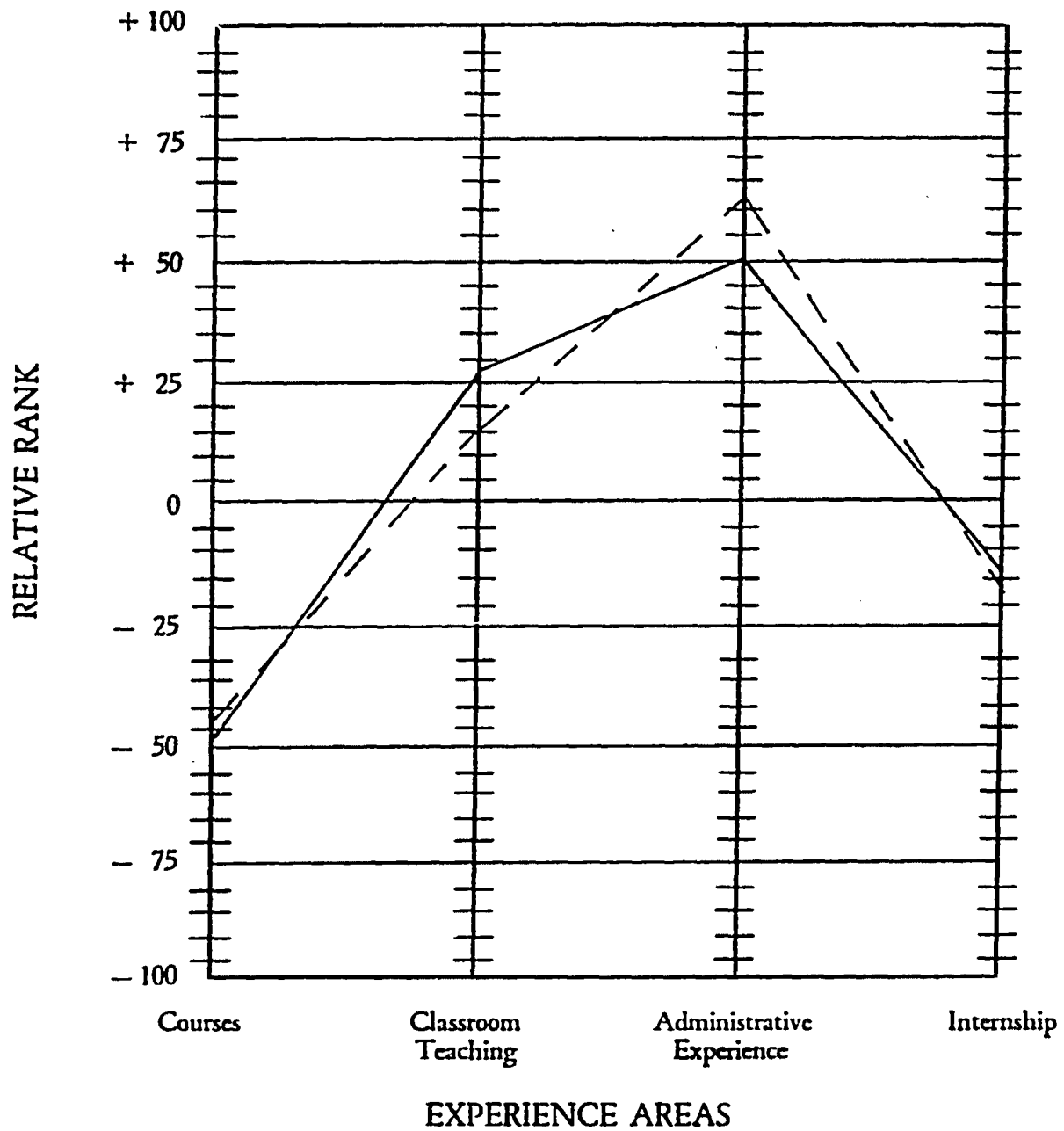
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 43

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 5--DEVELOPING COMPETENCY
IN HUMAN RELATIONS



* —Professors of Education

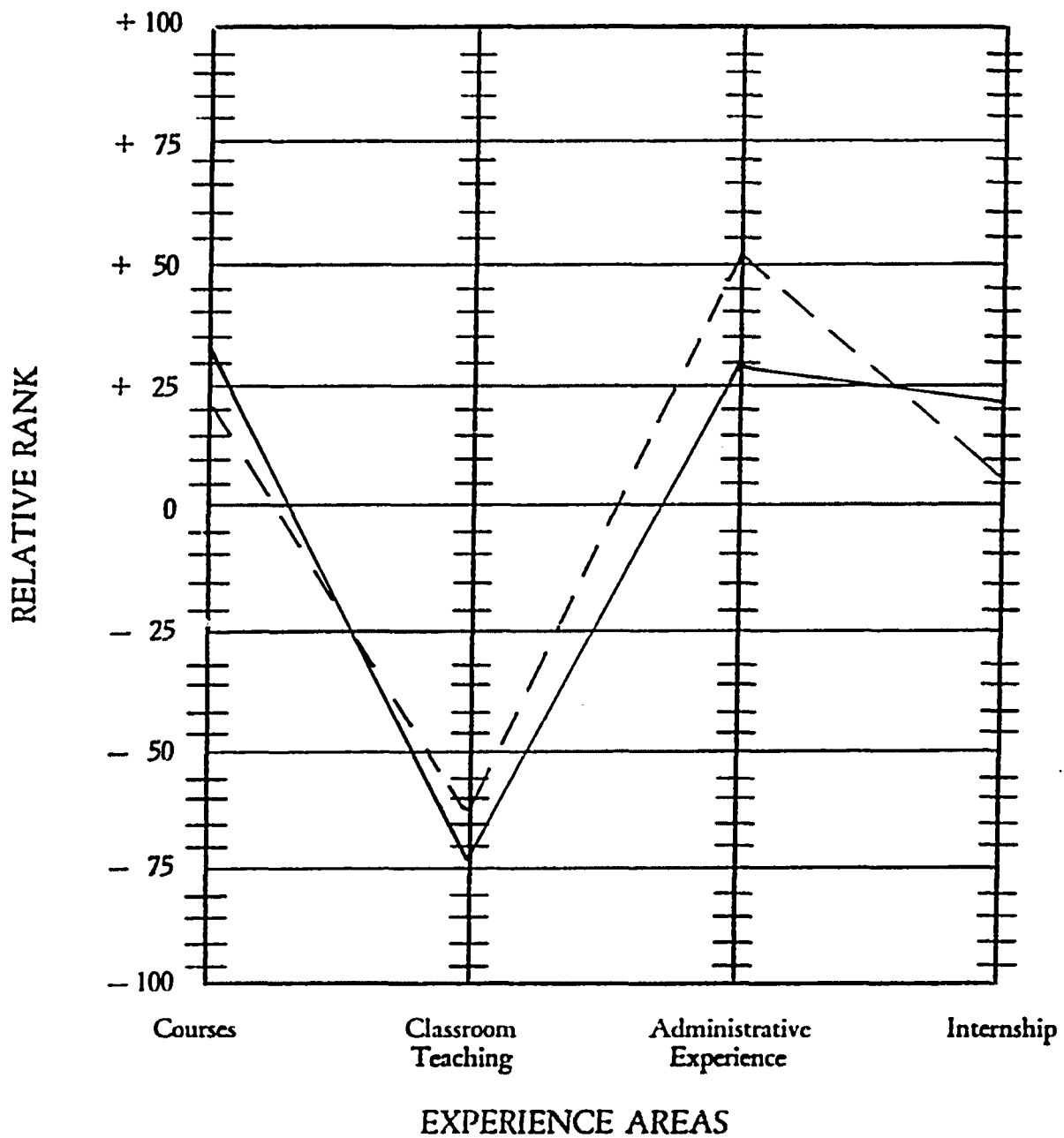
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 44

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 7--ORGANIZING SCHOOL AND COMMUNITY SURVEYS



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

ships followed close behind but classroom teaching was rated with a low -71.3. Superintendents rated previous administrative experience highest, courses second, internships third, and classroom teaching last with a rating of -63.0.

Securing Understanding and Support of the School Program

This competency was mentioned fifty-eight times in the literature surveyed, occurred on three of the other lists of competencies, and received an over-all rating of 6.

For the competency SECURING UNDERSTANDING AND SUPPORT OF THE SCHOOL PROGRAM superintendents and professors were in close agreement as to the relative value of previous administrative experience and internships for the learning of the competency. However, for the areas of courses and classroom teaching there was wide disagreement. Superintendents rated courses 40.3 points lower than did professors and rated classroom teaching 32.2 points higher. These facts are presented in Figure 45.

Developing the School as a Community Center

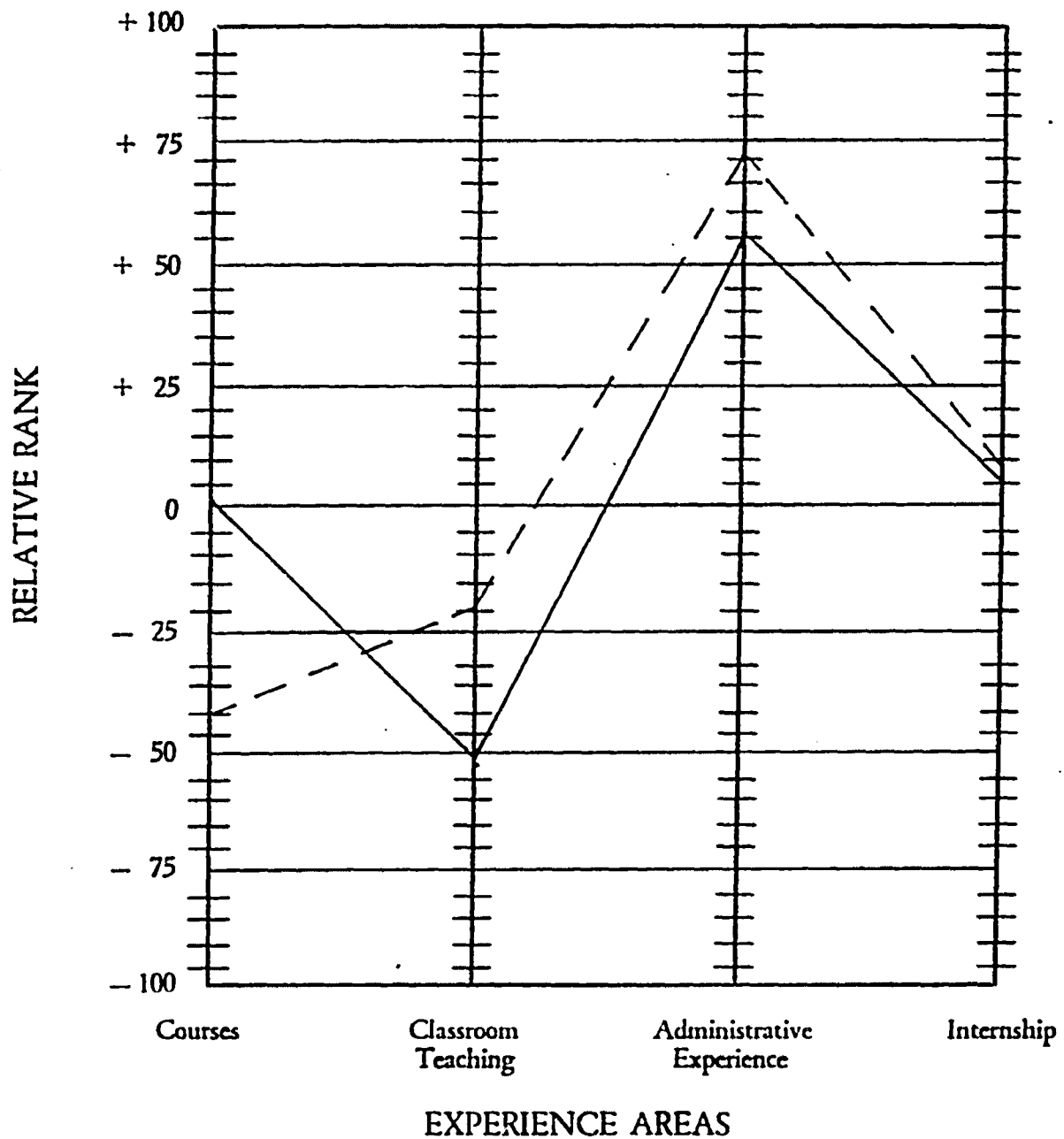
The competency DEVELOPING THE SCHOOL AS A COMMUNITY CENTER was mentioned forty-seven times in the literature surveyed, occurred on all four of the other lists of competencies, and received an over-all rating of 6.

Professors rated previous administrative experience first and courses second for best learning this competency while superintendents rated previous administrative experience first and internships second. Both groups rated classroom teaching last for best learning the compe-

FIGURE 45

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 14--SECURING UNDERSTANDING AND SUPPORT OF THE SCHOOL PROGRAM



*—Professors of Education

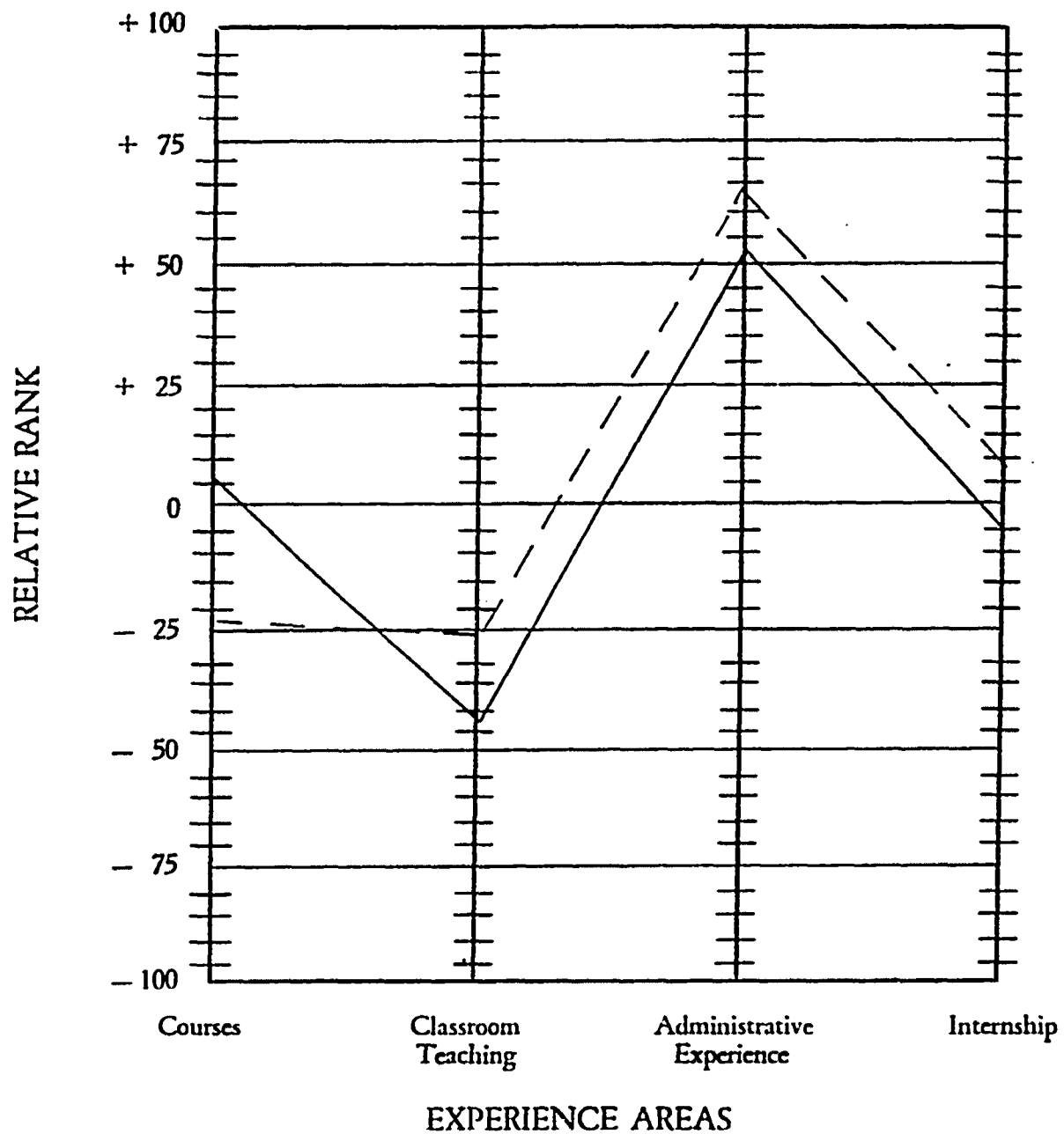
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 46

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 21--DEVELOPING THE SCHOOL AS A COMMUNITY CENTER



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

tency. This competency is presented graphically in Figure 46.

Improving School and Community Relations

The competency was mentioned twenty-seven times in the literature surveyed, occurred on two of the other lists of competencies, and received an over-all rating of 3.

The competency IMPROVING SCHOOL AND COMMUNITY RELATIONS is presented graphically in Figure 47. Again previous administrative experience was rated first by both professors and superintendents. Professors rated courses second for best learning the competency and superintendents rated internships second. Superintendents rated courses fourth for best learning this competency while professors rated classroom teaching fourth.

Preparing and Presenting School Reports to the Board, Staff, and Community

This competency was mentioned twenty-seven times in the literature surveyed, occurred on two of the other lists of competencies, and received an over-all rating of 3.

The competency PREPARING AND PRESENTING SCHOOL REPORTS TO THE BOARD, STAFF, AND COMMUNITY is presented graphically in Figure 48. For both superintendents and professors previous administrative experience rated first, internships second, courses third, and classroom teaching fourth.

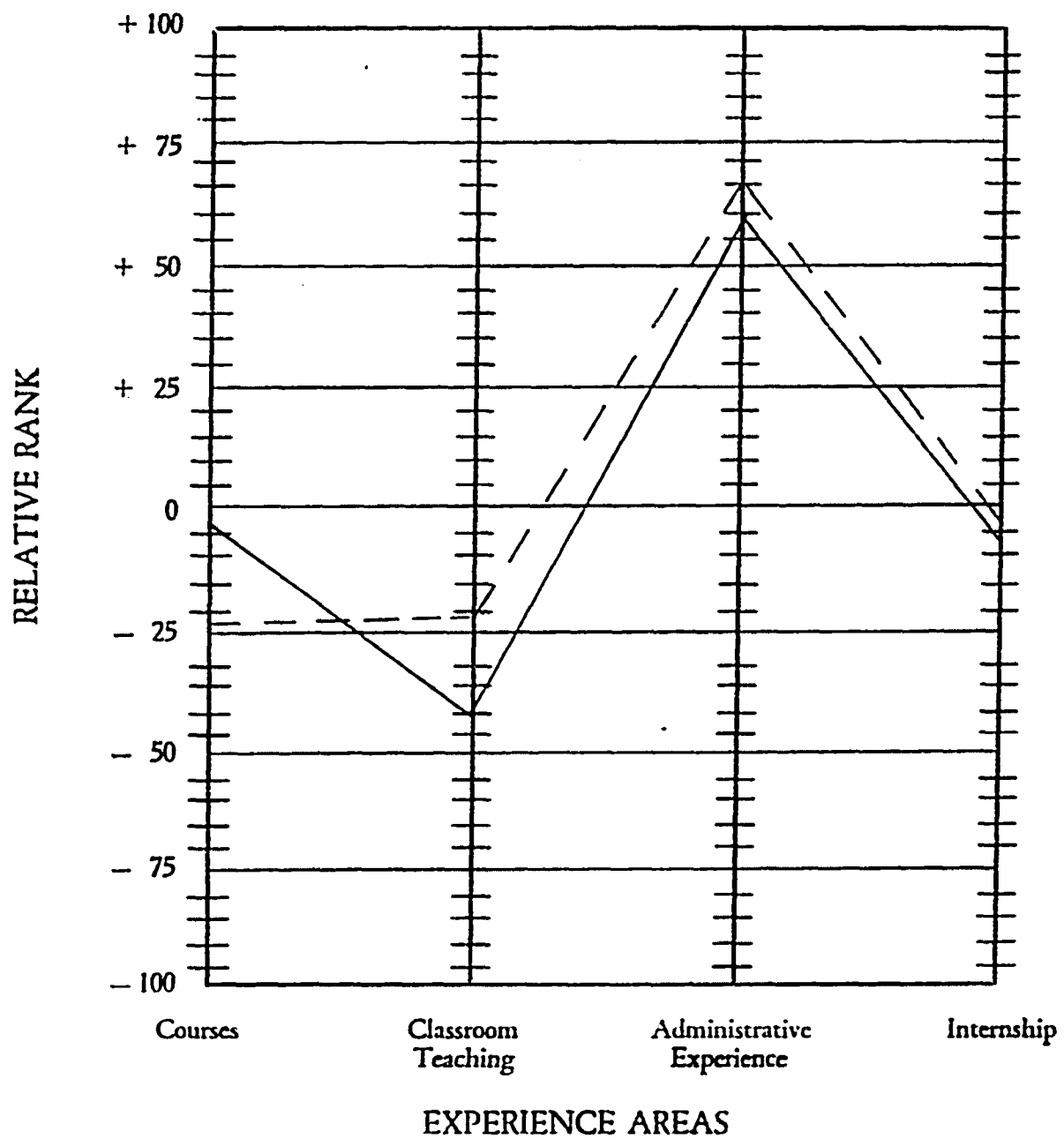
Developing Procedures for Reporting Pupil Progress to Parents

This competency was mentioned seventeen times in the literature

FIGURE 47

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 25--IMPROVING SCHOOL AND COMMUNITY RELATIONS



* —Professors of Education

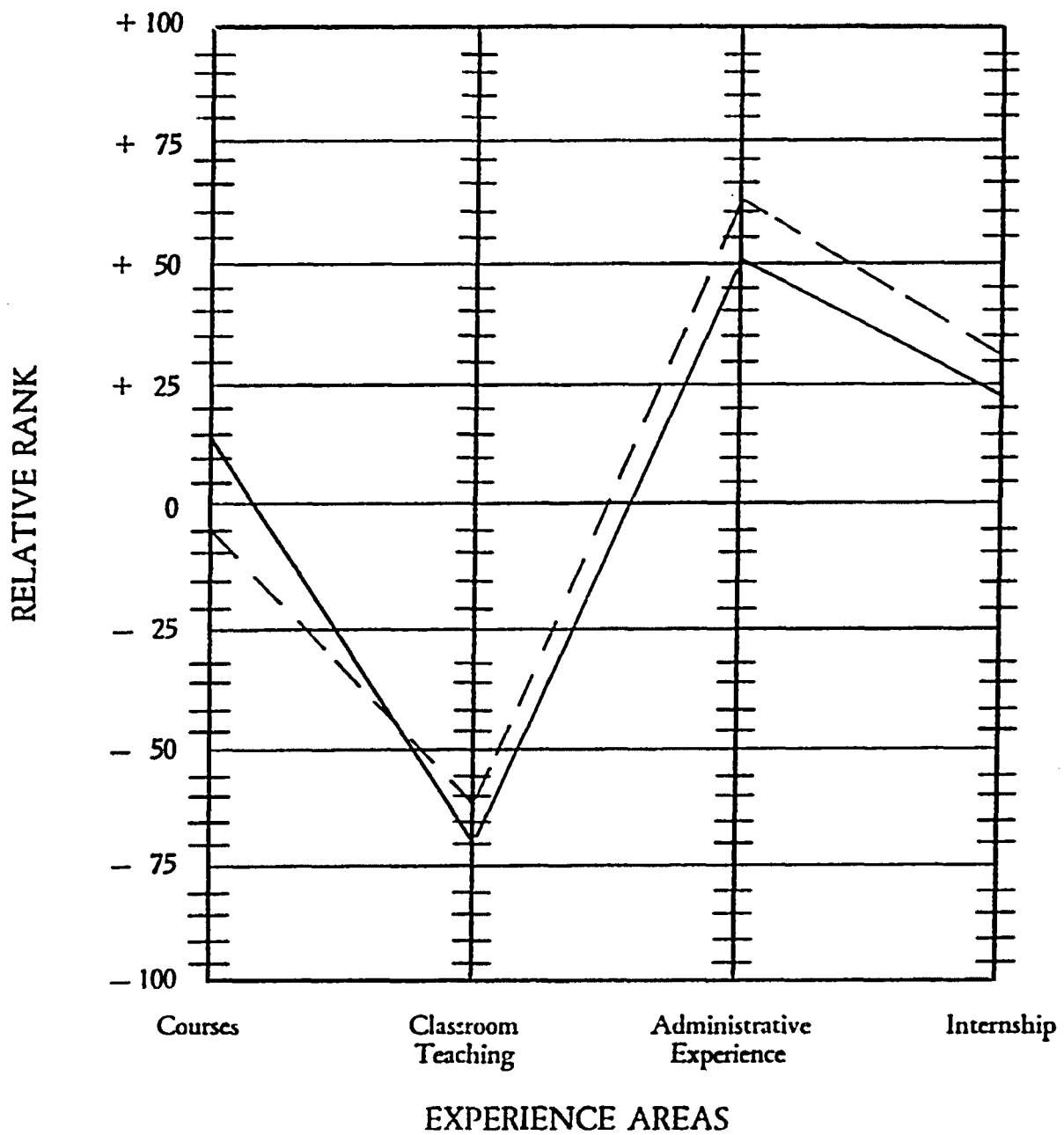
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 48

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 34--PREPARING AND PRESENTING
SCHOOL REPORTS TO THE BOARD,
STAFF, AND COMMUNITY



* —Professors of Education

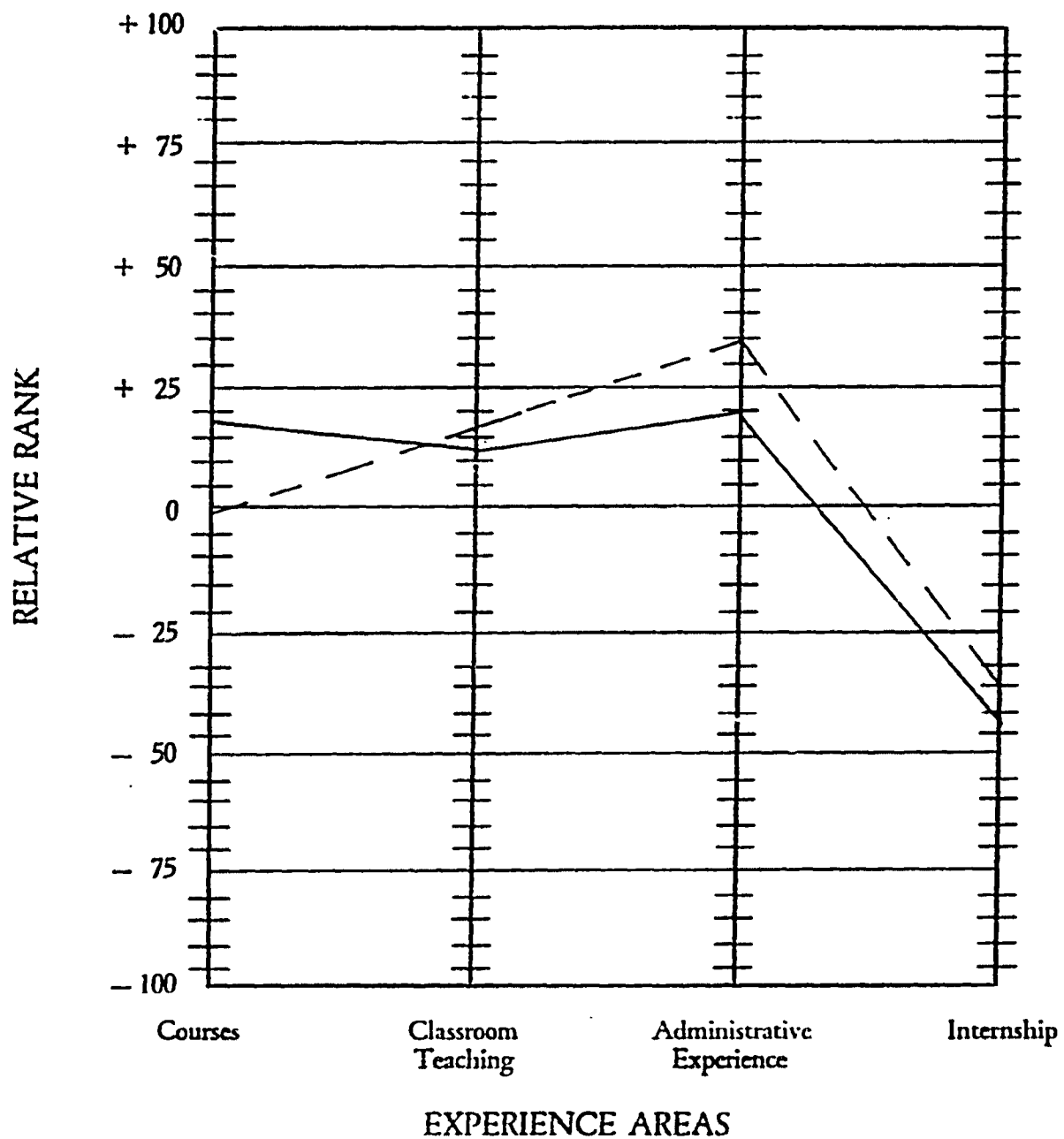
--Superintendents of Schools

Source: Tables 1 and 2, Appendix

FIGURE 49

RELATIVE RANK OF EXPERIENCE AREAS WHERE COMPETENCIES ARE LEARNED*

COMPETENCY 37--DEVELOPING PROCEDURES FOR REPORTING PUPIL PROGRESS TO PARENTS



* —Professors of Education

--Superintendents of Schools

Source: Tables 1 and 2, Appendix

surveyed, occurred on two of the other lists of competencies, and received an over-all rating of 4.

The competency DEVELOPING PROCEDURES FOR REPORTING PUPIL PROGRESS TO PARENTS is presented graphically in Figure 49 and presents graphs which differ from most of the other graphs presented in this study. Particularly for professors there was little difference between the ratings given courses, classroom teaching, and previous administrative experience. Previous administrative experience did not receive the usual high rating and internships were rated lowest by both professors and superintendents.

Alerting the Community to the Importance of the Building Program

This competency was mentioned nineteen times in the literature surveyed, occurred on two of the other lists of competencies, and received an over-all rating of 3.

The competency ALERTING THE COMMUNITY TO THE IMPORTANCE OF THE BUILDING PROGRAM is presented graphically in Figure 50. Previous administrative experience was again rated first by both groups, internships second, courses third, and classroom teaching fourth.

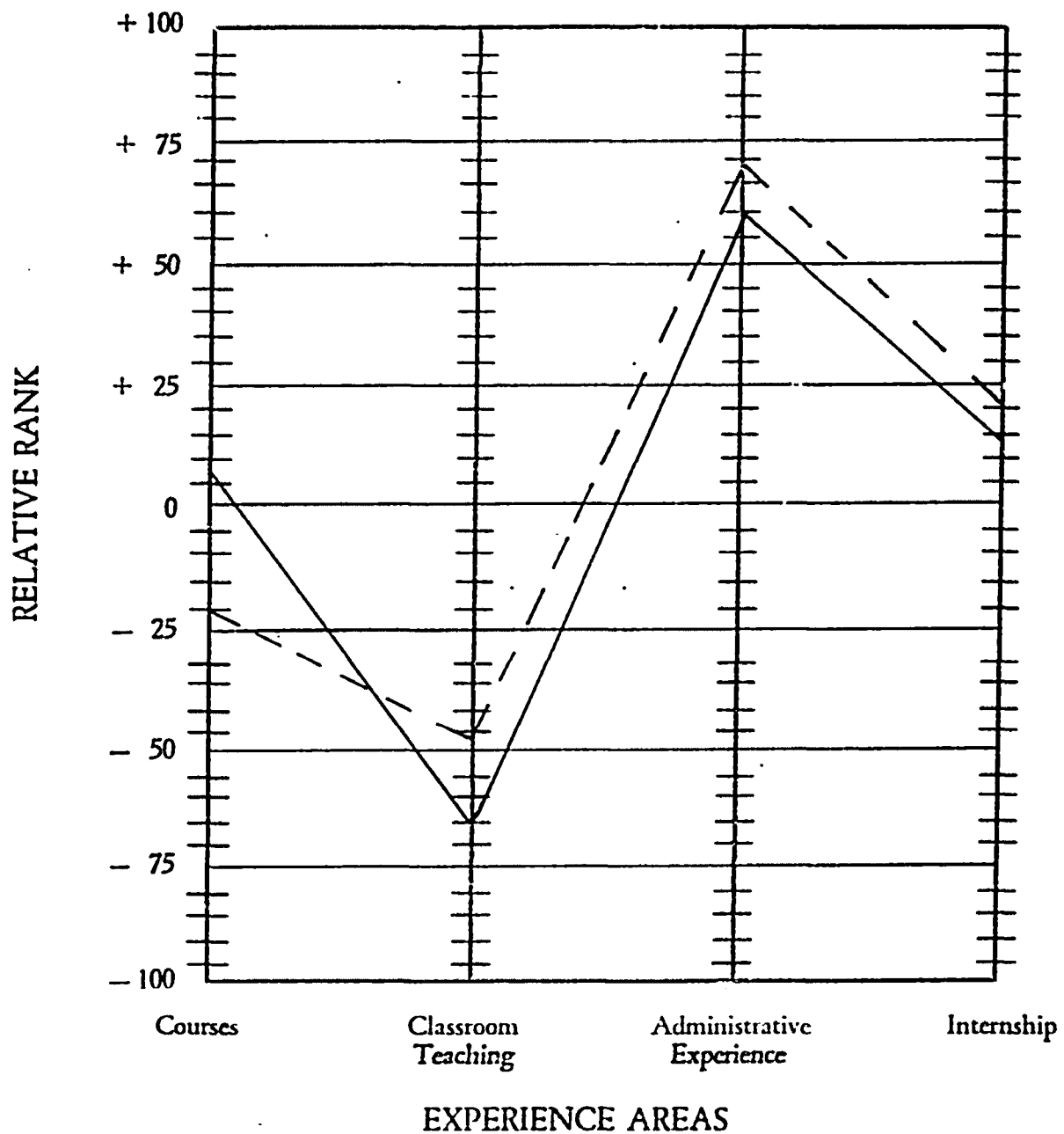
Summary

In the area of public relations both superintendents and professors rated previous administrative experience as the experience area for best learning the nine competencies with internships, courses, and classroom teaching following in the order two, three, and four. Professors rated internships second for four of the competencies, third for four of the competencies, and fourth for one of the competencies. Superin-

FIGURE 50

RELATIVE RANK OF EXPERIENCE AREAS WHERE
COMPETENCIES ARE LEARNED*

COMPETENCY 39--ALERTING THE COMMUNITY TO
THE IMPORTANCE OF THE
BUILDING PROGRAM



* —Professors of Education

---Superintendents of Schools

Source: Tables 1 and 2, Appendix

tendents rated internships second for six of the competencies, third for two of the competencies, and fourth for one of the competencies.

CHAPTER VII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions

Superintendents of schools rated previous administrative experience first as the experience area for best learning each of the fifty competencies. Professors of education rated the experience area first for best learning the fifty competencies as follows:

- a. Previous administrative experience--31;
- b. Internship--1;
- c. Classroom teaching--2;
- d. Courses in education and related fields--16.

With reference to the general areas of business management, public relations, curriculum, and personnel management it was found that both professors and superintendents rated previous administrative experience first for all four areas for best learning the competencies involved. Internship received a rating of fourth by both groups for best learning the competencies in curriculum. In business management and personnel management, superintendents rated internship second as the experience area for best learning the competencies whereas professors rated courses second for these two major areas.

As a general rating for all fifty competencies superintendents rated internship second whereas professors rated internship third.

Professors rated courses second and superintendents rated courses third. Combining the opinions of professors and superintendents into a single rating leads to the following ratings of the experience areas for best learning the fifty competencies:

First--Previous administrative experience;

Second--Courses in education and related fields;

Third--Internship;

Fourth--Classroom teaching.

In considering again the four major areas of business management, public relations, curriculum, and personnel management the following results were seen. For best learning the competencies in business management professors rated previous administrative experience, courses, internship, and classroom teaching in the order from first to last. For the general area of business management, superintendents rated previous administrative experience, internship, courses, and classroom teaching in the order of first to last. For the general area of public relations both superintendents and professors rated previous administrative experience, internship, courses, and classroom teaching in the order of first to last. For the general area of curriculum both professors and superintendents rated previous administrative experience, courses, internship, and classroom teaching in the order of first to last. For the general area of personnel management professors rated previous administrative experience, courses, internship, and classroom teaching in the order of first to last. Superintendents rated previous administrative experience, internship, courses, and classroom teaching in the order of first to last.

Except for the competency STORING AND DISTRIBUTING SUPPLIES, eighty percent or more of both superintendents and professors expressed the opinion that the competencies listed are needed by superintendents of schools. More than ninety percent of the professors expressed the opinion for thirty-six of the competencies that they are needed by superintendents, whereas more than ninety percent of the superintendents expressed the same opinion for forty-two of the competencies. If we were to retain in the list those competencies for which either ninety percent of the professors or superintendents expressed the opinion that a competency is needed by superintendents of schools, the final list would include forty-four competencies and would exclude competencies numbered 15, 28, 29, 32, 42, and 43.

Fifty percent or more of the superintendents expressed the opinion that twenty-four of the fifty competencies could not be learned adequately outside of the four experience areas named. Fifty percent or more of the professors of education expressed the opinion that twenty-nine of the fifty competencies could not be learned adequately outside of the four experience areas named.

From Tables 5, 6, 7, and 8 of the Appendix it is seen that there are correlations of .88, .94, .93, and .88, respectively, between the opinions of professors and superintendents regarding the relative rank of courses, classroom teaching, previous administrative experience, and internship as experience areas for best learning the fifty competencies.

It is seen from Table 9 of the Appendix that six of the 143 superintendents had had an experience as an intern, 12 had served as an intern sponsor as a practicing administrator, and 5 had served as an

intern sponsor as a college teacher of education. It is seen from Table 10 that of the 178 professors of education 18 had had an experience as an intern, 17 had served as an intern sponsor as a practicing administrator, and 63 had served as intern sponsor as a college teacher of education. It is also interesting to note that eighty-seven of the 178 professors reporting in this study had served as superintendent of schools.

The list of fifty competencies appears to be a rather valid list of important competencies needed by superintendents of schools. Taking the respondents as a single group of 321 educators it is seen that only Competency 42 received less than an 80 percent 'yes' response to the question "Is this competency needed by superintendents of schools?". Competencies numbered 15, 28, 29, 32, 43, and 44 received an affirmative response of less than ninety percent but more than eighty percent. This leaves forty-three competencies for which the 'yes' response to the above question was more than ninety percent.

As an over-all rating, internship was rated as the third choice as the experience area for best learning the competencies needed by superintendents of schools. Since previous administrative experience was so overwhelmingly rated as the first choice as the experience area for best learning the competencies needed by superintendents of schools and since internship is a type of previous administrative experience, the result was somewhat surprising. This rating may have resulted from the newness of the administrative internship or from the low calibre experience which it may have afforded in so many situations. As a group, professors of education had had more experience with internships than

had superintendents yet they rated internship experience relatively lower than did superintendents.

From a study of the coefficient of correlations and other data determined in this study, it was seen that the common assumption, that professors of education are highly theoretical shunning the practical and that superintendents of schools are highly practical shunning the theoretical, is somewhat of an over-simplification of the facts. Both professors and superintendents rated previous administrative experience as the area for best learning competencies needed by superintendents of schools. The fact that professors of education are also practitioners should not be overlooked. Of the 178 professors surveyed, 142 had served as principals, 87 had served as superintendent of schools, 141 had served in at least two different public school administrative positions, 84 had served in at least three such positions, and 37 had served in at least four such positions. Personal information concerning the respondents is to be found in Tables 9 and 10 of the Appendix.

If classroom teaching has no more value in learning competencies needed by superintendents of schools than was expressed by professors and superintendents, then there has been a great waste of time in classroom teaching by superintendents of schools. In The American School Superintendency¹ it was found that the median years of experience in the city superintendency for superintendents serving in 1950 had been 11.9 years. This same group of superintendents had been in educational work 26.8 years. Thus, approximately fifteen years had been spent in school

¹American Association of School Administrators, The American School Superintendency, Thirtieth Yearbook, AASA (Washington, D.C., 1952).

work previous to the superintendency. While some of these years had been spent in other administrative positions, no doubt many of these years were spent in classroom teaching. Thus, according to the respondents, there were many years of educational experience which were relatively dormant with reference to the learning of competencies which are needed by superintendents of schools.

On the other side of the educational ledger, an investigation of the requirements for certification for superintendents of schools for the forty-eight states of the union in 1952 revealed that previous administrative experience was required in only nineteen of the states and that the mean experience required was slightly over one year for the forty-eight states.¹ The maximum administrative experience required in any one state was five years. Of the nineteen states, one required four years of administrative experience, six required three years, five required two years, and four required one year. There thus appeared to be a wide divergence between the opinions of educators relative to the importance of previous administrative experience and requirements in the nation for administrative certification. The opinions relative to the importance of classroom teaching and actual practice also showed little agreement.

Recommendations

As a result of the opinions expressed by the selected jury of this study, two recommendations seem to be plausible.

¹Robert C. Woellner and M. Aurilla Wood, Requirements for Certification of Teachers, Counselors, Librarians, Administrators for Elementary Schools, Secondary Schools, Junior Colleges (21st ed.; Chicago: The University of Chicago Press, 1957).

- (1) Using the opinions of the selected jury of professors and superintendents as a guide, it is recommended that the preparation program for superintendents of schools be designed using the fifty competencies determined in the study as the framework. Since the institution of higher learning designing the preparation program for superintendents will have responsibilities in the experience areas of college courses and internships, each course and each internship experience should have one or more of the competencies as objectives toward which to work. The individual student aspiring to the superintendency should structure his own educational experiences as a classroom teacher and as an administrator in a position prior to the superintendency to develop other aspects of the fifty competencies.
- (2) In designing an internship in educational administration priority should be given the competencies which superintendents and professors feel are best learned in an internship experience. The priority given these competencies might well be from the viewpoint of time allotted to the development of each competency or from the viewpoint of the order in which each competency might be considered in an internship. It is no doubt true that most internships will be of too short a duration to give any appreciable time to all of the competencies considered. According to the opinions of the respondents the priority in broad areas would be competencies in business management, public relations, personnel management, and curriculum development, respectively.

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 August, September, October, November, December, 1948; January,
 February, March, May, June, September, October, November, 1949;
 January, March, April, May, July, September, October, November,
 December, 1950; January, March, April, July, August, September,
 October, November, December, 1951; February, April, June, July,
 August, November, 1952; April, July, August, September, November,
 1954; January, March, April, July, August, September, October,
 November, 1954; January, February, March, April, October, 1955;
 January, March, April, May, July, August, September, October,
 December, 1956.

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APPENDIX

TABLE 1

RELATIVE RANK BY SUPERINTENDENTS OF EXPERIENCE AREAS
WHERE COMPETENCIES CAN BEST BE LEARNED

Competency Number	Courses	Classroom Teaching	Previous Administrative Experience	Internship
1	-28.4	-21.0	61.6	- 0.7
2	-10.9	-62.3	60.6	34.3
3	-23.5	-49.7	74.9	14.4
4	-48.7	-30.5	80.2	19.3
5	-43.4	16.5	61.3	-17.2
6	23.1	- 6.3	34.7	-39.2
7	22.4	-63.0	51.5	6.3
8	-39.2	-49.7	85.8	29.8
9	- 2.1	-47.6	64.4	2.8
10	-34.0	-37.8	69.3	28.7
11	-13.3	-13.7	50.8	- 0.7
12	11.9	- 9.8	43.1	-27.3
13	-39.9	-17.5	71.4	3.5
14	-38.9	-19.2	71.4	6.7
15	-36.8	-17.2	70.4	2.5
16	-18.9	-21.4	60.6	- 3.5
17	14.0	-54.3	53.2	6.7
18	4.2	-62.7	56.0	28.0
19	- 9.5	-15.1	52.9	- 8.8
20	- 7.0	-58.5	66.9	28.4
21	-23.1	-25.6	63.7	6.7
22	-12.6	-61.3	65.1	30.8
23	26.6	-51.8	36.8	8.4
24	12.6	-60.2	55.7	11.9
25	-23.8	-21.7	66.5	- 3.9
26	-46.6	-14.7	78.4	2.8
27	-17.5	-30.1	65.5	2.1
28	3.1	-45.9	54.6	7.7
29	38.5	-64.1	40.6	10.9
30	-17.9	22.8	34.0	-25.2
31	17.1	-27.3	46.9	-15.4
32	-23.8	25.6	45.2	-29.1

TABLE 1--Continued

Competency Number	Courses	Classroom Teaching	Previous Administrative Experience	Internship
33	42.0	-68.3	46.6	2.8
34	- 5.6	-60.2	63.7	31.5
35	8.7	- 7.0	41.3	-25.9
36	- 1.4	-59.9	61.3	31.9
37	1.0	16.8	34.0	-34.7
38	9.8	-60.9	55.7	22.1
39	-19.6	-44.8	70.0	20.3
40	-13.3	-63.7	66.9	16.5
41	13.3	-60.9	55.7	21.0
42	-18.6	-43.1	56.7	26.6
43	17.1	-53.9	42.4	22.8
44	6.6	-54.6	54.6	29.4
45	-28.7	- 7.7	64.8	4.6
46	6.3	- 3.9	43.8	-24.9
47	25.5	-54.2	44.8	6.0
48	11.2	-61.3	59.9	24.9
49	-14.4	-55.3	66.9	34.7
50	11.9	-52.2	58.1	12.6

TABLE 2

RELATIVE RANK BY PROFESSORS OF EXPERIENCE AREAS
WHERE COMPETENCIES CAN BEST BE LEARNED

Competency Number	Courses	Classroom Teaching	Previous Administrative Experience	Internship
1	-23.6	-26.7	54.5	2.2
2	-11.9	-64.4	48.4	58.2
3	-29.2	-50.8	67.0	25.6
4	-32.1	-40.2	77.7	7.0
5	-45.3	28.1	50.9	-16.1
6	31.0	- 1.4	18.6	-40.3
7	35.1	-71.3	29.2	21.6
8	- 3.2	-69.1	79.2	13.8
9	22.2	-60.4	49.8	- 0.9
10	30.1	-60.9	48.1	- 2.6
11	2.0	-16.9	32.4	5.4
12	18.1	3.3	18.3	-30.4
13	-21.1	-33.8	66.2	- 2.5
14	1.4	-51.4	56.7	5.6
15	- 8.0	-43.6	54.8	7.1
16	3.7	-29.8	53.9	-18.6
17	46.4	-71.1	36.3	- 1.7
18	29.9	-80.3	47.1	21.4
19	10.4	-12.4	36.2	-17.3
20	27.1	-66.9	43.0	19.9
21	5.9	-43.5	53.1	- 6.7
22	12.0	-75.2	62.1	14.4
23	56.2	-65.1	12.9	6.8
24	48.6	-68.5	34.9	1.1
25	- 4.3	-40.8	60.1	- 8.2
26	-12.2	-41.9	67.7	- 2.0
27	8.2	-52.8	69.9	- 7.3
28	27.8	-51.4	46.9	- 5.1
29	67.9	-65.7	23.4	0.5
30	12.9	29.9	3.9	-39.4
31	41.3	-47.6	31.2	-14.3
32	- 6.8	40.5	16.3	-38.8

TABLE 2--Continued

Competency Number	Courses	Classroom Teaching	Previous Administrative Experience	
33	78.0	-74.1	34.5	-22.0
34	13.3	-68.8	49.5	23.6
35	27.8	11.2	18.5	-47.0
36	10.7	-64.6	55.3	24.2
37	19.3	13.5	20.2	-43.4
38	38.5	-69.4	43.3	7.5
39	8.7	-65.7	60.7	13.2
40	18.8	-55.3	52.5	- 2.9
41	67.7	-66.0	19.4	2.5
42	- 0.6	-53.9	55.4	12.3
43	54.8	-63.0	35.4	1.5
44	44.2	-66.6	35.6	14.1
45	-24.5	-15.7	57.8	- 6.5
46	34.6	-13.8	25.6	-39.7
47	47.5	-63.7	34.5	- 0.6
48	49.8	-69.6	30.1	12.3
49	18.8	-64.9	50.6	18.9
50	53.1	-72.4	35.1	- 3.7

TABLE 3

TABULATION OF QUESTIONNAIRE RESPONSES FOR SUPERINTENDENTS

Competency	Part I			Part II				
	Yes	No	No Reply	1	2	3	4	No Reply
1	138	0	5	21	25	26	61	10
2	137	0	6	17	33	58	20	15
3	134	1	8	23	19	46	43	12
4	137	0	6	6	16	39	64	18
5	136	0	7	17	15	21	76	14
6	137	0	6	54	37	23	28	1
7	128	7	8	53	31	27	23	9
8	137	0	6	6	26	46	52	13
9	137	0	6	34	33	35	36	5
10	133	3	7	10	21	48	45	19
11	133	2	8	27	27	19	50	20
12	134	1	8	51	28	14	41	9
13	135	0	8	14	17	47	56	9
14	135	0	8	14	18	41	58	12
15	128	5	10	13	21	34	59	16
16	134	1	8	25	23	41	43	11
17	136	0	7	49	27	41	22	4
18	136	0	7	35	34	44	24	6
19	130	1	12	37	19	24	48	15
20	136	0	7	22	31	47	24	19
21	129	4	10	22	14	42	46	19
22	132	3	8	24	28	44	34	13
23	131	2	10	60	25	29	20	9
24	132	1	10	42	31	35	22	13
25	135	0	8	24	24	32	54	9
26	135	0	8	6	17	46	58	16
27	136	0	7	20	30	46	37	10
28	123	9	11	39	21	36	27	20
29	127	7	9	59	36	22	11	15
30	134	2	7	27	24	35	47	10
31	134	2	7	45	35	36	20	7
32	117	15	11	16	21	45	38	23
33	136	0	7	70	28	30	9	6
34	136	0	7	27	26	54	21	12
35	133	2	8	44	27	34	28	10
36	135	1	7	27	31	55	17	13
37	134	2	7	40	27	36	34	6
38	132	3	8	38	32	44	18	11
39	135	1	7	20	25	43	39	16

TABLE 3--Continued

Competency	Part I			Part II				
	Yes	No	No Reply	1	2	3	4	No Reply
40	135	1	7	15	34	46	28	20
41	132	2	9	39	33	41	16	14
42	113	21	9	18	19	42	33	31
43	116	17	10	42	23	40	9	29
44	125	6	12	28	35	46	13	21
45	132	4	7	13	24	32	50	24
46	132	3	8	41	31	27	34	10
47	130	4	9	55	28	31	17	12
48	135	0	8	34	35	51	10	13
49	134	0	9	15	33	54	25	16
50	133	1	9	37	37	39	19	11

TABLE 3--Continued

Competency	Part III					Part IV				
	11	2	3	4	No Reply	1	2	3	4	No Reply
1	16	30	52	35	10	86	32	12	8	5
2	0	8	34	76	25	82	34	17	4	6
3	4	17	47	60	15	89	43	5	1	5
4	10	26	55	39	13	107	24	7	1	4
5	37	45	36	18	7	78	40	17	2	6
6	28	33	45	31	6	59	38	27	15	4
7	2	9	35	79	18	63	48	23	2	7
8	2	11	55	51	24	114	22	3	1	3
9	7	18	46	61	11	83	37	17	1	5
10	5	24	42	50	22	90	33	11	2	7
11	18	29	48	28	20	75	27	22	5	14
12	25	31	41	34	12	65	36	29	7	6
13	13	38	46	34	12	99	25	7	6	6
14	12	44	37	43	7	100	25	11	5	2
15	13	38	45	34	13	91	32	11	1	8
16	17	32	39	44	11	87	27	18	5	6
17	4	21	28	78	12	71	42	20	6	4
18	1	8	27	81	26	73	39	21	2	8
19	19	33	38	38	15	70	41	18	6	8
20	0	7	30	72	34	86	34	15	0	8
21	9	32	39	42	21	83	36	8	6	10
22	1	10	37	75	20	83	37	17	0	6
23	3	22	28	74	16	47	51	34	3	8
24	1	10	38	73	21	70	43	20	2	8
25	17	35	35	48	8	82	42	14	1	4
26	17	35	35	38	18	99	34	4	2	4
27	10	29	37	49	18	88	33	14	4	4
28	4	15	40	57	27	69	42	16	4	12
29	0	3	22	82	36	56	39	31	2	15
30	57	26	23	26	11	45	54	29	9	6
31	16	30	26	57	14	65	40	26	5	7
32	51	32	21	20	19	54	48	17	5	19
33	0	5	24	88	26	52	57	24	2	8
34	1	9	31	76	26	83	34	14	2	10
35	28	35	29	41	10	58	44	28	7	6
36	1	5	22	78	37	82	31	20	0	10
37	45	40	18	32	8	51	43	30	9	10
38	0	9	23	80	31	75	33	24	0	11
39	6	20	36	62	19	83	44	8	1	7

TABLE 3--Continued

Competency	Part III					Part IV				
	1	2	3	4	No Reply	1	2	3	4	No Reply
40	7	19	35	90	22	87	34	13	2	7
41	0	7	23	79	34	70	38	19	0	16
42	3	16	35	55	34	76	29	13	3	22
43	0	3	15	71	54	55	35	24	0	29
44	0	5	17	72	49	74	28	20	0	21
45	20	36	32	33	22	87	30	15	2	9
46	28	33	36	32	14	64	39	26	8	6
47	3	18	17	81	24	63	36	32	1	11
48	0	6	17	82	38	80	31	20	0	12
49	0	7	27	69	40	88	29	12	1	13
50	0	15	28	68	32	76	36	20	1	10

TABLE 3--Continued

Competency	Part V					Part VI		
	1	2	3	4	No Reply	Yes	No	No Reply
1	19	52	42	25	5	93	40	10
2	44	59	21	14	5	28	105	10
3	27	58	33	19	6	75	60	8
4	21	70	29	14	9	110	26	7
5	14	36	57	28	8	117	17	9
6	5	34	40	58	6	23	108	12
7	24	47	45	16	11	72	60	11
8	23	78	25	7	10	43	89	11
9	23	52	34	28	6	37	95	11
10	37	58	24	13	11	59	75	9
11	19	47	33	27	17	78	54	11
12	7	38	46	42	10	111	22	10
13	18	60	32	27	6	61	70	12
14	24	51	44	18	6	57	73	13
15	25	44	37	25	12	51	79	13
16	15	55	31	32	10	28	101	14
17	27	46	41	20	9	50	81	12
18	36	56	38	5	8	30	101	12
19	17	43	44	29	10	97	31	15
20	34	61	30	9	9	34	98	11
21	25	47	34	22	15	60	69	14
22	37	62	26	11	7	60	71	12
23	31	45	35	24	8	48	83	12
24	26	53	35	18	11	52	76	15
25	22	40	49	23	9	65	65	13
26	21	47	43	19	13	63	67	13
27	23	48	32	28	12	46	81	16
28	22	51	27	23	20	57	67	19
29	22	51	44	10	16	72	53	18
30	12	32	46	41	12	60	67	16
31	18	36	42	37	10	37	90	16
32	9	28	37	46	23	23	95	25
33	20	45	51	13	14	56	71	16
34	32	66	28	6	11	33	92	18
35	14	30	42	45	12	19	106	18
36	35	63	26	8	11	30	94	19
37	7	29	46	48	13	33	92	18
38	29	60	31	12	11	80	46	17
39	37	46	38	12	10	63	64	16
40	37	43	30	20	13	49	77	17

TABLE 3--Continued

Competency	Part V					Part VI		
	1	2	3	4	No Reply	Yes	No	No Reply
41	29	55	33	10	16	74	49	20
42	33	55	23	11	21	75	45	23
43	27	54	25	9	28	87	30	26
44	36	54	28	7	18	62	58	23
45	24	44	39	20	16	67	57	19
46	13	35	40	46	9	45	79	19
47	20	49	46	13	15	63	62	18
48	29	61	30	9	13	53	72	17
49	38	61	26	6	12	52	74	17
50	31	46	36	18	12	60	64	19

TABLE 4

TABULATION OF QUESTIONNAIRE RESPONSES FOR PROFESSORS

Competency	Part I			Part II				
	Yes	No	No Reply	1	2	3	4	No Reply
1	172	1	5	37	24	44	69	4
2	172	0	6	25	34	88	19	12
3	171	0	7	24	26	68	55	5
4	171	0	7	18	30	54	63	13
5	172	0	6	25	17	26	101	9
6	170	2	6	80	34	32	26	6
7	168	4	6	85	31	40	18	4
8	171	1	6	31	42	77	19	9
9	172	0	6	67	36	47	22	6
10	166	5	7	71	42	37	20	8
11	163	8	7	48	26	37	39	28
12	166	4	8	77	19	37	36	9
13	167	4	7	25	36	49	56	12
14	172	0	6	50	35	42	44	7
15	159	10	9	43	34	32	58	11
16	167	3	8	52	35	46	40	5
17	166	5	7	97	32	29	16	4
18	170	2	6	61	54	52	9	2
19	165	4	9	67	25	30	46	10
20	170	2	6	66	42	44	17	9
21	160	9	9	47	39	44	34	14
22	169	2	7	52	41	60	21	4
23	169	3	6	117	17	27	12	5
24	161	7	10	95	32	29	10	12
25	172	0	6	50	30	43	51	4
26	168	1	9	34	36	51	48	9
27	170	0	8	47	46	45	33	7
28	154	11	13	68	39	30	23	18
29	159	7	12	126	19	19	5	9
30	158	9	11	49	49	33	34	13
31	166	2	10	91	33	28	20	6
32	150	16	12	31	46	34	49	18
33	166	2	10	136	22	14	1	5
34	166	2	10	51	39	64	15	9
35	160	4	14	67	44	33	23	11
36	166	1	11	41	47	67	12	11
37	158	9	11	60	43	34	30	11
38	160	7	11	82	34	45	8	9
39	165	3	10	48	37	60	21	12

TABLE 4--Continued

Competency	Part I			Part II				
	Yes	No	No Reply	1	2	3	4	No Reply
40	165	2	11	59	39	50	20	10
41	160	7	11	122	24	15	6	11
42	140	21	17	41	28	50	31	28
43	148	17	13	100	28	27	3	20
44	162	5	11	81	42	37	5	13
45	164	1	13	24	33	40	64	17
46	158	7	13	73	47	18	26	14
47	157	9	12	92	33	30	9	14
48	164	2	12	89	43	30	7	9
49	164	4	10	54	43	58	13	10
50	163	4	11	97	37	30	6	8

TABLE 4--Continued

Competency	Part III					Part IV				
	1	2	3	4	No Reply	1	2	3	4	No Reply
1	22	56	49	63	8	94	49	21	11	3
2	0	5	24	105	44	79	52	28	5	14
3	6	24	45	86	17	115	37	16	6	4
4	5	39	50	71	13	140	19	12	5	2
5	65	51	33	24	5	87	53	24	11	3
6	27	61	38	41	11	61	42	44	27	4
7	3	5	25	120	25	54	61	51	7	5
8	0	7	29	112	30	128	38	8	2	2
9	7	16	35	105	15	82	58	29	8	1
10	5	18	25	110	20	83	49	34	5	7
11	29	32	28	61	28	79	26	39	15	19
12	40	53	25	48	12	50	51	50	18	9
13	12	34	52	63	17	116	34	14	8	6
14	8	26	39	93	12	101	41	29	6	1
15	10	25	52	74	17	95	42	27	5	9
16	13	45	43	67	10	103	34	26	11	4
17	2	10	31	118	17	53	73	40	5	7
18	0	1	17	135	25	81	51	38	4	4
19	30	42	32	57	17	69	53	36	13	7
20	2	5	19	114	38	72	55	42	2	7
21	13	26	31	88	20	94	39	28	5	12
22	1	5	31	122	19	101	48	23	3	3
23	3	19	21	118	17	40	55	65	12	6
24	1	9	17	119	32	57	61	47	2	11
25	14	33	40	83	8	99	49	23	5	2
26	13	23	52	73	17	112	41	16	4	5
27	4	24	40	90	20	114	33	22	5	4
28	5	15	26	91	41	72	59	26	5	16
29	2	2	8	116	50	30	81	54	2	11
30	80	34	18	35	11	31	55	55	24	13
31	12	26	29	95	16	54	67	44	10	3
32	82	37	19	19	21	47	48	46	19	18
33	1	6	14	129	28	31	103	32	5	7
34	3	6	21	118	30	83	50	34	3	8
35	56	41	35	44	12	49	51	51	16	11
36	0	7	19	109	43	97	41	30	4	6
37	57	42	18	45	16	48	56	48	16	10
38	1	4	13	120	40	65	64	36	2	11
39	3	12	24	114	25	93	55	21	2	7

TABLE 4--Continued

Competency	Part III					Part IV				
	1	2	3	4	No Reply	1	2	3	4	No Reply
40	8	17	28	101	24	85	54	27	5	7
41	1	3	16	112	46	31	72	59	3	13
42	5	14	28	94	37	89	45	20	3	21
43	0	2	6	110	60	48	68	36	1	25
44	0	3	6	117	52	57	59	44	1	17
45	26	43	37	57	15	104	34	24	6	10
46	29	39	42	52	16	58	49	44	15	12
47	0	11	20	109	38	54	65	38	6	15
48	1	3	13	120	41	52	61	54	2	9
49	1	4	19	109	45	83	54	28	6	7
50	1	11	11	120	25	56	66	41	6	9

TABLE 4--Continued

Competency	Part V					Part VI		
	1	2	3	4	No Reply	Yes	No	No Reply
1	25	66	58	25	4	127	43	8
2	76	79	14	5	4	38	129	11
3	33	90	41	12	2	97	72	9
4	12	88	55	16	7	134	34	10
5	15	49	84	26	4	147	20	11
6	7	39	58	69	5	33	132	13
7	33	80	53	8	4	77	89	12
8	18	89	52	12	7	63	102	13
9	22	65	62	25	4	34	133	11
10	17	64	71	18	8	64	100	14
11	18	72	45	22	21	120	43	15
12	11	43	53	60	11	143	22	13
13	18	68	53	30	9	75	89	14
14	20	74	62	16	6	63	102	13
15	24	70	53	20	11	50	113	15
16	9	61	55	45	8	35	131	12
17	22	60	70	20	6	52	114	12
18	38	70	62	4	4	38	129	11
19	15	49	64	38	12	136	29	13
20	35	71	58	6	8	51	114	13
21	14	61	59	27	17	78	87	13
22	24	83	57	11	4	74	92	12
23	16	82	58	16	6	60	109	9
24	17	65	67	14	15	71	90	17
25	15	64	65	29	5	89	76	13
26	17	71	50	31	9	88	75	15
27	10	68	64	25	11	65	100	13
28	20	48	70	18	22	79	79	20
29	12	68	80	5	13	86	74	18
30	10	30	60	65	13	55	110	13
31	18	50	71	33	6	37	126	15
32	7	29	59	61	22	36	123	19
33	10	38	108	14	8	84	79	15
34	36	77	45	10	10	48	114	16
35	5	30	53	77	13	31	130	17
36	36	76	48	7	11	38	123	17
37	7	28	64	66	13	32	126	20
38	22	67	68	8	13	90	69	19
39	30	67	60	10	11	81	80	17
40	20	61	63	24	10	51	109	18

TABLE 4--Continued

Competency	Part V				Part VI			
	1	2	3	4	No Reply	Yes	No	No Reply
41	17	67	72	10	12	79	80	19
42	24	67	51	10	26	100	51	27
43	16	58	77	4	23	117	43	18
44	31	61	67	3	16	86	73	19
45	21	53	62	28	14	103	58	17
46	10	29	60	65	14	48	110	20
47	21	57	71	15	14	68	90	20
48	32	62	68	7	9	78	83	17
49	34	68	61	4	11	67	94	17
50	18	56	85	10	9	72	89	17

TABLE 5

CALCULATION OF THE PRODUCT-MOMENT COEFFICIENT OF
CORRELATION BETWEEN OPINIONS OF PROFESSORS
AND SUPERINTENDENTS REGARDING COURSES

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
1	-23.6	-28.4	-41.6	-21.7	1730.6	470.9	902.7
2	-11.9	-10.9	-29.9	- 4.2	894.0	17.6	125.6
3	-29.2	-23.5	-47.2	-16.8	2227.8	282.2	793.0
4	-32.1	-48.7	-50.1	-42.0	2510.0	1764.0	2104.2
5	-45.3	-43.4	-63.3	-36.7	4006.9	1346.9	2323.1
6	31.0	23.1	13.0	29.8	169.0	888.0	387.4
7	35.1	22.4	17.1	29.1	292.4	846.8	497.6
8	- 3.2	-39.2	-21.2	-32.5	449.4	1056.3	689.0
9	22.2	- 2.1	-4.2	4.6	17.6	21.2	19.3
10	30.1	-34.0	12.1	-27.3	146.4	745.3	- 330.3
11	2.0	-13.3	-16.0	- 6.6	256.0	43.6	105.6
12	18.1	11.9	0.1	18.6	0.0	346.0	1.9
13	-21.1	-39.9	-39.1	-33.2	1528.8	1102.2	1298.1
14	1.4	-38.9	-16.6	-32.2	275.6	1036.8	534.5
15	- 8.0	-36.8	-26.0	-30.1	676.0	906.0	782.6
16	3.7	-18.9	-14.3	-12.2	204.5	148.8	174.5
17	46.4	14.0	28.4	20.7	806.6	428.5	587.9
18	29.9	4.2	11.9	10.9	141.6	118.8	129.7
19	10.4	- 9.5	- 7.6	- 2.8	57.8	7.8	21.3
20	27.1	- 7.0	9.1	- 0.3	82.8	0.1	- 2.7
21	5.9	-23.1	-12.1	-16.4	146.4	269.0	198.4
22	12.0	-12.6	- 6.0	- 5.9	36.0	34.8	35.4
23	56.2	26.6	38.2	33.3	1459.2	1108.9	1272.1
24	48.6	12.6	30.6	19.3	936.4	372.5	590.6
25	- 4.3	-23.8	-22.3	-17.1	497.3	292.4	381.3
26	-12.2	-46.6	-30.2	-39.9	912.0	1592.0	1205.0
27	8.2	-17.5	- 9.8	-10.8	96.0	116.6	105.8
28	27.8	3.1	9.8	9.8	96.0	96.0	96.0
29	67.9	38.5	49.9	45.2	2490.0	2043.0	2255.5
30	12.9	-17.9	- 5.1	-11.2	26.0	125.4	57.1
31	41.3	17.1	23.3	23.8	542.9	566.4	554.5
32	- 6.8	-23.8	-24.8	-17.1	615.0	292.4	424.1
33	78.0	42.0	60.0	48.7	3600.0	2371.7	2922.0
34	13.3	- 5.6	- 4.7	1.1	22.1	1.2	- 5.2
35	27.8	8.7	9.8	15.4	96.0	237.2	150.9
36	10.7	- 1.4	- 7.3	5.3	53.3	28.1	- 38.7
37	19.3	1.0	1.3	7.7	1.7	59.3	10.0
38	38.5	9.8	20.5	16.5	420.3	272.3	338.3
39	8.7	-19.6	- 9.3	-12.9	86.5	166.4	120.0
40	118.8	-13.3	0.8	- 6.6	0.6	43.6	- 5.3

TABLE 5--Continued

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
41	67.7	13.3	49.7	20.0	2470.1	400.0	994.0
42	- 0.6	-18.6	-18.6	-11.9	346.0	141.6	221.3
43	54.8	17.1	36.8	23.8	1354.2	566.4	875.8
44	44.2	6.6	26.2	13.3	686.4	176.9	348.5
45	-24.5	-28.7	-42.5	-22.0	1806.3	484.0	935.0
46	34.6	6.3	16.6	13.0	275.6	169.0	215.8
47	47.5	25.5	29.5	32.2	870.3	1036.8	949.9
48	49.8	11.2	31.8	17.9	1011.2	320.4	569.2
49	18.8	-14.4	0.8	- 7.7	0.6	59.3	- 6.2
50	53.1	11.9	35.1	18.6	1232.0	346.0	652.9
			$\Sigma X = 901.0$				
			$\Sigma Y = - 334.5$				
			$\Sigma x^2 = 38660.2$				
			$\Sigma y^2 = 25367.4$				
			$\Sigma xy = 27569.0$				
			$r = \frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}} = .88$				
			$M_x = 18.0$				
			$M_y = - 6.7$				

TABLE 6

CALCULATION OF THE PRODUCT-MOMENT COEFFICIENT OF
CORRELATION BETWEEN OPINIONS OF PROFESSORS
AND SUPERINTENDENTS REGARDING TEACHING

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
1	-26.7	-21.0	17.8	14.8	316.8	219.0	263.4
2	-64.4	-62.3	-19.9	-26.5	396.0	702.3	527.4
3	-50.8	-49.7	- 6.3	-13.9	39.7	193.2	87.6
4	-40.2	-30.5	4.3	5.3	18.5	28.1	22.8
5	28.1	16.5	72.6	52.3	5270.8	2735.3	3797.0
6	- 1.4	- 6.3	43.1	29.5	1857.6	870.3	1271.5
7	-71.3	-63.0	-26.8	-27.2	718.2	739.8	729.0
8	-69.1	-49.7	-24.6	-13.9	605.2	193.2	341.9
9	-60.4	-47.6	-15.9	-11.8	252.8	139.2	187.6
10	-60.9	-37.8	-16.4	- 2.0	269.0	4.0	32.8
11	-16.9	-13.7	27.6	22.1	761.8	488.4	610.0
12	3.3	- 9.8	47.8	26.0	2284.8	676.0	1242.8
13	-33.8	-17.5	10.7	18.3	114.5	334.9	195.8
14	-51.4	-19.2	- 6.9	16.6	47.6	275.6	- 114.5
15	-43.6	-17.2	0.9	18.6	0.8	346.0	16.7
16	-29.8	-21.4	14.7	14.4	216.1	207.4	211.7
17	-71.1	-54.3	-26.6	-18.5	707.6	342.3	492.1
18	-80.3	-62.7	-35.8	-26.9	1281.6	723.6	963.0
19	-12.4	-15.1	32.1	20.7	1030.4	428.5	664.5
20	-66.9	-58.5	-22.4	-22.7	501.8	515.3	508.5
21	-43.5	-25.6	1.0	10.2	1.0	104.0	10.2
22	-75.2	-61.3	-30.7	-25.5	942.5	650.3	782.9
23	-65.1	-51.8	-20.6	-16.0	424.4	256.0	329.6
24	-68.5	-60.2	-24.0	-24.4	576.0	595.4	585.6
25	-40.8	-21.7	3.7	14.1	13.7	198.8	52.2
26	-41.9	-14.7	2.6	21.1	6.8	445.2	54.9
27	-52.8	-30.1	- 8.3	5.7	68.9	32.5	47.3
28	-51.4	-45.9	- 6.9	-10.1	47.6	102.0	69.7
29	-65.7	-64.1	-21.2	-28.3	449.4	800.9	600.0
30	29.9	22.8	74.4	58.6	5535.4	3434.0	4358.9
31	-47.6	-27.3	- 3.1	8.5	6.6	72.3	- 26.4
32	40.5	25.6	85.0	61.4	7225.0	3770.0	5219.0
33	-74.1	-68.3	-29.6	-32.5	876.2	1056.3	962.0
34	-68.8	-60.2	-24.3	-24.4	590.5	595.4	592.9
35	11.2	- 7.0	55.7	28.8	3102.5	829.4	1604.2
36	-64.6	-59.9	-20.1	-24.1	404.0	580.8	484.4
37	13.5	16.8	58.0	52.6	3364.0	2766.8	3050.8
38	-69.4	-60.9	-24.9	-25.1	620.0	630.0	625.0
39	-65.7	-44.8	-21.2	- 9.0	449.4	81.0	190.8
40	-55.3	-63.7	-10.8	-27.9	116.6	778.4	301.3

TABLE 6--Continued

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
41	-66.0	-60.9	-21.5	-25.1	462.3	630.0	539.7
42	-53.9	-43.1	-9.4	-7.3	88.4	53.3	68.6
43	-63.0	-53.9	-18.5	-18.1	342.3	327.6	334.9
44	-66.6	-54.6	-22.1	-18.8	488.4	353.4	415.5
45	-15.7	-7.7	28.8	28.1	829.4	789.6	809.3
46	-13.8	-3.9	30.7	31.9	942.5	1017.6	979.3
47	-63.7	-54.2	-19.2	-18.4	368.6	338.6	353.3
48	-69.6	-61.3	-25.1	-25.5	630.0	650.3	640.1
49	-64.9	-55.3	-20.4	-19.5	416.2	380.3	397.8
50	-72.4	-52.2	-27.9	-16.4	778.4	269.0	457.6
			Σx	=	-2224.9		
			Σy	=	-1790.2		
			Σx^2	=	46858.6		
			Σy^2	=	32751.6		
			Σxy	=	36849.3		
			r	=	$\frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}}$	=	.94
			M_x	=	-44.5		
			M_y	=	-35.8		

TABLE 7

CALCULATION OF THE PRODUCT-MOMENT COEFFICIENT OF
CORRELATION BETWEEN OPINIONS OF PROFESSORS
AND SUPERINTENDENTS REGARDING PREVIOUS
ADMINISTRATIVE EXPERIENCE

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
1	54.5	61.6	11.2	4.0	125.4	16.0	44.8
2	48.4	60.6	5.1	3.0	26.0	9.0	15.3
3	67.0	74.9	23.7	17.3	561.7	299.3	410.0
4	77.7	80.2	34.4	22.6	1183.4	510.8	777.4
5	50.9	61.3	7.6	3.7	57.8	13.7	28.1
6	18.6	34.7	-24.7	-22.9	610.1	524.4	565.6
7	29.2	51.5	-14.1	-6.1	198.8	37.2	86.0
8	79.2	85.8	35.9	28.2	1288.8	795.2	1012.4
9	49.8	64.4	6.5	6.8	42.3	46.2	44.2
10	48.1	69.3	4.8	11.7	23.0	136.9	56.2
11	32.4	50.8	-10.9	-6.8	118.8	46.2	74.1
12	18.3	43.1	-25.0	-14.5	625.0	210.3	362.5
13	66.2	71.4	22.9	13.8	524.4	190.4	316.0
14	56.7	71.4	13.4	13.8	179.6	190.4	184.9
15	54.8	70.4	11.5	12.8	132.3	163.8	147.2
16	53.9	60.6	10.6	3.0	112.4	9.0	31.8
17	36.3	53.2	-7.0	-4.4	49.0	19.4	30.8
18	47.1	56.0	3.8	-1.6	14.4	2.6	-6.1
19	36.2	52.9	-7.1	-4.7	50.4	22.1	33.4
20	43.0	66.9	-0.3	9.3	0.1	86.5	-2.8
21	53.1	63.7	9.8	6.1	96.0	37.2	59.8
22	62.1	65.1	18.8	7.5	353.4	56.3	141.0
23	12.9	36.8	-30.4	-20.8	924.2	432.6	632.3
24	34.9	55.7	-8.4	-1.9	70.6	3.6	16.0
25	60.1	66.5	16.8	8.9	282.2	79.2	149.5
26	67.7	78.4	24.4	20.8	595.4	432.6	507.5
27	69.9	65.5	26.6	7.9	707.6	62.4	210.1
28	46.9	54.6	3.6	-3.0	13.0	9.0	-10.8
29	23.4	40.6	-19.9	-17.0	396.0	28.9	338.3
30	3.9	34.0	-39.4	-23.6	1552.4	557.0	929.8
31	31.2	46.9	-12.1	-10.7	146.4	114.5	129.5
32	16.3	45.2	-27.0	-12.4	729.0	153.8	334.8
33	34.5	46.6	-8.8	-11.0	77.4	121.0	96.8
34	49.5	63.7	6.2	6.1	38.4	37.2	37.8
35	18.5	41.3	-24.8	-16.3	615.0	265.7	404.2
36	55.3	61.3	12.0	3.7	13.7	13.7	44.4
37	20.2	34.0	-23.1	-23.6	533.6	557.0	545.2
38	43.3	55.7	0.0	-1.9	0.0	3.6	0.0
39	60.7	70.0	17.4	12.4	302.8	153.8	215.8

TABLE 7--Continued

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
40	52.5	66.9	9.2	9.3	84.6	86.5	85.6
41	19.4	55.7	-23.9	- 1.9	571.2	3.6	45.4
42	55.4	56.7	12.1	- 0.9	146.4	0.8	- 10.9
43	35.4	42.4	- 7.9	-15.2	62.4	231.0	120.1
44	35.6	54.6	- 7.7	- 3.0	59.3	9.0	23.1
45	57.8	64.8	14.5	7.2	210.3	51.8	104.4
46	25.6	43.8	-17.7	-13.8	313.3	190.4	244.3
47	34.5	44.8	- 8.8	-12.8	77.4	163.8	112.6
48	30.1	59.9	-13.2	2.3	174.2	5.3	- 30.4
49	50.6	66.9	7.3	9.3	53.3	86.5	67.9
50	35.1	58.1	- 8.2	0.5	67.2	0.3	- 4.1
			$\Sigma X =$	2164.7			
			$\Sigma Y =$	2881.2			
			$\Sigma x^2 =$	15190.4			
			$\Sigma y^2 =$	7277.5			
			$\Sigma xy =$	9751.80			
			$r =$	$\frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}} = .93$			
			$M_x =$	43.3			
			$M_y =$	57.6			

TABLE 8

CALCULATION OF THE PRODUCT-MOMENT COEFFICIENT OF
CORRELATION BETWEEN OPINIONS OF PROFESSORS AND
SUPERINTENDENTS REGARDING INTERNSHIPS

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
1	2.2	- 0.7	3.7	- 7.6	13.7	57.8	- 28.1
2	58.2	34.3	59.7	27.4	3564.1	750.8	1635.8
3	25.6	14.4	27.1	7.5	734.4	56.3	203.3
4	7.0	19.3	8.5	12.4	72.3	153.8	105.4
5	-16.1	-17.2	-14.6	-24.1	213.2	580.8	351.9
6	-40.3	-39.2	-38.8	-46.1	1505.4	2125.2	1788.7
7	21.6	6.3	23.1	- 0.6	533.6	0.4	- 13.9
8	13.8	29.8	15.3	22.9	234.1	524.4	350.4
9	- 0.9	2.8	0.6	- 4.1	0.4	16.8	- 2.5
10	- 2.6	28.7	- 1.1	21.8	1.2	475.2	- 24.0
11	5.4	- 0.7	6.9	- 7.6	47.6	57.8	- 52.4
12	-30.4	-27.3	-28.9	-34.2	835.2	1169.6	988.4
13	- 2.5	3.5	- 1.0	- 3.4	1.0	11.6	3.4
14	5.6	6.7	7.1	- 0.2	50.4	0.0	- 1.4
15	7.1	2.5	8.6	- 4.4	74.0	19.4	- 37.8
16	-18.6	- 3.5	-17.1	-10.4	292.4	108.2	177.8
17	- 1.7	6.7	- 0.2	- 0.2	0.0	0.0	0.0
18	21.4	28.0	22.9	21.1	52.4	445.2	483.2
19	-17.3	- 8.8	-15.8	-15.7	249.6	246.5	248.1
20	19.9	28.4	21.4	21.5	458.0	462.3	460.1
21	- 6.7	6.7	- 5.2	- 0.2	27.0	0.0	1.0
22	14.4	30.8	15.9	23.9	252.8	571.2	380.0
23	6.8	8.4	8.3	1.5	68.9	2.3	12.5
24	1.1	11.9	2.6	5.0	6.8	25.0	13.0
25	- 8.2	- 3.9	- 6.7	-10.8	44.9	116.6	72.4
26	- 2.0	2.8	- 0.5	- 4.1	0.3	16.8	2.1
27	- 7.3	2.1	- 5.8	- 4.8	33.6	23.0	27.8
28	- 5.1	7.7	- 3.6	0.8	13.0	0.6	- 2.9
29	0.5	10.9	2.0	4.0	4.0	16.0	8.0
30	-39.4	-25.2	-37.9	-32.1	1436.4	1030.4	1216.6
31	-14.3	-15.4	-12.8	-22.3	163.8	497.3	285.4
32	-38.8	-29.1	-37.3	-36.0	1391.3	1296.0	1342.8
33	-22.0	2.8	-20.5	- 4.1	420.3	16.8	84.1
34	23.6	31.5	25.1	24.6	630.0	605.2	617.5
35	-47.0	-25.9	-45.5	-32.8	2070.3	1075.9	1492.4
36	24.2	31.9	25.7	25.0	660.5	625.0	642.5
37	-43.4	-34.7	-41.9	-41.6	1755.6	1730.6	1743.0
38	7.5	22.1	9.0	15.2	81.0	231.0	13.7
39	13.2	20.3	14.7	13.4	216.1	179.6	197.0

TABLE 8--Continued

Competency	X Prof.	Y Supt.	x	y	x ²	y ²	xy
40	- 2.9	16.5	- 1.4	9.6	2.0	92.2	- 13.4
41	2.5	21.0	4.0	14.1	16.0	198.8	56.4
42	12.3	26.6	13.8	19.7	190.4	388.1	271.9
43	1.5	22.8	3.0	15.9	9.0	252.8	47.7
44	14.1	29.4	15.6	22.5	243.4	506.3	351.0
45	- 6.5	4.6	- 5.0	- 2.3	25.0	5.3	11.5
46	-39.7	-24.9	-38.2	-31.8	1459.2	1011.3	1214.8
47	- 0.6	6.0	0.9	- 0.9	0.8	0.8	- 0.8
48	12.3	24.9	13.8	18.0	190.4	324.0	248.4
49	18.9	34.7	20.4	27.8	416.2	772.8	567.1
50	- 3.7	12.6	- 2.2	5.7	4.8	32.5	- 12.5
			$\Sigma x =$	77.3			
			$\Sigma y =$	343.9			
			$\Sigma x^2 =$	20766.8			
			$\Sigma y^2 =$	18906.3			
			$\Sigma xy =$	17527.4			
			$r =$	$\frac{\Sigma xy}{\sqrt{\Sigma x^2 \Sigma y^2}} = .88$			
			$M_x =$	- 1.5			
			$M_y =$	6.9			

TABLE 9
QUESTIONNAIRE TABULATIONS
PERSONAL INFORMATION
SUPERINTENDENTS OF SCHOOLS

	Had Experience	No Experience
Classroom Teaching	140	3
Principalship	124	19
Internship	6	137
Intern Sponsor as a Practic- ing Administrator	12	131
Intern Sponsor as a College Teacher of Education	5	138
Assistant Superintendent of Schools	6	137
College Teacher of Education	6	137
Athletic Coach	10	133

TABLE 10
QUESTIONNAIRE TABULATIONS
PERSONAL INFORMATION
PROFESSORS OF EDUCATION

	Had Experience	No Experience
Classroom Teaching	171	7
Principalship	142	36
Internship	18	160
Intern Sponsor as a Practic- ing Administrator	17	161
Intern Sponsor as a College Teacher of Education	63	115
Superintendent of Schools	87	91
Assistant Superintendent of Schools	14	164
In State Department of Education	11	167

TABLE 11

RATINGS OF COMPETENCIES AS DETERMINED BY THE
DOCUMENTARY FREQUENCY COUNT AND THE
OTHER LISTS OF COMPETENCIES

Competency	Rating
1 Working with the board of education in the formulation of public school policy and plans.	8
2 Selecting and assigning staff personnel. . . .	8
3 Organizing lay and professional groups for participation in educational planning.	8
4 Providing for curriculum development	7
5 Providing instructional leadership	7
6 Preparing the budget for the school district .	7
7 Providing for group planning and decisions . .	7
8 Determining staff salaries	6
9 Sitting up businesslike procedures for supply and equipment procurement	6
10 Evaluating the operation of the school	6
11 Developing a favorable environment for the staff.	6
12 Aiding school board members to distinguish between policy and executive functions	6
13 Organizing school and community surveys. . . .	6
14 Securing understanding and support of the school program	6
15 Developing the school as a community center. .	6
16 Providing for adult education.	5
17 Planning school buildings.	5
18 Providing a system of financial accounting . .	5

TABLE 11--Continued

	Competency	Rating
19	Determining the amount of insurance coverage.	5
20	Delegating responsibilities and authority . .	5
21	Finding opportunities and time for planned personal growth	5
22	Developing competency in communication. . . .	5
23	Developing an effective plan on formal organization.	5
24	Improving staff morale through promotion of the general welfare of the staff	5
25	Stimulating and providing opportunities for professional growth of staff personnel. . . .	5
26	Providing educational opportunities for all children through the curriculum	4
27	Providing for the efficient operation and maintenance of plant facilities	4
28	Storing and distributing supplies	4
29	Choosing pertinent school problems for local study	4
30	Conducting and utilizing research concerning educational problems of the school and community	4
31	Cooperating with persons and agencies related to child welfare and attendance	4
32	Developing a system of staff personnel records	4
33	Developing competency in human relations. . .	4
34	Developing procedures for reporting pupil progress to parents	4

TABLE 11--Continued

Competency	Rating
35 Employing community resources in the instructional process.	3
36 Providing guidance services for all children .	3
37 Determining the educational requirements of new buildings.	3
38 Administering the budget of the school district	3
39 Assuring the greatest educational return for the supply and equipment dollar.	3
40 Measuring the financial ability to pay for education.	3
41 Administering capital outlay and debt services	3
42 Developing a comprehensive system of records for business and office management and pupil accounting	3
43 Analyzing the expenditures of the school district	3
44 Determining and providing for school transportation needs	3
45 Utilizing principles of problem solving and decision making.	3
46 Providing for student participation in developing the educational program	3
47 Developing a working knowledge of school laws	3
48 Improving school and community relations . . .	3
49 Preparing and presenting school reports to the board, staff, and community.	3
50 Alerting the community to the importance of the building program	3

TABLE 12

FREQUENCY OF MENTION OF COMPETENCIES AS DETERMINED
BY DOCUMENTARY FREQUENCY COUNT

Competency	Frequency
<u>BUSINESS MANAGEMENT</u>	
<u>Public School Finance</u>	
1 Developing the concept of the desirable educational program for your community. . . .	26
2 Measuring the financial ability of the school district to pay for education. . . .	20
3 Measuring the district effort to support education	11
4 Analyzing the expenditures of the school district.	11
5 Developing good budgeting procedures.	46
6 Preparing the budget for the school district.	52
7 Administering the budget of the school district.	23
8 Financing capital outlay.	15
9 Providing a system of financial accounting for the district.	31
10 Providing a system of accounting for all school clubs.	12
11 Presenting the budget	15
<u>The School Building Program</u>	
12 Alerting the community to the importance of the building program.	19
13 Determining the educational requirements of the new building.	30
14 Determining the size of the building and the number of rooms	19

TABLE 12--Continued

	Competency	Frequency
15	Determining the ability of the district to finance a building program.	10
16	Measuring past efforts in providing suitable buildings.	3
17	Selecting an architect.	16
18	Planning with the architect	52
19	Selecting a building site	32
20	Letting the building contract	9
21	Supervising and inspecting the building construction.	9
22	Planning for flexibility to meet changing conditions...	17
<u>Maintenance and Operation</u>		
23	Providing on-the-job training for maintenance and operation personnel	19
24	Determining operation and maintenance needs	4
25	Scheduling maintenance and operation services.	6
26	Showing the effect of maintenance and operation program upon the educational program	9
27	Improving the maintenance and operation program through preventive measures	5
28	Providing equipment, supplies, storage, and working space	6
<u>Supplies, Equipment, and Property</u>		
29	Setting up a procedure for determining the supplies and equipment to be purchased.	20
30	Assuring the greatest educational return from the supply and equipment dollar.	22

TABLE 12--Continued

Competency	Frequency
31 Setting up businesslike procedures for supply and equipment procurement.	29
32 Storing and distributing supplies	16
33 Protecting the equipment and the property of the school district.	7
34 Establishing accounting classification for property records.	15
35 Developing procedures for the loan of equipment	15
<u>The Insurance Program</u>	
36 Determining the amount of fire coverage . . .	16
37 Securing the best coverage at the lowest rate.	6
38 Providing for precautions which facilitate the payment of claims	1
<u>Transportation and Cafeteria</u>	
39 Studying past practice as a source of policy development.	3
40 Determining the level of service to be made available in district.	11
41 Securing the greatest service for the tax dollar.	8
42 Purchasing school buses	12
43 Providing for businesslike procedures in the operation of the cafeteria	7
44 Administering the cafeteria program	9

TABLE 12--Continued

Competency	Frequency
<u>PERSONNEL MANAGEMENT</u>	
<u>Personnel Administration</u>	
45 Improving morale through assignment.	34
46 Improving morale through sick leave provisions	23
47 Improving morale through retirement provisions	32
48 Improving morale through adequate contractual provisions.	15
49 Setting up procedures for the selection of personnel	90
50 Improving morale through a program of orientation of teachers.	42
51 Determining the salaries of the staff.	69
52 Administering the substitute teacher program .	4
53 Developing the procedure to be used in the rating of personnel.	33
54 Developing a system of personnel records . . .	10
55 Utilizing the non-teaching staff in the instructional program.	7
<u>Promote Staff Growth</u>	
56 Developing a favorable environment for the staff.	62
57 Promoting growth through experimentation . . .	39
58 Promoting growth through other school contacts	33
59 Promoting growth through participation in professional organizations	43
60 Promoting growth through travel.	20

TABLE 12--Continued

	Competency	Frequency
61	Promoting growth through professional reading.	30
62	Promoting growth through individual conferences.	20
63	Promoting growth through teacher's meetings. .	54
64	Helping each staff member to study his position	29
65	Encouraging staff growth through relaxation. .	18
66	Providing for group planning and decisions . .	185
67	Promoting growth through further training. . .	32

The Clerical Staff

68	Providing the greatest amount of service in the most efficient way	9
69	Providing information.	6
70	Processing mail.	4
71	Keeping records.	11
72	Handling money	4
73	Filing	6
74	Providing for efficient scheduling	5
75	Providing services to children	3
76	Coordinating school operation through communication.	5
77	Providing services for professional staff members.	11
78	Administering the office personnel	9

TABLE 12--Continued

Competency	Frequency
<u>Child Welfare and Attendance Counting</u>	
79 Assuring coordinated supervision of the child between home and school.	7
80 Employing child welfare and attendance counting for improvement of the curriculum.	4
81 Employing child welfare and attendance counting for improving the guidance program	4
82 Employing home contacts as sources for improving the health of the child.	12
83 Cooperating with persons and agencies related to child welfare and attendance counting	14
84 Providing cumulative records	10
85 Providing for student participation in the educational program.	30
<u>Your School Board</u>	
86 Developing proper school board meeting procedures	33
87 Planning the school board meeting and the preparation of agenda.	20
88 Recording the minutes of each school board meeting.	15
89 Aiding the school board members in distinguishing between policy and executive functions.	57
90 Showing members recognized procedures for retaining control of operation of school district	24
91 Aiding the school board members in their appraisal function	12
92 Preparing annual school report for board and other agencies	27

TABLE 12--Continued

Competency	Frequency
93 Providing for "open" board meetings.	20
<u>Developing Skills on the Job</u>	
94 Planning personal growth	68
95 Choosing pertinent problems for study from your own school system	57
96 Developing an effective plan on formal organization	45
97 Developing an informal organization.	16
98 Developing skill in delegating responsibility.	115
99 Employing forms for efficiency	9
100 Allocating time skillfully	27
101 Channeling sound and workable ideas into your school system	13
102 Securing support and understanding of the school program	58
103 Developing skill in human relations.	109
104 Aiding the development of school systems other than your own.	16
105 Improving the profession of administration . .	16
106 Developing skill in appraising the operation of your school	87
107 Developing skill in formulating policy plans for improvement.	142
108 Developing a comprehensive view in all phases of the operation of the school.	2
109 Developing a working knowledge of the school law	29
110 Learning the principles of problem solving and decision making.	50

TABLE 12--Continued

Competency	Frequency
111 Developing competencies in communication . . .	67
112 Studying the principles of human growth and development.	39
113 Making contributions to educational literature	9
<u>CURRICULUM DEVELOPMENT</u>	
<u>A Broad and Comprehensive Curriculum</u>	
114 Developing the curriculum.	92
115 Developing methods to be employed in ad- ministering the curriculum	9
116 Providing housing, equipment, and materials of instruction	15
117 Establishing special procedures related to curriculum experiences	17
118 Selecting textbooks.	23
119 Employing community resources in the instructional process.	34
120 Developing the library and the audio-visual and material center.	9
121 Administering the extra-class activity program.	13
122 Determining the promotional policy	18
123 Providing opportunity for all children	26
124 Providing special provisions for the learning of children	9
125 Providing for long range curriculum planning .	19
126 Developing improved vocational education . . .	17
127 Providing citizenship experiences.	22

TABLE 12--Continued

	Competency	Frequency
128	Developing procedures for reporting to parents.	17
129	Providing instructional leadership	54
<u>Safety</u>		
130	Securing advice and support concerning the safety program	4
131	Incorporating the safety program in the curriculum	3
132	Providing for inspections in the safety program.	2
<u>Special Services</u>		
133	Studying the past operation of the school in meeting special needs	1
134	Comparing special services with those of other school districts	6
135	Determining the types of guidance services to be made available to all children.	14
136	Providing guidance services to all children through both group and individual methods. . .	21
137	Setting up an organization for the administration of guidance services	9
138	Discovering the medical needs of children. . .	13
139	Establishing a procedure for referral of children with medical needs.	5
140	Organizing the staff for the first aid program.	2
141	Determining what to do when accidents or illness occur at school.	3
142	Developing a program for the prevention of communicable diseases.	7

TABLE 12--Continued

	Competency	Frequency
143	Developing the effectiveness of the public school health services through the school program.	7
144	Organizing the staff for the public school health services.	8
145	Providing occupational and educational information services.	10
146	Providing educational camping experiences. . .	13
147	Providing for adult education.	32
148	Providing work experiences	20
149	Providing nursery schools.	13
150	Determining the scope of services for exceptional children	17
151	Developing a program for the identification of exceptional children.	6
152	Securing basic information about exceptional children	8
153	Providing adjustments for the exceptional child through the regular program.	8
154	Helping the exceptional child through referral to agencies and specialists.	6
155	Providing for handicapped children	15

PUBLIC RELATIONSSchool and Community

156	Developing the responsibilities of the school board for school and community relations . . .	17
157	Organizing study group consisting of lay and professional people.	140

TABLE 12--Continued

	Competency	Frequency
158	Employing entire educational program as a basis for school and community relations. . .	20
159	Employing everyday contacts as a source of school and community relations.	15
160	Developing the school as a community center .	47
161	Utilizing the press as a means for school and community relations	33
162	Improving school and community relations through the people in the community	31
163	Developing school and community relations through the use of local resources in the instructional program	16
164	Improving school and community relations through staff participation in community activities.	38
165	Developing various media as sources of school and community relations.	46
166	Conducting community surveys.	91
167	Employing truth and reason rather than propaganda.	20

Competencies of Superintendents of Schools

The Competency Pattern of the Southern States Cooperative Program in Educational Administration (SSCPEA) is a most significant approach toward the improvement of in-service and preparation programs for superintendents of schools.* The concept of competency is defined so as to include the aspects of theory, job, and educational "know-how." Theory when used in reference to the Competency Pattern means a set of postulates which explain particular phenomena and which are rendered more or less plausible by evidence of facts or reasoning. Secondly, competency must be expressed in reference to some particular job which has to be done. Different jobs make different demands on the person who would be competent at it. Finally, it is agreed that competency must be expressed in personal behavior, where behavior is really a composite of beliefs, knowledge and information, and technical skills. These three aspects—theory, job, and know-how—are thus correlated into a concept which is designated as competency.

The following list of competencies was compiled from selected materials published during the eleven year period

1946 to 1956. The materials selected for review include seven yearbooks of the American Association of School Administrators, five reports published by the National Conference of Professors of Educational Administration, seven reports published by regional centers of the Cooperative Program in Educational Administration, two reports of the Metropolitan School Study Council, two unpublished dissertations on internships in educational administration, five books on educational administration written by individual authors, and 405 articles appearing in *The American School Board Journal*, *Educational Administration and Supervision*, *The School Executive*, *The Nation's Schools*, and the *Administrator's Notebook*, published by the Midwest Administration Center.

The original list of 219 competencies was edited and synthesized successively to 168 and 114 competencies. These 114 competencies were then interwoven with lists of competencies formulated by the Southwest Cooperative Program of Educational Administration, the Southern States Cooperative Program of Educational Administration, the National Conference of Professors of Educational Administration, and *Evaluative Criteria*, 1950 edition.

The resulting list of fifty-eight competencies becomes increasingly significant when viewed from the vantage point of the Competency Pattern:

1. Providing for group planning and decisions
2. Formulating policy plans for improvement
3. Organizing lay and professional groups for participation in educational planning and other educational activities
4. Delegating responsibilities and authority
5. Developing competency in human relations
6. Providing for curriculum development
7. Organizing school and community surveys
8. Setting up procedures for the selection of personnel
9. Appraising the operation of your school
10. Determining the salaries of the staff
11. Planning personal growth
12. Developing competencies in communication
13. Developing a favorable environment for the staff
14. Securing understanding and support of the school program
15. Choosing pertinent problems for study from your own school system
16. Promoting staff growth through staff meetings
17. Providing instructional leadership
18. Planning the school building with the architect, staff, students, and laymen
19. Preparing the budget for the school district
20. Learning the principles of problem solving and decision making
21. Aiding the school board members to distinguish between policy and executive functions
22. Developing the school as a community center
23. Providing for the efficient operation and maintenance of plant facilities
24. Conducting and utilizing research concerning educational problems of the school and community
25. Developing good budgeting procedures
26. Developing an effective plan on formal organization
27. Promoting staff growth through participation in professional organizations
28. Improving school and community relations through staff participation in community activities
29. Improving staff morale through assignment
30. Improving staff morale through retirement provisions
31. Promoting staff growth through in-service training
32. Providing for adult education
33. Providing a system of financial accounting for the district
34. Employing community resources in the instructional process
35. Determining the educational requirements of the new building
36. Providing for student participation in developing the educational program
37. Helping each staff member to study his position
38. Developing a working knowledge of the school laws
39. Preparing school reports to present to the board, staff, and community
40. Providing opportunity for all children through the curriculum
41. Improving staff morale through sick leave provisions
42. Administering the budget of your school district
43. Setting up businesslike procedures for supply and equipment procurement
44. Developing procedures for reporting to parents
45. Alerting the community to the importance of the building program
46. Providing on-the-job training for non-teaching staff
47. Assuring the greatest educational return for the supply and equipment dollar
48. Measuring the financial ability of the school district to pay for education
49. Storing and distributing supplies
50. Determining the amount of coverage for insurance
51. Financing capital outlay
52. Cooperating with persons and agencies related to child welfare and attendance
53. Providing guidance services for all children
54. Keeping records
55. Analyzing the expenditures of the school district
56. Determining the level of bus services to be made available to the district
57. Developing a system of staff personnel records
58. Providing pupil cumulative records

*SSCPEA, *Better Teaching in School Administration*, (Nashville: McQuiddy Printing Company, 1955), 41-50

COMPETENCIES OF SUPERINTENDENTS OF SCHOOLS

May, 1957

Dear Colleague:

In recent correspondence you indicated your willingness to respond to a checklist on which you would express your opinion concerning the relative contributions of four experience areas to the learning of competencies needed by superintendents of schools. As you may recall the competencies were determined by a documentary frequency count of literature on school administration published during the past eleven years.

If you would like a resume of this study, please check the proper space below. I am enclosing a self-addressed envelope for your return of the checklist.

I wish to express my appreciation for your interest and assistance in this study.

Respectfully yours,

Truman Wester

Truman Wester, Registrar
Central State College

PERSONAL INFORMATION

Please check the experiences which you have had: (X)

Classroom teaching _____	Intern sponsor as a practicing administrator _____
Principalship _____	
Internship _____	Intern sponsor as a college teacher of education _____

Other public school administrative experiences (Please name them):

1. _____

2. _____

3. _____

Would you like a resume of this study (Yes or No)? _____

Name

Position

Address

INSTRUCTIONS FOR EVALUATION

There are six columns for the evaluation of each competency. The first column contains the question: "Is this competency needed by superintendents of schools?" If the answer is No, continue down the list to the next competency. If the answer is Yes, please indicate in the next four columns your opinion concerning the relative importance of the four areas toward providing experiences whereby the competency can best be learned. The four experience areas are as follows:

Column II — Graduate courses in education and related fields (other than internship courses in which a major part of the time is devoted to field experiences)

Column III — Classroom teaching at any level

Column IV — Administrative experience as a full-time practitioner (such as the principalship) previous to the superintendency

Column V — An internship for the superintendency which implies the direct association of a qualified student who is enrolled or associated with an institution of higher learning and majoring in educational administration, with the office of a competent practicing school administrator not only to observe but also to participate actively under expert guidance in the duties of the position for which he is preparing

Place a 1 in the column indicating where, in your opinion, the competency can be learned best, a 2 in the column where you feel it can be learned next best, a 3 for your third choice, and a 4 for your last choice.

If you feel that a competency should not be provided for in any particular area named, place a 0 in that space. Thus for a particular competency there might be one, two, three, or even four columns marked with 0.

If the statement of a competency is not clear to you, circle the number associated with the competency but express your opinion nevertheless.

Column VI contains the question: "Can this competency be learned adequately in experiences other than the superintendency and the four previously named?" Please answer this question YES or NO.

RATING SCALE: First Choice (1), Second Choice (2), Third Choice (3), Fourth Choice (4) — for the experience area where the competency can best be learned. Zero (0)—the competency should not be provided for in this experience area. Circle the number associated with the statement of a competency not understood but express your opinion nevertheless.		Is this competency needed by superintendents of schools?	Experience areas where competencies are learned.					Can this competency be adequately learned in experiences other than the superintendency and the four previously named?	
			Courses	Classroom Teaching	Administrative Experience Previous To The Superintendency	Internship			
Column Number	I	II	III	IV	V	VI			
COMPETENCIES	Yes or No	See Rating Scale					Yes or No		
1. Providing for group planning and decisions									
2. Working with the board of education in the formulation of public school policy and plans									
3. Organizing lay and professional groups for participation in educational planning									
4. Delegating responsibilities and authority									
5. Developing competency in human relations									
6. Providing for curriculum development									
7. Organizing school and community surveys									
8. Selecting and assigning staff personnel									
9. Evaluating the operation of the school									
10. Determining staff salaries									
11. Finding opportunities and time for planned personal growth									
12. Developing competency in communication									
13. Developing a favorable environment for the staff									
14. Securing understanding and support of the school program									
15. Choosing pertinent school problems for local study									
16. Providing instructional leadership									
17. Planning school buildings									
18. Preparing the budget for the school district									
19. Utilizing principles of problem solving and decision making									
20. Aiding school board members to distinguish between policy and executive functions									
21. Developing the school as a community center									
22. Providing for the efficient operation and maintenance of plant facilities									
23. Conducting and utilizing research concerning educational problems of the school and community									
24. Developing an effective plan of formal organization									
25. Improving school and community relations									

RATING SCALE: First Choice (1), Second Choice (2), Third Choice (3), Fourth Choice (4) — for the experience area where the competency can best be learned. Zero (0)—the competency should not be provided for in this experience area. Circle the number associated with the statement of a competency not understood but express your opinion nevertheless.	Is this competency needed by superintendents of schools?	Experience areas where competencies are learned.					Can this competency be adequately learned in experiences other than the superintendency and the four previously named?
		Courses	Classroom Teaching	Administrative Experience Previous To The Superintendency	Internship		
		II	III	IV	V	VI	
Column Number	I	II	III	IV	V	VI	
COMPETENCIES	Yes or No	See Rating Scale					Yes or No
26. Improving staff morale through promotion of the general welfare of the staff							
27. Stimulating and providing opportunities for professional growth of staff personnel							
28. Providing for adult education							
29. Providing a system of financial accounting							
30. Employing community resources in the instructional process							
31. Determining the educational requirements of new buildings							
32. Providing for student participation in developing the educational program							
33. Developing a working knowledge of school laws							
34. Preparing and presenting school reports to the board, staff, and community							
35. Providing educational opportunities for all children through the curriculum							
36. Administering the budget of the school district							
37. Developing procedures for reporting pupil progress to parents							
38. Setting up businesslike procedures for supply and equipment procurement							
39. Alerting the community to the importance of the building program							
40. Assuring the greatest educational return for the supply and equipment dollar							
41. Measuring the financial ability to pay for education							
42. Storing and distributing supplies							
43. Determining the amount of insurance coverage							
44. Administering capital outlay and debt services							
45. Cooperating with persons and agencies related to child welfare and attendance							
46. Providing guidance services for all children							
47. Developing a comprehensive system of records for business and office management and pupil accounting							
48. Analyzing the expenditures of the school district							
49. Determining and providing for school transportation needs							
50. Developing a system of staff personnel records							

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