THE DEVELOPMENT OF AN INSTRUMENT TO APPRAISE THE PROFESSIONAL PERFORMANCE OF THE SUPERINTENDENT IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS

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CHAPTER I

INTRODUCTION

There is a continuing and growing concern about the quality of public education in America. The literature is replete with studies relating to methods of determining the effective operation of the local schools. It would appear that appraisal is the demand of the hour. This is particularly so in Oklahoma where the state legislature directed that an evaluation of teachers and administrators be conducted annually according to a set of minimum criteria developed by the State Board of Education (HB 1466, 40th Legislature). Under the mandate each district within the state of Oklahoma has the autonomy to devise their own individual methods of evaluation based on the set of minimum criteria set forth by the State Department of Education. The local superintendent, the key position to effective school operation, has been mandated by legislative decree to be appraised for their job performances by the local Board of Education. However, there are no empirically validated criteria to serve as the basis of an appraisal of the superintendent's job performance. Clearly, there is a need to determine what criteria have been found that will guide the local board in its pervasive task of assessing the job performance of the superintendent in his/her critical leadership role.

Statement of Problem

Each local board of education within the state is directed by Oklahoma statute (70-6-102.2) to annually evaluate how effective the superintendent has performed his/her professional responsibilities. This requires access to a data

base of job performance responsibility criteria of the local vocational-technical superintendent. Such information, properly utilized, would assist the board of education of each area vocational-technical school in Oklahoma in the process of evaluating the job performance of the local superintendent. Further, the criteria identified in a careful search of the literature may become the basis for developing a valid instrument to be used in evaluating the local area vocational-technical school superintendent's job performance. The problem was that, there is not a valid base of information to be utilized by the local board of education for appraising the job performance of the local area vocational-technical superintendent of schools. This study was directed to that end.

Purpose Of The Study

The purpose of this study, briefly stated, was (1) to identify and gather data necessary for determining the effectiveness of the area vocational-technical superintendent's job performance, and (2) to develop a valid instrument (using the criteria) for use by the local area vocational-technical board of education to annually evaluate the superintendents in the vocational-technical schools of Oklahoma. It is anticipated that an empirically validated instrument would meet a critical need for use by the local boards of education of area vocational-technical schools in Oklahoma.

Research Objectives

The following objectives were developed to provide guidance to the study:

1. Identify the areas of responsibility of the Area Vocational-Technical school superintendent;

2. Determine specific criteria by which the superintendent's professional performance might be assessed;
3. Develop an instrument which may be utilized by the board of education to objectively appraise the vocational-technical school superintendent's professional job responsibility;
4. Establish priorities of job performance responsibilities.

Limitations of Study

The study was limited to the twenty-seven (27) vocational-technical school districts within the State of Oklahoma and the superintendents and presidents of the local governing board of education.

Assumptions

The assumptions underlying the study were: (1) the criteria identified in the literature are representative of the job performance responsibilities of the superintendents of the vocational-technical schools of Oklahoma, and (2) those criteria could be utilized to construct a valid evaluation instrument for appraising the professional performance of these superintendents.

Definition of Terms

Superintendent - A district superintendent shall be the executive officer of the board of education and the administrative head of the school system of a district who holds an administrator's certificate recognized by the State Board of Education. (Oklahoma School Laws, 1988, Section 16-2)

Oklahoma Statute (70-6-102.2) - The Educational Improvement Act of 1985, House Bill 1466 mandated the State Board of Education to develop a set of minimum criteria for evaluating all teachers and administrators which

requires each local board of education to adopt an evaluation policy based on these minimum criteria.

Job Performance Responsibilities - for the purpose of this study it is the functional effectiveness of the superintendent's obligations and duties as defined for which he/she receives compensation for overall job performance.

Evaluation - for the purpose of this study, it is to objectively assess the superintendent's job performance.

Minimum Criteria - House Bill 1466 passed by the 40th Legislature of the State of Oklahoma mandated changes in the process of the evaluation of teachers and administrators. HB 1466 required minimum criteria to be developed by the State Board of Education. Each local school district will include, but is not limited to, the minimum criteria as approved by the State Board of Education.

Vocational-Technical School - those school districts which may serve one or more public school districts to provide educational programs that are vocational in design and purpose. (OKLAHOMA SCHOOL LAWS, 1988 Section 233).

Board of Education - an elected body from within the designated school district. The Board of Education shall consist of a president, vice-president, and clerk. Boards of Education in Oklahoma are made up of either five or seven members. (OKLAHOMA SCHOOL LAWS, 1988 Section 233-B).

Board of Education President - presides at meetings of the Board of Education, appoints all committees whose appointment is not otherwise provided for, and signs all warrants ordered by the board of education to be drawn upon the treasurer for school money. For the purposes of this study, Board of Education President and Board of Education Chairperson are the same. (OKLAHOMA SCHOOL LAWS, 1988 Section 71).

Instrument - a document to record information and observations used for indicating or measuring. Used in this study as a means of measuring the superintendent's performance.

CHAPTER II

REVIEW OF LITERATURE

Introduction

A review of literature indicates that the job responsibilities of the common school superintendent and the area vocational-technical school superintendent in Oklahoma have many similar job responsibilities. Each, however has areas of responsibility unique to his/her particular organization. Superintendents of area vocational-technical schools have the same legal job description and share many commonalities with the common school superintendents, but each has significant areas of responsibilities which require different preparation, competencies and expertise in administration. Both must follow the same path through academic preparation. In addition, the area vocational-technical school superintendent must also document experience in some trade or business area. The common school superintendent must serve the patrons of all children in grades K-12, be involved in a wide range of extra-curricular activities, PTAs, athletics, cheerleading, etc. The area vocational-technical school superintendent will serve a portion of the common school district's patrons, but will serve multiple school districts and be involved more with the trades and business community in general. Both superintendents will be involved in staffing, funding, building/maintenance, transportation and public relations.

A review of the literature reveals that there is a difference in job responsibilities between the common school superintendent and the area

vocational-technical school superintendent. This study examined literature in the following areas:

1. Differences in common school and area vocational technical school superintendents job responsibilities
2. Leadership
3. Leadership style and behavior
4. Leadership skills
5. Studies of administrative responsibilities
6. Job performance and evaluation
7. Appraisal instruments
8. Summary

Differences in Common School and Area Vocational-Technical School Superintendent's Job Responsibilities

Federally supported vocational education programs were operated in Oklahoma as early as 1917 with the enactment of the Smith-Hughes Act by Congress. Programs supported at the outset were vocational agriculture and home economics. These programs were offered through the common schools. Later such programs as trade industrial, distributive education, business and office, and health occupations were offered through the common schools.

As times and needs changed, so did vocational education in its attempt to prepare individuals for initial employment as well as respond to the needs for upgrading and retraining persons in business and industry. The state began to recognize that vocational and technical programs were far more costly to equip and operate than regular academic programs. Thus, in May 1966, The Oklahoma State Legislature authorized the creation of area vocational and

technical school districts. Such districts were created on the premise that several common school districts joining together, by vote of patrons, would create a much broader tax base than one district alone (70-14-107 Oklahoma Statutes), therefore enabling area vocational and technical school districts to obtain land, build buildings, employ staff, equip, and operate more costly vocational and technical programs. Area vocational and technical school districts elect their own board of education and operate as independent school districts.

Oklahoma has supported vocational education for many years. In 1929, the Oklahoma Legislature placed vocational education under the jurisdiction of the State Department of Education (Stewart, 1982). Administration of vocational education remained under the State Department of Education until July 1, 1968, at which time the State Legislature created a separate 13-member State Board of Vocational and Technical Education. Since July 1, 1968, the State Department of Vocational and Technical Education has reported to the State Board for Vocational and Technical Education.

Superintendents of Area Vocational and Technical School Districts are responsible to their Board of Education, while the school is responsible for reporting selected data to the State Department of Vocational and Technical Education. Superintendents of Common Schools report to their Board of Education, and common schools are responsible for reporting selected information to the State Department of Education. Although the Area Vocational and Technical Superintendent and the Common School Superintendent have many similarities in their job responsibilities, the Area Vocational and Technical School Superintendent appears to be held accountable by a much wider range of audiences than Common School Superintendents. The most significant difference is the interaction with business and industry

representatives required of the Area Vocational and Technical School Superintendent.

The State Superintendent of Public Instruction reports to the State Board for Education, while the Director of Vocational and Technical Education reports to the State Board for Vocational and Technical Education. Although separate Boards are responsible for overall governance of common schools and area vocational and technical schools, the overlap of selected members serving on each board, as well as the State Superintendent of Public Instruction serving as Chairman of the State Board of Vocational and Technical Education, ensures coordination and cooperation between the two governmental entities.

Although there is no formal working relationship between Common School Superintendents and Area Vocational and Technical School Superintendents, there is an informal working relationship. Area Vocational and Technical School Districts' secondary (11th and 12th grade) school population is dependent on Common Schools sending students to the Area School for vocational and technical instruction. Most of the Area Vocational and Technical School Superintendents in Oklahoma meet informally and/or regularly with Common School Superintendents to discuss issues and problems attendant to providing quality education to their respective school population(s).

Leadership

The literature contains many articles written about leadership and the need to develop leaders for tomorrow. It is interesting to note that during almost any time period chosen, the need for leadership was addressed. It is of particular importance to point out that the November/December, 1988 issue of the Vocational Education Journal contains three articles pertaining to

leadership. All stressed that the need to develop leaders is as great today as in past years.

Neal Edmonds, President of the American Vocational Association, states in an article entitled "Developing Leaders" (1988), that today, the challenges facing vocational education call for dynamic leadership equal to that of the corporate world. The American Vocational Association has incorporated into the FY 89 Program of Work a goal on leadership, as follows: "Expand opportunities for vocational educators to develop their professional leadership skills."

Vocational education leadership must be capable of working with corporate leaders as we move toward the twenty-first century and be confident and comfortable in their role. They must have an understanding of others and be able to motivate them. According to Jerry J. Bellon (Vocational Education Journal, November/December, 1988):

> Effective leaders generally avoid negative behaviors, such as coercion and highly authoritarian actions, which keep people locked up--unable to take risks, search for solutions, or take decisive action (p. 30).

The literature reflected that in every facet of the world today, leadership appears to be the key. The corporate world, different levels of government, the varying levels of public and private education, speak to the need for leadership. With this focus on leadership it is easy to recognize the current emphasis placed on the role of the superintendent in today's area vocational-technical schools.

Leadership Style and Behavior

The school superintendent's role is to accomplish organizational goals and objectives through subordinates (Safferstone 1977). Safferstone further

indicates that the superintendent be aware of his/her assumptions, which lead to his leadership style or behavior, but he/she must also be aware of group and organizational theory. Holland (1978) proposes that leadership is based on social exchange: the trading of benefits between the leader and the followers. The soundness of this relationship involves the leader, the followers, and the situation.

Sergiovanni (1971) states that an aggregate of individuals becomes a group when eight specific conditions are in place. The leader is responsible for seeing that those conditions are in place. Glickman (1981) states that educational leadership would be easy if all teachers were alike. However, what is known about individual differences and teachers leads to the strong premise that effective supervision must be based on matching orientations of supervision with individual needs and characteristics. Huckaby (1980) states that the appropriateness of any leadership style depends on the extent to which it is suited to the situation in which it is employed.

Leadership effectiveness is equated with results (Bartky, 1956; Kassem and Moursi, 1971). Kassem and Moursi drew information from Campbell, Reddin, and Drucker. Their conclusions were: (1) effectiveness is a product of many variables rather than a single factor (2) independent variables are interactive in their working and varies with their input (3) personality traits are not important and (4) situations surrounding a manager are an important factor affecting goal-seeking behavior.

The notion that a Superintendent should alter his/her leadership style according to the situational demands has been posited. The question is: Can a person alter his/her leadership style or behavior? Several authors answer in the affirmative. Glickman (1981) states that a supervisor can learn to vary his/her style, perhaps not becoming quickly proficient, but it can be learned.

Greiner (1973) wrote that managers are like sensitive players in a drama, i.e. relatively flexible and able to alter their behavioral styles, even in later years of life. Greiner continues by stating that rational control over their own behavior and to adapt continuously to new clues and role demands placed on them by their organization. Kassem and Moursi (1971) agree with Reddin (1970) that managers can learn to be more effective through understanding and practicing some basic principles of the behavioral sciences.

In considering the consequence of an ineffective leadership style, Holland (1978) states that a leader who displays uncertainty can immobilize people by producing anxiety that causes a breakdown in their normal capacity to concentrate. Bartky (1956) concluded that leadership failure appears to stem from one, or a combination of four probable sources: (1) a problem which may be unsolvable; (2) an improper estimate of the situation by the leader; (3) the wrong strategy or tactics by the leader; or (4) a leader who is incapable of grappling with the problem.

Studies of leadership style leave many questions unanswered. Hills (1963) studied 53 principals and found those who were high in initiating structure and consideration were also judged significantly higher by their subordinates on various attitude dimensions. Those same principals were also rated higher by their superiors, but not significantly so. This leads to the question "is the same behavior appropriate in dealing with subordinates and with superiors?"

Blake and Mouton (1982) state that behavioral science principles were embedded within one best style theory. However, Fiedler (1968) and Reddin (1973) disputed that notion by stating that style must be adjusted to the situation. That leads to a second consideration as to whether a leader should strive for consistent or flexible behavior.

The premise that managers should use a leadership style depending upon the circumstances has been posited. People have a preferred style, but must also look at the notion of dominant and secondary leadership styles. Blake and Mouton (1982) state that observation of an individual's behavior in a variety of situations makes it clear that the notion of a dominant style, a single set of managerial assumptions, is not sufficient to catch the full implication of a person's managerial approach. In addition to a dominant set of assumptions which are most characteristic of a managerial style, a person adopts a back-up set of assumptions, what he/she uses when his/her dominant style fails to get the desired results. Any style may be a back-up or support to any dominant style. According to Akenhead (1984) management style is really just a matter of how other people see one as he/she performs in a specific job situation.

Katz (1985) states that the working styles of the board and superintendent can produce a mixture that is successful or downright disastrous. Board members who have worked with more than one superintendent are likely to admit that dealing with some chief executives is more comfortable than dealing with others. Superintendents generally agree that the same is true from their perspective. Also, recognizing leadership styles can help defuse a situation when the board and superintendent are smoldering slowly on the way to a blowup.

According to Fiedler, leadership styles vary. At one end of the continuum is the superintendent who prefers task and structure; at the other is the executive who relies on personal relationship and consideration of others. In, A Theory of Leadership Effectiveness, F. E. Fiedler, (1968) describes both leadership styles:

> The leader can take primary responsibility for the group; he can be autocratic, controlling, managing, directive, and task oriented with his members. Alternatively, he can share decision-making

> and leadership with his group; he can be democratic, permissive, non-directive, considerate of his group members' feelings, and therapeutic in his leadership (p. 49).

Several studies of leadership describe a similar contrast between "task" and "relationship" in a leader's style, and the idea applies just as well to superintendents as it does to corporate executives. Katz (1985) states that both characteristics are necessary for success in the superintendency, but that in most school administrators, one characteristic will be dominant.

Leadership Skills

Superintendents rarely fail because they are not good at preparing budgets or because their decisions about personnel are inadequate. They do fail, however, because they make wrong political decisions, neglect to deal with a powerful element in the community, or misjudge the extent of their board's support. In short, they fail because of the human relations side of the job (Bloomberg, 1985).

Griffins (1966) wrote a book about the school superintendency in which he suggested the job of the superintendency can be divided into four parts: (1) improving educational opportunity, (2) obtaining and developing staff, (3) maintaining effective relations with the community, and (4) providing and maintaining school funds and facilities. Those four functions or skills are generally accepted as the job description of the superintendent.

Blumberg (1985) suggests that two new dimensions be added. The items proposed are: (1) that the superintendent have the ability or skill to be a manager of the political structures within a school system and (2) that being a superintendent means becoming "public property." The school superintendent can not count on having a private life that is totally private. Blumberg (1985) also stated that although the impression of the superintendent's public image

is that of an educational leader, but most importantly, he will be expected to handle the job with political skill and finesse. Political astuteness includes (1) getting priorities straight, (2) keeping open conflict to a minimum, (3) avoiding surprises to the board of education by keeping them informed and (4) socializing with the board of education as a group and not excluding some members. Another skill area for the superintendent according to Blumberg is staying impartial during conflicts and avoid putting board member against board member or groups against groups. In all conflicts, it is critical that the skill of the superintendent be gracious in victory as well as when he loses. According to Blumburg, public property means being realistic about time demands, developing a thick skin, recognizing his family's special status and accepting the fact that the superintendents' time is public time are skills that each superintendent must develop in order to be successful in his leadership position.

Studies of Administrative Responsibilities

A review of the literature, reveals that many studies have been conducted which address the functions of leadership responsibilities. Included in these studies are the role and responsibilities of the superintendent in planning, organizing, staffing, and directing such functions as personnel, finance, communication, curriculum, board relationships, and public relation functions.

The literature reveals that research was conducted in the area of the superintendent's job responsibilities in the early 1950's. Richardson (1954) researched the school superintendent's function and status in schools located within a one-hundred mile radius of Houston, Texas. Rigby (1955) defined the status and functions of superintendents in Utah. Jerry (1963) studied the

duties of a superintendent and the allocation of professional time by public school superintendents in Indiana. Each of those studies indicated that there were a series of common functions for which all superintendents were responsible.

In other studies, Calmes (1978) addressed a comparative analysis of two paradigms dealing with the superintendents' work content and work characteristics in Oklahoma. Reynolds (1979) studied the leadership behavior of the school superintendent in the role of the team leader as a basis for determining certain functions of the administrator. His intent was to observe and describe the behavior of the superintendent in roles as leaders of administrative teams in the context of their day-to-day settings.

Durham (1979) found the role of the superintendent to be a legitimate area for formal research. His findings included ways in which the superintendent carried out selected areas of responsibility related to financial decisions, school facilities, curriculum, public relations, employee relations and other recognized administrative functions. Deua (1981) in a three-part series in the Phi Delta Kappan, identified for study "How college presidents spend their time and the stress associated with their duties" (p. 649). Deua compared the president's perceptions to those of school superintendents. Among the administrative responsibilities were public relations, planning and administering the budget, personnel negotiations, and program development. In an unpublished dissertation by Perkins (1981) he cites Smith (1976) "Who studied the performance of superintendents in ten functional areas: (1) board relationships, (2) finance and business management, (3) management of food and transportation services, (4) instruction, (5) school plant, (6) school-community relations, (7) staff personnel, (8) leadership and decision-making, (9) pupil personnel, and (10) professional involvement."

Although a considerable amount of research has been conducted concerning the public school superintendency, very little literature is available on the area vocational-technical school superintendent. According to Dr. Roy Peters, State Director of Vocational and Technical Education in Oklahoma, the main difference in a superintendent in a common school in Oklahoma and an area vocational-technical school is the involvement of the area vocational-technical school superintendent with business and industry.

Job Performance and Evaluation

Job performance standards establish performance goals or targets aimed at improving executive productivity. The standards must be concrete, fair, and reasonable to be effective. Knowing what the standards are, the individual can attempt to match them with his/her performance.

Job performance standards are usually determined by the superintendent and the board of education as a part of pre-evaluation planning. An example of a job performance standard in the area of employee relations might be:

> I will consider myself successful in collective bargaining during the current year if satisfactory contracts can be agreed to by the board and bargaining agents of all groups with whom the school system bargains, and agreements are reached within a 90-day time span (American Association of School Administrators, 1980, p. 11).

The superintendent sets and the board reviews and approves job performance standards at the beginning of a period of time to be covered in the evaluation. The job performance standard is either met or it is not. The key factor is that the result is measurable and that the standard was realistic.

Another variation of job performance standards is evaluation by objectives. The superintendent identifies certain areas of emphasis, and develops

specific objectives and action plans for responding during a given period of time. The superintendent completes a self-assessment describing the extent to which objectives have been reached. The board reviews that assessment and completes an evaluation of its own on the superintendent's total performance. According to the American Association of School Administrators and the National School Boards Association in "Evaluating the Superintendent" (1980) some form of work on job performance standards, along with specific objectives, is being used with increasing frequency in evaluating superintendents.

The question remains as to what competencies are needed to be an effective area vocational-technical school superintendent? Hess (1986) states that few dismissals of school executives stem from technical deficiencies, largely because few executives are hired for their technical skills. Even in small districts, the superintendent is not directly responsible for technical concerns such as curriculum or finance. Hess points out that a much larger concern today for executives in both business and education is staff leadership. The skill of the chief executive determines if the staff is an asset or an obstacle to progress. According to Hess (1986), staff leadership has two important components, (1) selection and (2) management. Another area which is becoming increasingly dominant is the skill or ability to work with the governing board. This brings into perspective the area of political management.

Dittloff (1982) states that as president of the Ashwaubenon (Wisconsin) school board, the areas of evaluation the board utilizes are (1) people management, (2) task management, and (3) personal competence. People management in his view includes the superintendent's relationship with board members, the community, staff members and students. Task management includes the superintendent's overall leadership skills, management of specific issues, skills in employment contract negotiations and efforts to support the

instructional program. Under personal competence the board looks at the superintendent's analytic and creative abilities in meeting various system needs, degree of professionalism, use of time and ability to handle conflict. This all translates to personnel management, political management, financial management and student management.

Appraisal Instruments

It is inevitable that citizens, parents, students, teachers, administrators, board of education members, and representatives of the state department of education have views (judgments) regarding the strengths and limitations of the superintendent. The question is whether or not the appraisal will be reasonably valid or only judgments made on the basis of inadequate data, or even with merely rumor as the "foundation."

Appraisals are conducted for a variety of purposes. The appraisal of the job performance of the superintendent must be clearly defined by the board of education. Numerous articles have been published by the American Association of School Administrators (AASA) and in the American School Board Journal as to the different types of appraisal instruments used by boards of education to evaluate the job performance of the superintendent. Appraisals range from a board of education simply telling a superintendent he/she has done a good job and votes to rehire him/her to evaluation instruments which are elaborate and time consuming and may not be clearly understood by the participants in the evaluation.

In an article published in the American School Board Journal (October, 1984/Vol. 171, No. 10, p. 33) James Akenhead writes that the assessment instrument must be acceptable to both the superintendent and board. He also states that board members must be instructed in the use of the instrument.

Robert Bennett (The American School Board Journal, Sept. 1984, Vol. 171, No. 9, p. 39) states that: "Evaluations should be based solely on objective and honest assessments of professional performance, not on personal bias or animosity."

The literature also indicates that evaluations of the superintendent should be frequent. The literature also reveals that unfortunately board of education members are not necessarily well trained in personnel evaluation. Many times problems are not discussed with the superintendent until the annual evaluation is made. Communication should be open and on-going. This supports the use of frequent evaluations.

The question remains as to what type of instrument is best. Whatever the instrument, it should fit the local or regional situation and be acceptable by the superintendent and the board of education.

Summary

The review of literature is inconclusive as to which competencies are required to be an effective area vocational-technical superintendent. Kassem and Moursi (1971) concluded that (1) leadership effectiveness is a product of many variables rather than a single factor; (2) independent variables are interactive in their working and varying in their impact; (3) personality traits are not important; and (4) situations surrounding a manager are an important factor affecting goal-seeking behavior. Fiedler (1968) and Reddin (1970) stated that leadership style must be adjusted to the situation. Akenhead (1984) stated that management style is simply how other people see you perform in a specific job situation. Several studies describe a contrast between "task" and "relationship" in leadership style. Katz (1985) states that both characteristics are necessary.

Hess (1986) states that the most dominant characteristic of an effective school superintendent is the ability or skill to work with the governing board. The second most important characteristic is staff leadership. Dittloff (1982) found that the important characteristics were people management, task management and personal competence. The literature addressing competencies of an effective area vocational-technical superintendent is varied and rather limited. It is however, sufficient to give guidance to superintendents and boards of education in their efforts to develop meaningful evaluation plans.

Although the literature is clear that the legal description for the common school superintendent and the area vocational-technical school superintendent is the same, there are major differences in job responsibilities in Oklahoma. The writer could find no evidence that indicates the existence of a validated check list that could be completed by a lay board to effectively evaluate an area vocational-technical school superintendent; therefore, the researcher must develop an instrument for that purpose.

CHAPTER III

METHODOLOGY

Introduction

This section contains the procedures through which the data were gathered to study the major research problem. Information presented in this chapter is: (1) Statement of the problem, (2) Type of Research (3) Population (4) Instrument, (5) Data Gathering Procedures, and (6) Analysis of Data.

Statement of the Problem

The research problem is that there is not a valid base of information to be utilized by the local board of education for appraising the job performance of the local area vocational-technical superintendent of schools. This study was directed to that end.

The purpose of the study was to gather data to identify the criteria for determining the effectiveness of the Area Vocational-Technical School Superintendent in his/her job performance. These data were utilized to develop a valid instrument for appraising the job performance of the vocational-technical superintendents of Oklahoma.

To achieve the purpose of this study, the following research objectives were set forth:

1. Identify the areas of responsibility of the vocational-technical school superintendent;

2. Determine the specific criteria by which the superintendent's professional performance will be assessed;

3. Develop a valid instrument which may be utilized by the board of education to objectively appraise the vocational-technical school superintendent's professional job responsibility;

4. Establish priorities of job performance responsibilities.

Type of Research

This study was descriptive. According to Huck, Cormier and Bounds (1974), statistical procedures that do nothing more than summarize large groups of numbers are called descriptive statistics, since they are designed solely to describe the characteristics of a large group of numbers. Huck, Cromier and Bounds further stated that descriptive statistics are concerned only with characteristics of the set of data obtained by the researcher.

A research instrument was constructed using the information from the review of the literature. The instrument was administered to all participants in the study. This study used a method of descriptive research and ordinal level data to interpret group opinions into a collection of descriptive information for decision making.

Population

The population selected for this study was the twenty-seven (27) superintendents of the area vocational-technical schools of Oklahoma and the twenty-seven (27) board of education chairpersons of those vocational-technical schools. The area vocational-technical school superintendents had a minimum qualification of a Masters Degree and held a Superintendent's certificate issued by the Oklahoma State Department of Education. The board of education chairpersons were legal residents in their respective area vocational-technical school district and were elected to the board of education by the registered voters of the area vocational-technical school district. They

were elected Board of Education Chairperson by the other members of the board of education for a term of one year.

A total of forty-six (46) subjects participated in this study. For the purpose of this study, the sample and the population were the same.

Instrument

The research instrument used was constructed during the process of the study primarily as a result of the review of literature. Since the study was posited on the assumption that the area vocational-technical school superintendents in Oklahoma fulfilled job performance responsibilities that differ from the public sector, the instrument was developed to measure the effectiveness of the job performance of the area vocational-technical school superintendent in Oklahoma.

The instrument was developed in the following manner. First, a review of the literature was conducted to identify the job responsibilities of the area vocational-technical school superintendent. Next, a study of available evaluation instruments was conducted. It was determined that a listing of the job performance clusters would be useful. The clusters were:

(1) BOARD FUNCTIONS

(2) PUBLIC RELATIONS

(3) EDUCATIONAL PERSONNEL

(4) BUSINESS AND FISCAL MANAGEMENT

(5) INSTRUCTIONAL AND CURRICULUM MANAGEMENT

(6) PROFESSIONAL ROLE AND DEVELOPMENT

(7) PHYSICAL FACILITIES MANAGEMENT

(8) BUSINESS AND INDUSTRY

Then an analysis of the rating types i.e., graphic, management by objectives, graphic profile and forced choice evidenced that the Likert techniques or forced choice with a rating scale of five (5) (effective) to one (1) (never effective) were best for the purpose of the study. A copy of this instrument can be found in appendix C. Finally, to determine the content validity of the instrument, a panel of six (6) educators with expertise in vocational-technical education was selected. The panel members are identified in Appendix A. When given a copy of the instrument, the panel members were requested to determine (1) if the instrument measured the content domain of the job performance responsibilities of the area vocational-technical school superintendents in Oklahoma and (2) if the instrument was valid for the design purposes. The instrument was revised following suggestions by the panel of experts. Most of the suggestions were generally in related style and nature. A significant change was made in the instrument to include the Business and Industry Cluster.

Data-Gathering Procedures

A copy of the instrument was mailed to each of the fifty-four (54) persons comprising the sample for the study (Appendix C). The study had been previously explained to the area vocational-technical school superintendents in a monthly meeting conducted by the State Director. It was explained that the study was to determine job performance priorities as viewed by the area vocational-technical school superintendents in Oklahoma and by the board of education chairperson of each area vocational-technical school district. The area vocational-technical school superintendents were asked to inform their board of education chairpersons of the proposed study and to encourage them to participate in the study. A letter was then mailed to each area vocational-

technical school superintendent and each board of education chairperson explaining the purpose of the study (Appendix D). The letter also contained an instrument, a set of instructions and a self-addressed stamped envelop to return the instrument to the researcher after each individual had completed the instrument. The letter also assured each member of the sample that all information returned to the researcher for use in the study would be kept confidential and each participant would receive a copy of the findings. A follow-up letter was sent to those invited to participate in the study who had not returned the instrument to the researcher at the end of two weeks (Appendix J). This letter encouraged the person to complete the instrument and return it. In addition, personal contact were made to those invited to participate in the study who failed to respond to the follow-up letters. Upon receipt of the returned instrument to the researcher, a letter of appreciation for participating in the study was sent to each member of the sample who completed and returned the instrument.

Analysis of Data

The data derived from the administration of the research instrument, AREA VOCATIONAL-TECHNICAL SCHOOL SUPERINTENDENT'S PERFORMANCE SELF CHECK LIST, were tabulated to determine the results from the forty-six (46) respondents participating in the study. Since the constructed instrument required the participants to respond to a numerical rating of five (5) to one (1) when accessing the job performance of the area vocational-technical school superintendent, individual responses were summed over the forty-two (42) items of the eight (8) clusters which comprised the instrument developed for the study. Means were then calculated for each of the participants in the study. In this manner, a single score was attained which depicts the mean

evaluation given to the superintendent in performing his professional job responsibilities as the area vocational-technical school superintendent. These individual results were clustered by respondent category, i.e. superintendent and board of education chairperson.

Due to the nature of the study, the resulting data were through non-parametric statistical procedures. These techniques are useful when analyzing such data as derived from the study. The Kruskal-Wallis one-way analysis of variance by ranks was implemented for the data resulting for Section One of the research instrument.

The Kruskal-Wallis one-way analysis of variance by ranks is a statistical test designed for determining if independent samples are from the same population. This technique tests the null hypothesis that the samples tested are from the same population requires the ordinal level of measurement of the variables under study.

Kendall's Coefficient of Concordance (W) was implemented for the data resulting from Section Two where the job performance clusters of the area vocational-technical school superintendents were prioritized by ranking. The Kendall's Coefficient of Concordance (W) is a procedure to determine the association between rankings. This measure has applicability when clusters are measured and is particularly useful in interjudge reliability. A significant value of W is to be interpreted as stating that the judges are using the same standard when ranking, particularly so when there is not a relevant criteria for ranking available. The coefficient of concordance therefore is an index of the divergence of the obtained measure shown in the data from the maximum possible agreement. The outcome of the calculations are given in Chapter IV.

CHAPTER IV

PRESENTATION OF FINDINGS AND ANALYSIS OF DATA

This chapter presents an analysis and interpretation of the data obtained from the procedures followed in the study as it relates to the research objectives under examination. As previously given the research objectives this study sought to answer were as follows:

1. Identify the area of responsibility of the area vocational-technical superintendent;
2. Determine specific criteria by which the vocational-technical school superintendent's professional performance might be assessed;
3. Develop an instrument which may be utilized by the area vocational-technical school board of education to objectively appraise the vocational-technical school superintendent's professional job responsibility;
4. Establish priorities of job performance responsibilities.

In the sections of this chapter, the procedures followed in examining the results achieved from a particular technique are given as the results relate to the major research objectives.

The purposes of the study were (1) to identify and gather data necessary for determining the effectiveness of the area vocational-school superintendent's in their job performance, and (2) to develop a valid instrument using the criteria for use by the local area vocational-technical school board of education to annually evaluate the superintendents in vocational-technical

schools in Oklahoma. The study was based on the premise that an empirically validated appraisal instrument would meet a critical need by the local boards of education of area vocational-technical schools in Oklahoma.

Respondents To Study

Validation instruments were returned from twenty-four (24) of the twenty-seven (27) area vocational-technical school superintendents; thus eighty-five (85%) of the area vocational-technical school superintendents responded. Twenty-two (22) of the twenty-seven (27) area vocational-technical school board chairpersons responded for an eighty-one (81%) return.

TABLE I

CLASSIFICATION OF RESPONDENTS

Respondent Groups	Total Possible	Total Respondents	% Response
AVTS Superintendents	27	24	85%
AVTS Board of Education Chairpersons	27	22	81%

A total of forty-six (46) persons invited to participate in the study responded for an overall eighty-three (83) percent rate of participation. This is a valid representation of the area vocational-technical school superintendents and area vocational-technical school board of education chairpersons of the

twenty-seven (27) area vocational-technical schools presently operative in the State of Oklahoma.

Results Related to Research Objectives

Research Objective Number One. Identify the areas of responsibility of the area vocational-technical superintendent.

A review of the background factors relevant to identification of the areas of job performance responsibilities of the area vocational-technical school superintendents in Oklahoma revealed that they hold the same certification and legal job description as the common school superintendents. Since there is a distinct difference between these educational programs, this study was directed toward the area vocational-technical school superintendent in Oklahoma and found it was necessary to determine the distinct areas of professional performance responsibility of the area vocational-technical school superintendents of Oklahoma for assessment.

To achieve that end a panel of educators with professional backgrounds in the field of vocational-technical education was selected. A listing of those persons is in Appendix A. The instrument devised for this purpose (Area Vocational-Technical School Superintendent's Performance Self-Check List) to appraise the job performance responsibilities was developed posited on the premise that the area vocational-technical superintendent fulfills duties that are unique to the field of vocational-technical education. Therefore, the area vocational-technical school superintendent performs professional tasks that are identifiable and distinct to this field of education. A detailed presentation of the development of the instrument is presented in a later section. At this point in the study it was necessary to validate the content domain of the instrument which would objectively identify the areas of professional

responsibility of the area vocational-technical school superintendent in Oklahoma.

Accordingly, the instrument, Area Vocational Technical School Superintendent's Performance Self-Check List, was presented to the panel. The panel members were requested to determine, if in their respective views, the instrument as constructed did indeed represent the professional responsibilities of the area vocational-technical school superintendents of Oklahoma and was a valid appraisal instrument of this position.

Specifically, the panel members were directed to examine the instrument, review the cluster areas and item content to determine if they did indeed represent the professional performance responsibilities of the area vocational-technical school superintendent in Oklahoma. The panel members were to record their evaluation of the instrument as to whether the members agree or disagreed that the instrument did adequately represent the areas of professional responsibilities to be performed by the area vocational-technical school superintendent in Oklahoma.

The panel members agreed unanimously that the instrument as devised did indeed represent the performance responsibilities of the area vocational-technical school superintendent of Oklahoma. The record of their judgment is given in Table II which portrays the view of each of the six (6) members constituting the panel. Thus, the panel members concurred that the instrument was a valid instrument to appraise the professional performance of the area vocational-technical superintendent of Oklahoma. Since there was unanimity among the panel members, further statistical analysis was not performed. In sum, the content validity of the instrument used in this study was established by the panel of experts who identified the eight job performance

areas of responsibility of the area vocational-technical school superintendent in Oklahoma.

TABLE II

VALIDATION OF INSTRUMENT BY PANEL

Panel Member	Agree	Disagree
A	X	
B	X	
C	X	
D	X	
E	X	
F	X	

Research Objective Number Two. Determine specific criteria by which the vocational-technical school superintendent's professional performance might be assessed.

An overview of the area vocational-technical school superintendent revealed that a singular field in education had emerged without an objective method to appraise performance in their field. To be sure there was a felt need for an empirically validated assessment of the professional performance of the area vocational-school superintendent as evidenced by legislative decree (HB 1466, 40th Legislature), and professional publications (EVALUATING THE SUPERINTENDENT, 1980). Yet there was not available to the local area vocational-technical school board of education of Oklahoma an instrument

which set forth an objective method for assessing the local area vocational-technical school superintendent's professional performance.

The literature is replete with studies stressing the need for appraisal. However, a valid instrument is not available for use by a local board of education. Therefore, a synthesis of the essential criteria for success in the area vocational-technical school superintendency was constructed. From those items a pattern was discerned. Accordingly, those relevant factors were organized into the instrument devised for this study (Appendix C). Basically, three (3) factors determined selection of the criteria. First, the literature expressed a number of essential elements. Second, the panel selected for this study, provided a wide range of practical knowledge of the operations of the office of the area vocational-technical school superintendent. Third, the criteria selected for the instrument devised to assess the area vocational-technical school superintendent's professional performance should be measurable. Thus, the thread of agreement woven by the researcher and professional practitioners was brought together in the instrument constructed for this study.

Research Objective Number Three. Develop an instrument which may be utilized by the area vocational-technical school board of education to objectively appraise the vocational-technical school superintendent's professional job performance responsibility.

The data resulting from the investigation of the appraisal instrument constructed during the study of the area vocational-technical school superintendent and the board of education chairperson were analyzed by the statistical technique of Kruskal-Wallis one-way analysis of variance. The Kruskal-Wallis statistical procedure is designed to test the null hypothesis that several independent samples were drawn from the same population. Basically,

this statistical method tests for differences between groups when the data are ranked. The following formula was used with this data:

$$H = \left[\frac{12}{N\,(N+1)} \sum_{j=1}^{k} \frac{R_j^2}{n_j} \right] - 3\,(N+1)$$

Where:

k = number of samples

n j = number of cases

N = nj, the number of cases in all samples

R = sum of ranks in the sample

$\sum_{j-1}^{k}$ = directs the summing over the K samples (Columns)

The resulting H value is a coefficient of concordance which is an empirical measure determining the degree of agreement found between the area vocational-technical school superintendents and the board of education chairpersons when appraising the professional performance of the local area vocational-technical school superintendent based on the past year of operation. Table III portrays the results attained from the Kruskal-Wallis procedure.

TABLE III

AGREEMENT BETWEEN AVTS SUPERINTENDENTS AND AVTS BOARD OF EDUCATION CHAIRPERSONS OVER THE 42 ITEMS OF THE EVALUATION INSTRUMENT

N	46
H Value	1.939
H Corrected for Ties	1.958
Chi Square .05	3.84
df	1

When there are more than five (5) cases in each group, as Siegel states, the obtained value of H is to be determined from appropriate Chi-Square tables (Siegel, 1988, p. 208).

As shown in Table III, the value of the obtained H for the data with one (1) degree of freedom was not significant at the .05 level. With non-significant differences, there is an indication of a degree of agreement between the area vocational-technical school superintendents and the board of education chairpersons when evaluating the local superintendents professional performance for the past year.

Research Objective Number Four. Establish priorities of job performance responsibilities.

On Section Two of the research instrument the respondents were to prioritize the job performance responsibilities of the area vocational-technical school superintendent. Superintendents and Board Chairpersons were asked to rank, from one (1) being most import to eight (8) being least important the

eight job performance clusters of responsibility of the area vocational-technical school superintendent. The overall rank was calculated by adding the rank assigned by respondents in their respective groups. The lowest total resulted in a ranking of one (1) and the highest total resulted in the ranking of eight (8). Results are shown in Table IV.

TABLE IV

AREA VOCATIONAL-TECHNICAL SCHOOL SUPERINTENDENTS AND BOARD OF EDUCATION CHAIRPERSONS PRIORITY RANKING OF JOB PERFORMANCE CLUSTERS

JOB PERFORMANCE CLUSTERS	AVTS SUPERINTENDENTS RANKING	AVTS BOARD OF EDUCATION CHAIRPERSONS RANKING
Board Functions	1	6
Public Relations	5	5
Educational Personnel	3	3
Business & Fiscal Management	2	2
Instruction & Curriculum Management	4	1
Professional Role & Development	7	8
Physical Facilities Management	8	7
Business & Industry	6	4

To determine the association between the sets of rankings, the Kendall's Coefficient of Concordance (W) was implemented. The formula below was followed in calculating W.

$$W = 12 \frac{R_j^2 - 3k^2 \quad N\,(N+1)^2}{K^2 \; N\,(N^2 - 1)}$$

Utilizing that formula the data obtained from the job performance clusters by the area vocational-technical school superintendents was calculated. The results are recorded in Table V.

TABLE V

JOB PERFORMANCE CLUSTER PRIORITIZATION BY THE AREA VOCATIONAL-TECHNICAL SCHOOL SUPERINTENDENTS -- KENDALL'S W TEST

N	24
Kendall's W	0.05
W Corrected for Ties	0.05
Calculated Chi Square Value	77.03
Tabled Chi Square .05	35.17
df	23

As revealed in Table V, the value of the calculated W was found to be significant at the .05 level of confidence. Thus indicating the area vocational-

technical school superintendents did agree on the priority ranking of job performance clusters contained in the instrument which represented the major areas of the position in which they perform as superintendent of the area vocational-technical school.

The data derived from the board of education chairpersons prioritizing of the job performance clusters were used with Kendall's W to determine the degree of agreement among the board of education chairpersons ranking. The results obtained are shown in Table VI.

TABLE VI

JOB PERFORMANCE CLUSTER PRIORITIZATION BY THE BOARD OF EDUCATION CHAIRPERSONS -- KENDALL'S W TEST

N	22
Kendall's W	0.27
W Corrected for Ties	0.27
Calculated Chi Square Value	38.36
Tabled Chi Square .05	32.67
df	21

As shown in Table VI the value of the calculated W was found to be significant at the .05 level of confidence, indicating that the board of education

chairpersons participating in the study did agree on their rankings regarding the priority of the job performance clusters.

To further prioritize the findings presented in Table V and Table VI, the composite mean rankings and numerical means are shown in Table VII.

TABLE VII

COMBINED PRIORITIZATION BY AVTS SUPERINTENDENTS AND BOARD OF EDUCATION CHAIRPERSONS KENDALL'S W TEST MEAN, RANK AND RANGE

JOB PERFORMANCE CLUSTER	AVTS SUPERINTENDENT			BOARD OF EDUCATION CHAIRPERSONS		
	MEAN	RANK	RANGE	MEAN	RANK	RANGE
Board Functions	1.85	1	1-5	5.20	6	1-8
Public Relations	4.70	5	1-7	5.15	5	1-8
Educational Personnel	4.05	3	1-8	3.25	3	1-8
Business & Fiscal Management	2.25	2	1-5	3.05	2	1-6
Instruction & Curriculum Management	4.20	4	1-8	2.95	1	1-7
Professional Role & Development	6.40	7	3-8	6.10	8	1-8
Physical Facilities Management	6.90	8	3-8	5.90	7	3-7
Business & Industry	5.65	6	2-8	4.40	4	1-7

It is clear as shown in Table VII that the two groups differ only slightly in the priority rankings assigned the job performance areas to be performed by the area vocational-technical school superintendents in Oklahoma. It is to be noted the area vocational-technical school superintendents rated Board Functions as their number one priority while the board of education chairpersons rated Instruction and Curriculum Management as the top priority for the area vocational-technical school superintendent to conduct. Beyond this, the rankings were comparable. The noted differences were enough to warrant the conclusions that while the two groups of respondents in the study differed slightly on the importance of the job performance areas they did agree on the overall performance appraisal of the area vocational-technical school superintendent when performing their job responsibilities.

Summary of Findings

In this study, an instrument was developed to appraise the professional performance of the superintendents in the area vocational-technical schools of Oklahoma and to establish job performance responsibilities. The selected panel concluded that the research instrument did indeed define the job responsibilities of the area vocational-technical school superintendent and the instrument had face and content validity as an appraisal instrument. The data obtained from the forty-six (46) respondents evidenced agreement on the professional performance of the area vocational-technical school superintendents giving a high performance evaluation to the area vocational-technical school superintendents by the Board of Education Chairpersons. However, the two groups differ slightly on the priority given job performance functions. Specifically, the area vocational-technical school superintendents gave Board

Functions a number one priority while the Board of Education Chairpersons gave Instruction and Curriculum Management as their number one priority.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Problem

The problem was that, there was not a valid base of information to be utilized by the local board of education for appraising the job performance of the local area vocational-technical superintendent of schools.

Purpose of the Study

The purposes of the study were: (1) to identify and gather data necessary for determining the effectiveness of the area vocational-technical superintendent's job performance, and (20) to develop a valid instrument (using the criteria) for use by the local area vocational-technical board of education to annually evaluate the superintendents in the vocational-technical schools of Oklahoma. It was assumed that an empirically validated instrument would meet a critical need for use by the local boards of education of area vocational-technical schools in Oklahoma.

The study sought to answer the following research objectives:

1. Identify the areas of responsibility of the area vocational-technical school superintendent;

2. Determine specific criteria by which the superintendent's professional performance might be assessed;

3. Develop an instrument which may be utilized by the board of education to objectively appraise the vocational-technical school superintendent's professional job responsibility;

4. Establish priorities of job performance responsibilities.

Summary

This study was conducted with the purpose of providing a valid data base of information to be properly utilized by the local area vocational-technical school board when appraising the job performance of the area vocational-technical school superintendents as mandated by legislative decree in Oklahoma. Such information could guide the board in its pervasive task of assessing the performance of this crucial leadership role in education.

To achieve this purpose, data were gathered, on an instrument constructed and designed to assess the professional performance of the local superintendent in the area vocational-technical schools in Oklahoma. The panel of educators with expertise in the field of vocational-technical education agreed the research instrument did fulfill its research design and was face and content valid. Consequently, the instrument was utilized by the forty-six (46) participants in the study.

The data revealed that the two groups, the area vocational-technical school superintendents and board of education chairpersons when utilizing the research instrument to evaluate the professional performance of the area vocational-technical superintendent gave a high rating to the superintendents based on the past year of school operations. This was demonstrated by the findings of the Kruskal-Wallis statistical technique. However, the two groups did differ when ranking the job performance clusters comparing the professional responsibilities of the area vocational-technical school superintendents. This was evidenced by the results of the Kendall W statistical procedure which was significant indicating there was a divergence of their views. The area vocational-technical school superintendents ranked Board Functions as the number one priority while the board of

education chairpersons ranked Instruction and Curriculum Management as the function they viewed as top priority. Beyond this, the two groups appeared to have a consensus of their views. As a result of these procedures it may be concluded that the research instrument was found valid for its design and could fulfill a critical need for the area vocational-technical schools of Oklahoma.

Conclusions

From the findings of the study the following conclusions were drawn:

1. It is concluded that the research instrument, Vocational-Technical Superintendent's Performance Self-Check List, consisting of eight (8) job performance clusters with forty-two (42) individual items relating specifically to job functions established specific criteria which can be utilized by the local board of education of area vocational-technical schools when annually appraising the professional performance of the area vocational-technical school superintendent.

2. It is concluded that the two groups of respondents, the twenty-four (24) area vocational-technical school superintendents and the twenty-two (22) board of education chairpersons differs only slightly in their rankings of the importance of the job performance clusters that make up the research instrument. This is evidenced by the results of the Kendall W procedure on the obtained data. The board of education chairpersons ranked Curriculum and Instructional Management as the number one priority while the area vocational-technical school superintendents ranked the Board Functions cluster as their top priority.

Recommendations

Based on the foregoing findings of the study the following recommendations are set forth:

1. The results of this study could be utilized by the local boards of education of area vocational-technical schools when annually appraising the professional performance of the superintendent.

2. Further study should be conducted to determine the types and kinds of evaluation instruments used by area vocational-technical boards of education of Oklahoma when appraising the local superintendent.

3. The research instrument should be used in additional studies to attain a more complete validation of the standards by which the area vocational-technical school superintendents are judged successful in the fulfillment of the job performance role.

4. Long term studies with the research instrument should be made to develop a model job description. From this model each local area vocational-technical school board with its unique role expectations could develop its local job performance role to guide the local area vocational-technical superintendent in fulfilling his/her professional responsibility as determined by the local board of education.

Discussion

It is felt by the researcher that with further research in the area of job performance responsibilities of area vocational-technical school superintendents, the evaluation process can become more clearly defined. The literature also indicates that board of education members are not specifically trained in personnel evaluation which indicates a need for continued training in this area. The literature in this study further indicated that the board of education

and the superintendent must agree on the evaluation criteria if the evaluation of the superintendent is to be a meaningful and effective process.

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APPENDIXES

APPENDIX A

SELECTED PANEL OF EXPERTS

PANEL OF EXPERTS

The following panel of experts was used to validate the instrument used in this study:

PANEL MEMBERS

Dr. Francis Tuttle
Retired former State Director of Vo-Tech Education
Former Public School Superintendent

Dr. Roy Peters
State Director of Vo-Tech Education
Former Area School Superintendent

Dr. C. G. Oliver, Jr.
Member, State Board of Vo-Tech Education
Public School Superintendent

Dr. C. B. Wright
Member, State Board of Vo-Tech Education
Retired Public School Superintendent

Dr. Tom Smith
Retired College Professor
Former Public School Superintendent

Dr. Joe Lemley
Retired Area School Superintendent

APPENDIX B

LETTER TO PANEL MEMBERS

January 16, 1989

Dr. C. B. Wright
Box 569
Stroud, Oklahoma 74079

Dear Dr. Wright:

Thank you for agreeing to assist me in a research project that will benefit area vocational-technical education and fulfill a requirement for my doctoral program at Oklahoma State University. Dr. Garry Bice is my committee chairman and also my dissertation advisor.

The purpose of the research project is to gather data regarding the criteria for determining the effectiveness of the superintendent in his job performance and to devise a valid instrument (using the criteria) for use by the local area vocational-technical board of education when evaluating the superintendent in the vocational-technical schools of Oklahoma.

Please review the enclosed instrument and provide feedback using the following guidelines:

(1) Are the questions worded properly?
(2) Does the content appear to be correct?
(3) Is the format correct?
(4) Do you have other suggestions that should be included?
(5) Is the instrument valid for the designated purposes?

Thank you for your time and assistance with this project. Your view concerning this subject is extremely important to the study. Thanks again for your cooperation.

Sincerely,

James E. Patton

Enclosures (2)

APPENDIX C

INSTRUMENT

INSTRUCTIONS TO AVTS BOARD OF EDUCATION CHAIRMAN

FOR COMPLETING AVTS SUPERINTENDENT CHECK LIST

1. Please rate your superintendent on each item in all of the clusters in Section I. Respond as you perceive your AVTS superintendent's job performance during this current school year to date.

2. Read the assessment key carefully and rate your AVTS superintendent's job performance according to the key, i.e. effective, somewhat effective, etc.

3. Section II is a ranking of the job performance clusters. Rank these in priortiy order as you perceive these functions for your vocational-technical school.

4. Section III is information needed for statistical purposes only. Please fill in the blanks.

5. A self-addressed stamped envelope is provided for your convenience to the return the survey to me.

Thank you for your assistance in this study. Your view is extremely critical in making this a meaningful research project. It would be most helpful if you would return the check list by May 3, 1989.

BOARD CHAIRMAN'S CHECK LIST FOR AREA VOCATIONAL-TECHNICAL SCHOOL SUPERINTENDENTS

DIRECTIONS: Circle the response that best represents your own analysis with regard to how well your area vocational-technical school superintendent performed in the major areas of responsibility of the area vocational-technical school superintendent.

ASSESSMENT KEY:

5 = Performs job responsibility in an **effective** manner.

4 = Performs job responsibility in a **somewhat effective** manner.

3 = Performs job responsibility **sometimes** in an **effective** manner.

2 = Performs job responsibility **seldom** in an **effective** manner.

1 = Performs job responsibility **never** in an **effective** manner.

I. MAJOR AREAS OF PERFORMANCE RESPONSIBILITY

A.	BOARD FUNCTIONS CLUSTER	KEY
1.	Preparation of materials and reports for the board of education are detailed and thorough with conclusive and documented information.	5 4 3 2 1
2.	Presentation of reports and recommendations to the board of education are concise and based on sound educational practice.	5 4 3 2 1
3.	Implementation of board of education directives and policies of the vocational-technical school are professional and prompt.	5 4 3 2 1
4.	Provision of adequate information to the board of education for effective decision-making on issues before it.	5 4 3 2 1
5.	Apprises board of education regarding vocational-technical school operations.	5 4 3 2 1
6.	Communications with the board of education are open, informative and positive.	5 4 3 2 1
7.	Fulfillment of board of education requests are responsible and prompt.	5 4 3 2 1

ASSESSMENT KEY:

5 = Performs job responsibility in an **effective** manner.
4 = Performs job responsibility in a **somewhat effective** manner.
3 = Performs job responsibility **sometimes** in an **effective** manner.
2 = Performs job responsibility **seldom** in an **effective** manner.
1 = Performs job responsibility **never** in an **effective** manner.

B. PUBLIC RELATIONS CLUSTER

1.	Interprets issues of vocational-technical education to the concerned publics.	5 4 3 2 1
2.	Professionally represents the needs of vocational-technical education to state and legislative officials.	5 4 3 2 1
3.	Presents current vocational-technical information to the community through periodic published communications (newsletters, reports, etc.).	5 4 3 2 1
4.	Maintains effective professional relations with media representatives.	5 4 3 2 1

C. EDUCATIONAL PERSONNEL MANAGEMENT CLUSTER

1.	Utilization of services of staff personnel in duty assignments.	5 4 3 2 1
2.	Selection and employment of administrative, teaching, and staff personnel.	5 4 3 2 1
3.	Direction and supervision of personnel programs.	5 4 3 2 1
4.	Delegation of responsibility and authority to staff members for efficient administration.	5 4 3 2 1
5.	Manages internal staff relationships.	5 4 3 2 1

D BUSINESS AND FISCAL MANAGEMENT CLUSTER

1.	Preparation of area vocational-technical school budget.	5 4 3 2 1
2.	Budget expenditure procedures and controls are well designed.	5 4 3 2 1
3.	Funds of the vocational-technical school are managed efficiently.	5 4 3 2 1
4.	Financial reports are factual, informative and timely.	5 4 3 2 1
5.	Procurement procedures of materials, supplies, and equipment are stated and followed.	5 4 3 2 1

ASSESSMENT KEY:

5 = Performs job responsibility in an **effective** manner.
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2 = Performs job responsibility **seldom** in an **effective** manner.
1 = Performs job responsibility **never** in an **effective** manner.

E. INSTRUCTIONAL AND CURRICULUM MANAGEMENT CLUSTER

1.	Supervision of the instructional program of the area vocational-technical school.	5 4 3 2 1
2.	Leads staff in analyzing new curriculum programs and modifying present programs and deleting out-dated programs.	5 4 3 2 1
3.	Develops vocational-technical programs that meet business and industry needs.	5 4 3 2 1
4.	Plans and provides for local staff development needs.	5 4 3 2 1
5.	Provides for assessment of curricula programs of local area vocational-technical schools.	5 4 3 2 1

F. PROFESSIONAL ROLE AND DEVELOPMENT CLUSTER

1.	Determination of local area educational needs which are comprehensive and accurate.	5 4 3 2 1
2.	Exercises effective crisis management and conflict resolution skills.	5 4 3 2 1
3.	Participates in professional organizations to promote own professional development.	5 4 3 2 1
4.	Develops and directs area vocational-technical schools comprehensive planning program.	5 4 3 2 1
5.	Involves appropriate staff members in the planning process.	5 4 3 2 1
6.	Demonstrates effective decision-making skills.	5 4 3 2 1

G. PHYSICAL FACILITIES MANAGEMENT CLUSTER

1.	Determination of education physical facilities needs of the area vocational-technical school.	5 4 3 2 1
2.	Direction of staff for the proper utilization of the facilities of the area vocational-technical school.	5 4 3 2 1
3.	Provides for the safety and security of personnel and property.	5 4 3 2 1

ASSESSMENT KEY:

5 = Performs job responsibility in an **effective** manner.
4 = Performs job responsibility in a **somewhat effective** manner.
3 = Performs job responsibility **sometimes** in an **effective** manner.
2 = Performs job responsibility **seldom** in an **effective** manner.
1 = Performs job responsibility **never** in an **effective** manner.

4.	Management of maintenance of buildings, equipment and grounds of the area vocational-technical school.	5 4 3 2 1
5.	Plans for emerging physical needs of the schools.	5 4 3 2 1

H. BUSINESS AND INDUSTRY CLUSTER

1.	Cooperatively works with local civic organizations to serve business and industry needs through vocational-technical education.	5 4 3 2 1
2.	Directs local staff in complying with state officials in economic growth and development directives and programs.	5 4 3 2 1
3.	Utilizes staff to work with business and industry personnel to develop local business and industry needs.	5 4 3 2 1
4.	Participates in local functions representing vocational-technical education to business and industry leaders.	5 4 3 2 1
5.	Collaborates with local and state business and industry leaders as a professional colleague.	5 4 3 2 1

II. Please rank the performance responsibility clusters below in priority order. The ranking will be one (1) through eight (8), with 1 as the most important cluster.

_____ Board Functions Cluster

_____ Public Relations Cluster

_____ Educational Personnel Cluster

_____ Business and Fiscal Management Cluster

_____ Instructional and Curriculum Management Cluster

_____ Professional Role and Development Cluster

_____ Physical Facilities Management Cluster

_____ Business and Industry Cluster

III. Please complete the following information in the space provided:

1. How many years have you served as a member of the Board of Education? _____ years

2. How many superintendents have you served with during your tenure as a board member? _____ years

3. How many terms have you served as Board President? _____

INSTRUCTIONS TO AVTS SUPERINTENDENTS

FOR COMPLETING SELF CHECK LIST

1. Please rate yourself on each item in all of the clusters in Section I. Respond as you perceive your job performance during this current school year to date.

2. Read the assessment key carefully and rate your job performance according to the key, i.e. effective, somewhat effective, etc.

3. Section II is a ranking of the job performance clusters. Rank these in priority order as you perceive these functions for your vocational-technical school.

4. Section III is information needed for statistical purposes only. Please fill in the blanks.

5. A self-addressed stamped envelope is provided for your convenience to the return the survey to me.

Thank you for your assistance in this study. Your view is extremely critical in making this a meaningful research project. It would be most helpful if you would return the check list by May 3, 1989.

AREA VOCATIONAL-TECHNICAL SCHOOL SUPERINTENDENT'S PERFORMANCE SELF-CHECK LIST

DIRECTIONS: Circle the response that best represents your own analysis with regard to how well you perform each of the following items in the major areas of responsibility of the area vocational-technical school superintendent.

ASSESSMENT KEY:

5 = Performs job responsibility in an **effective** manner.

4 = Performs job responsibility in a **somewhat effective** manner.

3 = Performs job responsibility **sometimes** in an **effective** manner.

2 = Performs job responsibility **seldom** in an **effective** manner.

1 = Performs job responsibility **never** in an **effective** manner.

I. MAJOR AREAS OF PERFORMANCE RESPONSIBILITY

A. BOARD FUNCTIONS CLUSTER

		KEY
1.	Preparation of materials and reports for the board of education are detailed and thorough with conclusive and documented information.	5 4 3 2 1
2.	Presentation of reports and recommendations to the board of education are concise and based on sound educational practice.	5 4 3 2 1
3.	Implementation of board of education directives and policies of the vocational-technical school are professional and prompt.	5 4 3 2 1
4.	Provision of adequate information to the board of education for effective decision-making on issues before it.	5 4 3 2 1
5.	Apprises board of education regarding vocational-technical school operations.	5 4 3 2 1
6.	Communications with the board of education are open, informative and positive.	5 4 3 2 1
7.	Fulfillment of board of education requests are responsible and prompt.	5 4 3 2 1

ASSESSMENT KEY:

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B. PUBLIC RELATIONS CLUSTER

1.	Interprets issues of vocational-technical education to the concerned publics.	5 4 3 2 1
2.	Professionally represents the needs of vocational-technical education to state and legislative officials.	5 4 3 2 1
3.	Presents current vocational-technical information to the community through periodic published communications (newsletters, reports, etc.).	5 4 3 2 1
4.	Maintains effective professional relations with media representatives.	5 4 3 2 1

C. EDUCATIONAL PERSONNEL MANAGEMENT CLUSTER

1.	Utilization of services of staff personnel in duty assignments.	5 4 3 2 1
2.	Selection and employment of administrative, teaching, and staff personnel.	5 4 3 2 1
3.	Direction and supervision of personnel programs.	5 4 3 2 1
4.	Delegation of responsibility and authority to staff members for efficient administration.	5 4 3 2 1
5.	Manages internal staff relationships.	5 4 3 2 1

D. BUSINESS AND FISCAL MANAGEMENT CLUSTER

1.	Preparation of area vocational-technical school budget.	5 4 3 2 1
2.	Budget expenditure procedures and controls are well designed.	5 4 3 2 1
3.	Funds of the vocational-technical school are managed efficiently.	5 4 3 2 1
4.	Financial reports are factual, informative and timely.	5 4 3 2 1
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1.	Supervision of the instructional program of the area vocational-technical school.	5 4 3 2 1
2.	Leads staff in analyzing new curriculum programs and modifying present programs and deleting out-dated programs.	5 4 3 2 1
3.	Develops vocational-technical programs that meet business and industry needs.	5 4 3 2 1
4.	Plans and provides for local staff development needs.	5 4 3 2 1
5.	Provides for assessment of curricula programs of local area vocational-technical schools.	5 4 3 2 1

F. PROFESSIONAL ROLE AND DEVELOPMENT CLUSTER

1.	Determination of local area educational needs which are comprehensive and accurate.	5 4 3 2 1
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3.	Participates in professional organizations to promote own professional development.	5 4 3 2 1
4.	Develops and directs area vocational-technical schools comprehensive planning program.	5 4 3 2 1
5.	Involves appropriate staff members in the planning process.	5 4 3 2 1
6.	Demonstrates effective decision-making skills.	5 4 3 2 1

G. PHYSICAL FACILITIES MANAGEMENT CLUSTER

1.	Determination of education physical facilities needs of the area vocational-technical school.	5 4 3 2 1
2.	Direction of staff for the proper utilization of the facilities of the area vocational-technical school.	5 4 3 2 1
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4.	Management of maintenance of buildings, equipment and grounds of the area vocational-technical school.	5 4 3 2 1
5.	Plans for emerging physical needs of the schools.	5 4 3 2 1

H. BUSINESS AND INDUSTRY CLUSTER

1.	Cooperatively works with local civic organizations to serve business and industry needs through vocational-technical education.	5 4 3 2 1
2.	Directs local staff in complying with state officials in economic growth and development directives and programs.	5 4 3 2 1
3.	Utilizes staff to work with business and industry personnel to develop local business and industry needs.	5 4 3 2 1
4.	Participates in local functions representing vocational-technical education to business and industry leaders.	5 4 3 2 1
5.	Collaborates with local and state business and industry leaders as a professional colleague.	5 4 3 2 1

II. Please rank the performance responsibility clusters below in priority order. The ranking will be one (1) through eight (8), with 1 as the most important cluster.

_____ Board Functions Cluster

_____ Public Relations Cluster

_____ Educational Personnel Cluster

_____ Business and Fiscal Management Cluster

_____ Instructional and Curriculum Management Cluster

_____ Professional Role and Development Cluster

_____ Physical Facilities Management Cluster

_____ Business and Industry Cluster

III. Please complete the following information in the space provided:

1. How many years have you been employed in the field of education? _____ years

2. How many years have you been superintendent? _____ years

3. How many years have you been in your present position? _____ years

APPENDIX D

RESPONDING SUPERINTENDENTS AND BOARD OF EDUCATION CHAIRMEN

PARTICIPANTS IN STUDY

AREA VOCATIONAL-TECHNICAL SCHOOL	SUPERINTENDENT	BOARD CHAIRMAN
Caddo-Kiowa AVTS		Milton Smith
Canadian Valley AVTS	Dr. Earl Cowan	Dr. Marvin Denny
Central Oklahoma AVTS	John H. Hopper	Arthur M. Foster
Chisholm Trail AVTS	Kenneth Glazier	Doyle L. Province
Eastern Oklahoma County AVTS	Gregory Winters	Ralph Wilson
Francis Tuttle AVTS	Bruce Gray	David J. Brown
Gordon Cooper AVTS	Dr. John Bruton	
Great Plains AVTS	Kenneth Bridges	Lon Parks
High Plains AVTS	Wyley Mauldin	
Indian Capital AVTS	Dr. John Martin	Claude C. Harris
Indian Meridian AVTS	Dr. Fred Shultz	Kendall Grindstaff
Kiamichi AVTS	Bill Powers	Baysul T. Balentine
Mid-America AVTS	Don May	Kenneth Hawkin
Mid-Del AVTS	Dr. John Folks	Kathryn Kaiser
Moore-Norman AVTS	Frank S. Coulter	John Zavatsky
Oklahoma City AVTS	Dr. Bill Phillips	Don Wright
Oklahoma Northwest AVGS	Freelin Roberts	Boyd Hughes
O. T. Autry AVGS	Lloyd Brownsworth	Avel Henneke
Pioneer AVTS	Dr. Velta Reed	Robert Asbury
Pontotoc County AVTS	Jerry Painter	Ted R. Savage
Red River AVTS	Delbert Morrison	Jack Hulme
Southern Oklahoma AVTS	Jack Stone	John Maher
Tri-County AVTS		C. R. Shriver
Tulsa County AVTS	Dr. Gene Callahan	Barbara Lynch
Wes Watkins AVTS	Jim Moore	
Western Oklahoma AVGS	Gene Orsack	

APPENDIX E

LETTER TO PARTICIPATING SUPERINTENDENTS

TULSA COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT NO. 18
3420 South Memorial Drive. Tulsa. OK 74145-1390 Telephone (918) 627-7200

Gene Callahan, Ed.D., Superintendent

James E. Patton, Director
Lemley Campus

April 27, 1989

Dear AVTS Superintendent:

As a part of my Doctoral Studies at Oklahoma State University in the College of Occupational and Adult Education, I am conducting a study to determine job responsibilities and to develop an instrument which will assist in appraising the area vocational-technical school superintendents' job performance. The material contained in the check list was a result of a review of the current literature and input from a panel of experts who are knowledgeable in the field of vocational-technical education and school administration. Dr. Gary Bice of Oklahoma State University is directing me in this study.

I want to assure you that all information will remain confidential and only group statistics will be reported. As you are aware, I am sending this check list to your board of education chairman. Please encourage your chairman to participate in this study. I want to emphasize that this check list is not for a rating, but for instrument development.

Please take a few minutes and fill out the self-evaluation check list and return it to me in the self-addressed envelope. Your view is extremely critical in making this a meaningful research project.

Thank you for assisting me in this study. It would be most helpful if you could return the material to me by May 10, 1989.

Sincerely,

James E. Patton

James E. Patton

APPENDIX F

LETTER TO PARTICIPATING BOARD OF EDUCATION CHAIRMEN

TULSA COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT NO. 18
3420 South Memorial Drive. Tulsa. OK 74145-1390 Telephone (918) 627-7200

Gene Callahan, Ed.D., Superintendent

James E. Patton, Director
Lemley Campus

April 27, 1989

Dear AVTS Board Chairman:

As a part of my Doctoral Studies at Oklahoma State University in the College of Occupational and Adult Education, I am conducting a study to determine job responsibilities and to develop an instrument which will assist in appraising the area vocational-technical school superintendents' job performance. The material contained in the check list was a result of a review of the current literature and input from a panel of experts who are knowledgeable in the field of vocational-technical education and school administration. Dr. Gary Bice of Oklahoma State University is directing me in this study.

Your AVTS Superintendent has been asked to complete the same check list that is enclosed for you to complete. All information will remain confidential and only group statistics will be reported. I want to emphasize that this check list is not for a rating, but for instrument development.

Please take a few minutes and fill out the self-evaluation check list and return it to me in the self-addressed envelope. Your view is extremely critical in making this a meaningful research project.

Thank you for assisting me in this study. It would be most helpful if you could return the material to me by May 10, 1989.

Sincerely,

James E. Patton

APPENDIX G

LETTER OF RECOMMENDATION FROM DR. ROY PETERS, STATE DIRECTOR OF VOCATIONAL-TECHNICAL EDUCATION

OKLAHOMA STATE DEPARTMENT OF VOCATIONAL AND TECHNICAL EDUCATION

ROY PETERS, JR., DIRECTOR • 1500 WEST SEVENTH AVE., • STILLWATER, OKLAHOMA 74074-4364 • A.C. (405) 377-2000

April 23, 1989

To: All Area Vo-Tech School Superintendents

From: Roy Peters, Jr.
State Director

Enclosed is a survey prepared by Mr. James Patton. This survey will serve as the basis for his doctoral dissertation, but most importantly, this study should provide some insight into the type of form that could be used to evaluate the effectiveness of an area vo-tech school superintendent.

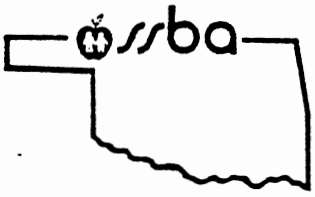
I encourage you to complete and return the survey at your earliest convenience.

James will be mailing the same survey to your board president. Please encourage your board president to complete and return the survey.

Your cooperation will be greatly appreciated.

APPENDIX H

LETTER OF RECOMMENDATION FROM DR. BOB MOONEYHAM



Oklahoma State School Boards Association
2801 N. Lincoln Boulevard
Oklahoma City, Oklahoma 73105
(405) 528-3571

April 20, 1989

Dear AVTS Board of Education:

A doctoral study entitled "A Study to Determine The Professional Responsibilities And Devise An Instrument Which Will Appraise The Superintendent's Professional Performance In The Area Vocational-Technical Schools Of Oklahoma" is being made by James E. Patton, Director of the Lemley Campus of Tulsa Vo-Tech. Mr. Patton will be asking you to assist him in this study by completing a check list on the AVTS superintendent.

I would encourage you to participate in this study by completing the check list and returning it to Mr. Patton. Your input will be valuable in the prioritizing of job responsibilities and in the development of an instrument that can be used to appraise the AVTS superintendent's performance.

Thank you for your cooperation.

Sincerely,

Dr. Bob Mooneyham
Executive Director

APPENDIX I

LETTER OF RECOMMENDATION FROM DR. GENE CALLAHAN

TULSA COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL DISTRICT NO. 18
3420 South Memorial Drive. Tulsa. Oklahoma 74145-1390 Telephone (918) 627-7200

Gene Callahan, Ed.D.,
Superintendent

April 28, 1989

TO: AREA VO-TECH SCHOOL SUPERINTENDENTS

You are invited to participate in a formal study that addresses both your job and mine. James Patton, Director of the Lemley Campus at Tulsa Vo-Tech School, needs your help to complete the requirements for his Doctor of Education degree at Oklahoma State University. The title of his study is "A Study To Determine the Professional Responsibilities of and To Devise an Instrument Which Will Appraise the Superintendent's Performance in the Area Vocational-Technical Schools of Oklahoma."

I encourage you and the immediate past president of your Board of Education to respond to the questionnaire enclosed with this letter. It won't take a long time to read and complete, and the results could be beneficial to you in your job as Superintendent.

The results of the study will be available to you. If you have questions about the survey, please contact James Patton at (918) 627-7200, Extension 231.

Thank you for your assistance.

Sincerely,

Gene Callahan

Gene Callahan, Ed. D.

APPENDIX J

FOLLOW-UP LETTER TO AVTS SUPERINTENDENTS AND

BOARD OF EDUCATION CHAIRPERSONS

May 15, 1989

Dear AVTS Superintendent:

About two weeks ago, a check list was sent to you regarding a study being conducted on the development of an instrument to appraise the performance of the AVTS Superintendent and to determine job priorities. This study is a part of my doctoral dissertation at Oklahoma State University.

If you have already completed and returned it, please accept my sincere thanks. If not, please do so today. Because of the small size of the population in the study, it is extremely important that yours be included in the study if the results are to be accurate.

Thank you in advance for your assistance.

Sincerely,

James E. Patton

APPENDIX K

HOUSE BILL 1466, SECTION 16

RETYPED FOR CLARITY AND FORMAT PURPOSES

An Act

ENROLLED HOUSE
BILL NO. 1466

BY: BARKER, HANEY, LEWIS
HENRY, WILLIAMSON
VIRTUE, WILLIAMS (Penny),
KINCHELOE, THOMPSON
ADAIR, FORMBY, ABBOTT,
DAVIS (Guy), JOHNSON
HOBSON, BREWSTER,
ANDERSON, McDONALD,
McCORKELL, LEFTWICH
GORDON, HOLT, STACY,
ROBERTS and HENSHAW of
the HOUSE

and

HOWELL, RANDLE and
TERRILL of the SENATE

SECTION 16. AMENDATORY 70 O. S. 1981, Section 6-102.2, is amended to read as follows:

Section 6-102.2 Prior to October 15, 1977, each board of education shall establish, following consultation or involvement by representatives selected by local teachers, a written policy of evaluation for all teachers, including administrators, in accordance with this act. In those school districts in which there exists a professional negotiations agreement made in accordance with Sections 509.1 et seq. of this title, the procedure for evaluating members of the negotiations unit shall be a negotiable item. Nothing in this act shall be construed to annul, modify or to preclude the renewal or continuing of any existing agreement heretofore entered into between any school district and any organizational representative of its employees. Every policy so adopted shall:

1. Be based upon a set of minimum criteria developed by the State Board of Education;

2. Be prescribed in writing at the time of adoption and at all times when amendments thereto are adopted. The original policy and all amendments to the policy shall be promptly made available to all teachers;

3. Provide that all evaluations be made in writing and that evaluation documents and responses thereto are to be maintained in a personnel file for each teacher;

4. Provide that commencing not later than the 1977-1978 school year every probationary teacher shall be evaluated at least two times per school year, once prior to November 15 and once prior to February 10 of each year;

5. Provide that until the 1986-1987 school year, every tenured teacher shall be evaluated at least once every three (3) years and beginning with the 1986-1987 school year, every tenured teacher shall be evaluated once every year, except as otherwise provided by law;

6. Provide that, except for superintendents who shall be evaluated by the local school board, all certificated personnel, including administrators, shall be evaluated by certificated administrative personnel designated by the local school board; and

7. Provide that all personnel designated by the local board to conduct the personnel evaluations shall be required to participate in training conducted by the State Department of Education prior to conducting such evaluations in the 1986-1987 school year.

The State Department of Education shall develop and conduct workshops pursuant to statewide criteria which train such administrative personnel in conducting evaluations.

VITA

James Edward Patton

Candidate for the Degree of

Doctor of Education

Thesis: THE DEVELOPMENT OF AN INSTRUMENT TO APPRAISE THE PROFESSIONAL PERFORMANCE OF THE SUPERINTENDENTS IN OKLAHOMA AREA VOCATIONAL-TECHNICAL SCHOOLS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, December 19, 1939, the son of Raymond J. and Elsie M. Patton. Married to Kaye F. Bowers, June 4, 1960.

Education: Graduated from Stroud High School, Stroud, Oklahoma, May, 1958; received Bachelor of Science degree with a major in Industrial Arts Education and a minor in Health, Physical Education and Recreation from Central State University, Edmond, Oklahoma, August, 1962; received Master of Education degree from Northeastern State University, May, 1970; completed requirements for Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, December, 1989.

Professional Experience: Jr. High Principal, Industrial Arts Instructor, Coach, Crescent, Oklahoma, 1962-1964; Industrial Arts Instructor, Coach, Chickasha, Oklahoma, 1964-1966; Drafting Instructor, Coach Counselor, Edison High School, Tulsa, Oklahoma, 1966-1970; Sales Representative, Parke-Davis Pharmaceutical Company, Ada, Oklahoma, 1971-1974; High School Principal, Assistant Superintendent of Schools, Owasso, Oklahoma, 1974-1976; Assistant Superintendent of Business Management, Union Public Schools, Tulsa, Oklahoma, 1976-1987; Lemley Campus Director, Tulsa Vo-Tech, Tulsa, Oklahoma, 1987-1989; Assistant Superintendent of Instruction Tulsa Vo-Tech, 1989 to Present.

Professional Organizations: Oklahoma Vocational Association, American Vocational Association, Oklahoma Association of School Business Officials, Oklahoma Council Local Administrators, National Council of Local Administrators, Association for Supervision and Curriculum Development.