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SUPERINTENDENTS

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE


A CORRELATIVE STUDY OF COMPETENCIES

INVOLVING SCHOOL SUPERINTENDENTS


A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE

DEGREE OF

DOCTOR OF EDUCATION


BY

WILLIAM R. PHILLIPS

NORMAN, OKLAHOMA
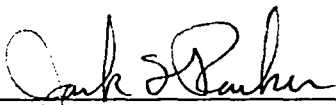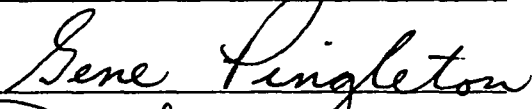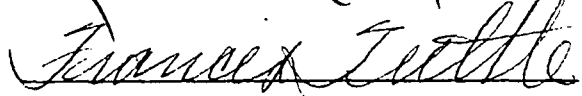
1985

A CORRELATIVE STUDY OF COMPETENCIES

INVOLVING SCHOOL SUPERINTENDENTS

A DISSERTATION

APPROVED FOR THE COLLEGE OF EDUCATION

BY

_Jack H. Parker_

_Philip B. Goin_

_Gene Pingleton_

_Don S. Udell_

_Frances Tuttle_

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To Shirley, my wife and best friend, whose optimism and total belief in me provided the fuel that kept me on track. Her patience and understanding during the long graduate work schedule made the miles shorter. Her contributions to this project in particular and to the quality of my life in general are deeply valued.

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CHAPTER I

A CORRELATIVE STUDY OF COMPETENCIES

INVOLVING SCHOOL SUPERINTENDENTS

## Introduction

The parameters of competencies needed in the super-
intendency role are not adequately specified, nor are they
agreed upon among practicing superintendents and those who
prepare and certify them.  Furthermore, many educators,
parents and students perceive that superintendents are not
fully assuming their official leadership role in guiding
schools toward effective and efficient management and
quality education.

The superintendency has become such a very complex
and demanding position that many practicing superintendents
do not possess the repertoire of competencies required to
function effectively, or even survive.  The traditional
process for recruiting, screening, and selecting super-
intendency candidates and for conducting their preparation
programs needs to be improved substantially in order to
ensure that superintendents prepared in the future will
have requisite competencies.

The Oklahoma Commission for Future Educational Leadership studies of the school superintendency during the last three years revealed many needs. These needs are numerous and complex and are not elaborated upon here. However, the needs should be highly consistent with the goals of the commission.

The superintendent is essential to the overall leadership, supervision, evaluation and improvement of the educational program. Modern management of schools requires a leader who understands the purposes of the school's program, who can conceptualize its total functions, make changes as events dictate and evaluate the results. The superintendent will exhibit an understanding of the local, state and national educational needs, the world of art culture, the state of international and political affairs and the problems portended by future technological change. Refining the superintendency skills in all aspects of these competencies is a basic goal of the commission.

## Background Information

The superintendency or the professional executive branch of school administration evolved from attempts to administer public education by means of part-time services of lay people. Delegation of executive responsibility to an individual rather than a committee or town meeting was not accomplished without struggle. There existed a strong anti-executive tradition among American Colonists. It is

not surprising that the full-time professionally prepared executive officer for the public schools was delayed.

Recognition of the need for professional administrators had to await complexities within the system which precipitated a crisis. The image of the executive as sort of a deposed royal governor lingered long after the royal governor disappeared from the American scene.

In describing the evolution of the school superintendency, Knezevich noted that thirteen school systems established a city school superintendency between 1837 and 1850. Buffalo and Louisville are credited with the creation in 1837.[1] The movement gained wide acceptance as the only promising solution to administrative problems in public education.

Knezevich went on to add that a fundamental change took place in the administration of public education when the full-time professionally prepared superintendent replaced part-time lay people. Over the years a clearer concept of the role of the chief executive officer in the administration of public education evolved.[2]

Perhaps the most significant development revealed in a 1958 study of the urban school superintendency was the extended period of professional preparation. In 1922, only

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[1]Steven J. Knezevich, Administration of Public Education, 2nd ed. (New York: Harper and Row, (1978), p. 234.

[2]Ibid.

about 35% of the urban school superintendents had earned a
masters degree or a doctorate. In 1959, however, 95% of
the administrators had earned a masters degree or a
doctorate, 2.4% had a bachelors degree only, and about 2%
had no degree.[3]

Griffiths stated that the function of the super-
intendent is assuming larger and larger proportions due to
such factors as increased size of school districts,
increased professional preparation of teachers, the teacher
shortage, increase in salaries of professional educators,
and the general employee-employer relationships in the
country.[4]

The superintendents of today face many more prob-
lems than did their predecessors. Some of these factors
are of the superintendents' own making. No control is
exercised over most of the factors; nonetheless, most of
the factors must be coped with through responsible
administration.

Campbell refers simply to the superintendent as a
generalist, a staff leader, and a symbol. As the number of
school districts is reduced, and the size of many is
increased, it seems reasonable to expect that the super-

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[3] Ibid.

[4] Daniel E. Griffits, et al., Organizing Schools for
Effective Education (Danville, IL: Interstate Printers and
Publishers, 1972), p. 165.

intendent will more and more assume the role of generalist, rather than that of a specialist in a particular phase of the school operation.[5]

The trend seems to be in the direction of establishing an administrative team, including a number of specialists whose work he must coordinate. The perceptive generalist must know enough of the general field and nature and problems of the specialists so that he can communicate with them with understanding, comprehensible among the specialists as a collective group, and meaningful between specialists and the general public. Campbell adds that the generalist will dismiss the detail of many of the specialists but he sees all of them in wider configurations than do the specialists.[6]

Gousha suggests that a portrait of the superintendency is a mixed bag depending on personal traits, location, quality of the board, economic conditions, legal directives, and other factors.[7] A cohesive picture emerges when the role of the superintendent is placed in greater social context.

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[5]Roald F. Campbell, Edwin M. Bridges, et al., Introduction of Eucational Administration (Boston: Allyn and Bacon, Inc., 1981), p. 266.

[6]Ibid.

[7]Richard P. Gousha, "What's Happening to Superintendents," paper presented at AASA, Atlanta, GA, February 1981.

Hoyle's study[8] indicated that more recenty super-intendents have been expected to assume another kind of function. The report of the AASA, 1971, lists new skills superintendents feel they need in order to be effective. The most needed skill was human relations.

Ohm refers to the school administrator in 1985. "Predicting the form and character of school administration is likely to be hazardous to one's professional health."[9]

We are going to assume that school systems will become exceedingly complex. Specialization will continue with a significant increase in the number of specializations required to form functional administrative teams. Many if not most of these specializations will require specific and rather narrow training with an emphasis on requisite skills.

The traditional trilogy of buildings, busses, and bonds, together with such new area of administrative concerns as computers and collective bargaining require staff with intensive but specialized training. It is recognized that the maintenance of the educational system will depend

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[8]John R. Hoyle, "Identification of Competencies Needed by School Superintendents Serving as Vocational Directors," (Dissertation, Texas A & M University, May 1977).

[9]Robert Ohm, Challenge for Schools and Their Administrators, 1985 Committee of the National Conference of Professionals of Educational Administration (California: McCutheon Publishing Corp., 1971), p. 118.

more and more on trained specialists, organized in admini-

strative teams, headed by comprehensivist administrators.

As the problems confronted by teams of specialists

become more complex, team competition may become

increasingly interdisciplinary, while team organization may

become increasingly adhoc. The comprehensivist role

therefore may assume new importance in the continuity of

effort needed to solve complex problems and achieve

multiple organizational objectives.

Ohm goes on to say that:

> Educational administration as a process is probably
> the most acceptable of the current views of the
> nature of administration. The field of educational
> administration, in general, particularly in 1985,
> is most likely to derive from current conceptions
> of process and further conceptual development in
> the study of educational administration as a social
> system, as a process of goal setting, and as a
> process of conflict resolution.[10]

Griffiths, 1976,[11] said that describing the work

of superintendents is a difficult task because there

are such great variations in the settings in which they

work, and the personalities and experiences of the

superintendents themselves. No list of the function of the

superintendents can be complete, nor are the duties of one

school superintendent exactly like those of another.

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[10]Ibid.

[11]Griffiths, Daniel E., et al. Organizing Schools
for Effective Education. Danville, IL: Interstate Printers
and Publishers, 1976.

Since the superintendents with whom this study was

chiefly concerned were for the most part in rural school

districts, it might be more helpful to know more about the

effect of school district's size on the function of the

superintendent.  According to Knezevich.[12]

> Although the superintendency is the same principle
> in whatever size school district, the manner in
> which the superintendent executes his responsibili-
> ties in a larger district is distinctively differ-
> ent from what happens in the smaller district.

Just how distinctively different the superinten-

dents' responsibilities vary from smaller district to

larger district, in part, will be sought out in this study.

Statement of the Problem

This study was designed to examine degree of con-

gruence of the responses of three categories of school

superintendents in Oklahoma through a task inventory con-

taining a list of administrator competencies identified or

required in the leadership process.  The school super-

intendents were from urban school districts, rural school

districts and vocational school districts.  The questions

to which the research was directed were:

1.  What agreement may be found among Oklahoma School

superintendents in their perceptions of administrator

competencies?

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[12]Knezevich, Steven J.  Administration of Public
Education.  2nd ed.  New York:  Harper and Row, 1978.

2. Which administrator competencies can all Oklahoma
   school superintendents agree are necessary in the
   administrative process?

3. Which administrative competencies will be found to be
   delegated to other personnel?

4. Which administrator competencies will be perceived to
   be most important among Oklahoma school superintendents?

5. What disagreement may be found among Oklahoma school
   superintendents in their perceptions of administrator
   competencies?

## Definition of Terms

For the purposes of this study the following operational definitions of terms were used:

1. "Rural school district" was defined as those school
   districts in Oklahoma whose scholastic population
   falls below 4,000 students.

2. "Urban school district" was defined as those districts
   in Oklahoma whose scholastic population exceeds 4,000
   students.

3. "Vocational school district" was defined as those
   school districts which may serve one or more public
   school districts to provide educational programs that
   are vocational in design and purpose.

4. "Demographic characteristics of Oklahoma superinten-
   dent" referred to selected personal, professional and

district information obtained from respondents with the Personal Data Sheet.

## Investigative Procedure

A list of administrator competencies was compiled from related readings and from a national study conducted by The National Center for Research in Vocational Education.

The competencies were divided into nine (9) categories ranging from ten to twenty-two competencies in each category. The categories were: (A) Program Planning, Development and Evaluation, (B) Instructional Management, (C) Personnel Management, (D) Staff Development, (E) Professional Relations and Self Development, (F) School/Employee/Community Relations, (G) Facilities and Equipment Management, (H) Business and Financial Management, and (I) Survival Skills.

Demographic data were asked for to code and classify those who responded to the questionnaire. It included: (1) total ADM or FTE, (2) total professional personnel, (3) total school sites, (4) highest degree received, (5) position/years in position, (6) total years in present district, and (7) first position in district.

School superintendents representing urban districts, rural districts, and vocational education districts responded to 138 competencies listed in the "Administrator Task Inventory." Their responses fell on a

scale from 5 to 0 in terms of perceived importance of the importance of the task or competency. Five (5) indicated the "greatest importance" and zero (0) indicated "of no importance." The "Kuder Scale" was the measuring instrument used in this phase of the study.

The validity and reliability of the competencies compiled from related readings were tested using informal groups of administrative colleagues. Competencies that were from the national study had been validated by formal groups of administrators.

## Statistical Design

The data-gathering instrument was entitled "Administrator Task Inventory." Based on a scoring system of ranked median, raw scores from the Kuder Scale were prioritized beginning with the greater median down. Individual results were clustered into the superintendent classifications.

To determine the association among the various sets of rankings, the Kendall coefficient of concordance W was used. Such a measure was particularly useful in interjudge or interest reliability, and also had application when clusters of variables were measured.

The computation of W is simpler than ascertaining ₁ the overall agreement among k sets of rankings because W bears a linear relation to the average rs taken over all groups. If the average value of the Spearman rank correla-

tion coefficients between the $(\frac{k}{2})$ possible pairs of rankings as $r_{sav}$ then it can be shown that $r_{sav} = \frac{kW-1}{k-1}$ (Kendall, 1948, p. 48).

One imagines how the data would look if there were no agreement among the several sets of rankings, and then imagines how it would look if there were perfect agreement among the several sets. The coefficient of concordance is an index of the divergence of the actual agreement shown in the data from the maximum possible (perfect) agreement.

## Significance of the Study

The rankings of skills and competencies in this study may be used as a point of reference in the development of self-assessment materials for practicing school superintendents. An applicant for an administrative position, or a candidate for an internship, may refer to the ranked competencies to assess the degree of importance in each superintendent classification. Also, institutions that offer administrator preparation programs may utilize the responses to evaluate their respective course offering.

Because each school district has unique expectations, and each board of education has specific expectations, the use of the competencies responded to in this study may assist in making selections among candidates whose skill potential is consistent with actual job requirements or school district goals. Relative priority

may be given to various areas of the competencies based
upon the current or projected needs of the organization.

## Organization of the Study

The introduction, background information, statement
of the problem, definition of terms, investigative proce-
dure, significance of the study and organization of the
study have been presented in Chapter I.  Chapter II con-
tains the selected review of literature, and Chapter III
presents the methodology.  The analysis and interpretations
of data are presented in Chapter IV.  The conclusions,
implications and recommendations are contained in Chapter V.

CHAPTER II

REVIEW OF SELECTED LITERATURE

Introduction

The purpose of the Competency Development for

Oklahoma Superintendents of Schools program is to continue,

expand, and improve superintendency training as authorized

by the Legislature, the State Board of Education and the

State Superintendent.  It has been requested by citizens

and the business sector that a study and various training

activities be conducted that are consistant with the

Oklahoma Commission for Future Educational Leadership

recommendations.

The Commission's goals and activities provide for a

continuing professional development program for all school

superintendents.  Also included is a desire to develop a

school superintendency evaluation and assessment system that

is compatible with the newly developed superintendency

competency framework.[1]  Activities include developing pilot

testing, and refining instruments to evaluate and assess

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[1]Competency Development for Oklahoma Superinten-
dents of Schools, "A Plan for Preservice and Inservice
Preparation," Executive Program Summary, Oklahoma Commis-
sion for Future Educational Leadership, 1982-83.

superintendency performance. It is this specific goal that inspired further research into superintendent competencies.

A computer-based search of Educational Research Information Center (ERIC) and Current Index to Journals in education (CIJE) has been conducted on the subject of leadership theory in general, leadership skills and competencies for superintendents in particular, and how these are most effectively used through the functions of the school administrator.

## Leadership Theory

For the practitioner, educational theory is perhaps most useful in furnishing a number of concepts or sets of spectacles with which to view their situation. Such concepts were noted in the works of Taylor, Fayol, Follet, Mayo, Barnard, and Simon.

Taylor's work appeared to be based on the proposition that people are passive instruments.[2] Barnard tended to accept the proposition that members bring to an organization their attitudes, values, and goals.[3] Simon appears to have been the first person to suggest decision making as a central proposition.[4]

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[2]Frederick W. Taylor, Scientific Management (New York: Harper and Bros., 1957).

[3]Chester Barnard, The Functions of the Executive (Cambridge: Harvard University Press, 1938).

[4]Herbert A. Simon, Administrative Behavior, 2nd ed. (New York: McMillan Company, 1957).

One of the earliest and best known analyses of the administrative process was recorded by Gulick. He raised the question of what the work of the chief executive is and then answered it as follows:

> The answer is POSDCORB. POSDCORB is a made-up word designed to draw attention to the functional elements of the work of the chief executive because administration and management have lost all specific content.[5]

An analysis of administration as a process has been reported by Tead. He states the administrational process is: (1) Defining purposes and objectives, (2) developing the broad plan for the structuring of the organization, (3) recruiting and organizing an executive staff, (4) delegating and allocating authority and responsibility, (5) overseeing the general caring for the delegated responsibilities, (6) insuring quantity and quality of performance, (7) achieving coordination through committees and conferences, (8) stimulating and energizing the entire personnel, (9) evaluating the total outcome in relation to purposes, and (10) looking ahead and forecasting the organization's aims as well as the way and means for realizing them.[6]

Tead seems to put more emphasis on the interrelatedness of the elements of the total process than did Gulick.

[5]Roald F. Campbell and Russell T. Gregg, Administrative Behavior (New York: Harper and Bros. Publishers, 1973), p. 269.

[6]Ordway Tead, Art of Administration (New York: McGraw-Hill, 1979), p. 105.

Campbell and others conducted some comparative study of theorists and in attempting to answer the question, What is theory?, they had two alternatives:

> We can go full distance and side with Halpin and Griffiths as both rely on Feigl for an hypothetico-deductive definition, or we can follow Walton who suggests that we approach theory through such steps as observation, identification, definition, systematic classifiction, analysis, and finally a hypothetico-deductive system.[7]

They favor a definition of theory that comes from Einstein:

> In our endeavor to understand reality, we are somewhat like a man trying to understand a mechanism of a closed watch. He sees the face and the moving hands, even hears it ticking, but has no way of opening the case to verify his imaginary picture of a mechanism.[8]

Recent interest in theory has led both students and practitioners of administration to expect a full-blown grand theory of educational administration. Certainly no such manifestation is currently available and it is suspected its formulation is a long way off.

March has assessed the literature on organizational theory. He suggests that back of every proposition about organization is a set of assumptions regarding the behavior of people.[9]

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[7]Campbell, Corbally, and Ramseyer, Introduction to Educational Administration (Boston: Allyn and Bacon, 1976), p. 92.

[8]Ibid.

[9]J. C. March, "American Public School Administration: A Short Analysis." School Review (February 1978), p. 224.

A study conducted by Isherwood, in Canada, found the/ were consistent with those of organization theorists who have agreed that many current organizations have no goals at all--just merely political arenas, convenient places where influencers played power games with each other.[10]

The trends in studies of leadership reported by Morphet, Johns, and Reller suggest studies conducted before 1945 were primarily devoted to identifying personal traits of leaders. A prominent theoretical assumption was that people were either leaders or followers. "Leaders are born, not made" was the prevailing belief of the time. The misconception was that leadership as an acquired characteristic could not be developed in a person.[11]

This myth was largely dispelled by Stogdill in 1948. He conducted a survey of 124 studies and summarized his findings on the relationship of personality traits to leadership. He concluded that "the qualities, characteristics, and skills required in a leader are determined to a

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[10]Education Canada, Spring edition 1984, "The CEO Speaks," by Jeffrey B. Isherwood and othrs.

[11]Edgar L. Morphet, Roe L. Johns, and Theodore L. Reller, Educational Organization and Administration: Concepts, Practices and Issues (Englewood Cliffs, New Jersey: Prentice-Hall, 1981), pp. 128-160.

large extent by the demands of the situation in which he is to function as a leader."[12]

Meyers conducted a similar review in 1954, analyzing some 200 studies carried out during the preceeding 50 years. His conclusions about the relationship of personality traits to leadership were comparable to those of Stogdill. He observed that "the personal characteristics of leaders differ according to the situation. Leaders tend to remain leaders only in situations where the activity is similar. No single characteristic is the possession of all leaders."[13]

McGregor observed that leadership research since the 1930's had changed in that researchers had begun studying the behavior as well as the personality characteristics of leaders. He was in agreement with other researchers in that "among the characteristics essential for leadership are skills and attitudes which can be acquired or modified extensively through learning."[14] An important contribution to the literature of educational administration was

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[12]R. M. Stogdill, "Personal Factors Associated with Leadership: A Survey of the Literature," Journal of Psychology, XXV (January, 1948), 35-71, cited by Paul B. Jacobson, James D. Logsdon, and Robert R. Weigman, The Principalship: New Perspectives (Englewood Cliffs, New Jersey: Prentice-Hall, 1973), p. 132.

[13]Morphet, Johns, and Reller, Educational Organization and Administration, pp. 139, 140.

[14]Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill Book Company, 1970), p. 180.

Halpin's model.  It described four components of leadership

activity:  "(1) the task, (2) the formal organization, (3)

the work groups, and (4) the leader."[15]  Argyris, reviewing

the leader in a work group situation, indicated that "if

the group is effective, it will primarily be the responsi-

bility of the leader."[16]

Wilson's 1980 study was conducted to identify

factors discriminating between superintendents who were

successful and others who were not.[17]  He described the

characteristics for a "good leader" based on his study of

sixteen successful superintendents in Ohio.  For example,

"self-confidence" and demonstration of "human relations

skills" were related to successful educational leaders.

Snell's study dealing with the personality traits

of superintendents indicated that:  "Success was measured

on the basis of one objective criterion, salary; and on the

basis of subjective opinion ratings awarded each super-

intendent by his school board president, one of his high

school principals, and one of his elementary school

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[15]Andrew W. Halpin, "A Paradigm for the Study of
Administrative Research in Education," Administrative
Behavior in Education, p. 161.  Edited by Campbell and
Gregg (New York:  Harper and Rowe, 1969).

[16]Chris Argyris, Intervention Theory and Method:
A Behavioral Science View (Reading, Mass:  Addison-Wesley
Publishing Company, 1970), p. 62.

[17]Robert E. Wilson, "The Anatomy of Success in the
Superintendency," Phi Delta Kappan (September 1980), pp.
20-21.

principals."[18] The findings were in agreement with those previously reported in that skill in all phases of human relations, as well as intelligence and good personal adjustment were critical to the success of the super-intendent.

## Leadership Skills and Competencies

The literature reviewed indicated that research regarding successful superintendents is limited in geo-graphical scope and is still largely trait oriented. No studies were found which addressed the specific research problem of comparing the skills and competencies expected of administrators to actual skills and competencies demon-strated by incumbent superintendents rated as successful.

The most recent comprehensive study describing competencies regarding as critical for practicing admini-strators in Oklahoma was conducted by Parker and Seaberg in 1979.[19] The purpose of their research was to identify a specific set of educational experiences that would be rele-vant to students of administration as a core part of their pre-service training program.

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[18]Lynn Everett Snell, "Personality Traits Contrib-ting to the Success of Arkansas Superintendents (Ed.D. dissertation, University of Arkansas, 1971) (Ann Arbor: University Microfilms International, 1981).

[19]John H. Seaberg and Jack F. Parker, "Program Preparation Priorities for Educational Administration," UCEA Review (1979), pp. 31-36.

The conclusions of the Parker and Seaberg study provided the foundation for further research by the Internship Committee of the Oklahoma Commission for Future Educational Leadership. The Internship Committee developed a detailed plan entitled "Direct Experience for the Improvement of Educational Leadership," Internship Study Report. The study consisted of a total of thirty-two structured interviews that were conducted to answer the question: During the next twenty years, what functions must the Oklahoma school administrator be capable of performing as an effective educational leader? The sample included one superintendent from each of the Oklahoma Association of School Administrators (OASA) districts. Selection was based on a Commission sub-committee's assessment of the superintendents' "known commitment to improving administration."

The responses from the structured interviews were compared to the Parker and Seaberg study. The findings in both studies could be divided into three broad areas: working with people, financial management, and understanding power structures. These findings were restructured into objectives in three major categories: technical skills and competencies, human skills and competencies, and conceptual skills and competencies.[20]

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[20]Internship Study Report, "Direct Experience for the Improvement of Educational Leadership," prepared by Gladys B. Dronberger (1981), pp. 52-55. (Mimeographed.)

While the results of this report could form the basis of a pre-service leadership development program, the Internship Committee recommended to the Commission that further steps be taken to validate the profile of the administrator. The results of the Internship Study Report indicated a high degree of consensus among incumbent educational leaders in Oklahoma regarding the skills and competencies expected for successful administrators. However, unless these characteristics could be demonstrated to be a part of the behavioral profile of effective educational leaders, questions regarding the validity of the expected skills and competencies would remain unanswered.

A comparative study was done by Walters in 1979. His findings from the survey were representative of some 54 administrators. The major questions that were asked were as follows:

1. What importance do administrators assign to each administrative competency within a set of selected competencies?

2. Do administrators perceive that a given competency is acquired primarily before entry to an administrative position or is acquired primarily on a job?

3. To what degree do administrators believe that their own academic programs help them to acquire a given competency?

The first question sought to elicit data for measuring the validity of each competency listed in the

survey instrument. The second question was designed to provide insight into whether a given competency was primarily acquired before or after job entry. The third question asked administrators to reflect on the relevance and utility of their own academic programs in assisting them to acquire a given competency.

The broad realms of competencies for superintendents fell into categories such as:

1. Curriculum and instruction

2. Personnel

3. Organizational management

4. Finance and business management

5. Facilities

6. Political and intergovernmental relationships

7. School community relations

Of the 62 specific competencies, 60% were rated very important, one competency was rated as of little importance, and the remainder were rated important.[21]

Placing the superintendent's role in some kind of critical perspective was stated in a study by Rainey and

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[21]Donald L. Walters, "Perceptions of Administrative Competencies, A Survey of School Principals and Superintendents," (Dissertation, Temple University, 1979).

Connell.[22] They found that the superintendency has become increasingly political for a variety of reasons.

1. The superintendent sees that if he is to survive along with a politicized school board, he is going to have to become political also.

2. The duties of the superintendent are shifting from administrative to public relations.

3. Government and state regulations, directive and paper-work, most of which have little to do with education.

4. The traditional role of the superintendent is declining in importance.

5. The power of the superintendent will be transitory rather than permanent.

6. As coalitions and issues change, so will the super-intendent.

7. Loyalty will be to the role and the profession, rather than to the district.

8. Superintendents should expect a divided number of battles at any one time, losing at least some of them.

9. Be willing to negotiate, compromise, balance interests, accept defeat gracefully and understand the legitimacy and importance of the political process.

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[22]Malcomb F. Rainey and Lane C. Connell, "Roles, Competencies and Leadership Qualities of Administrators and Supervisors," Annotated Bibliography (Dissertation, Baldosta State College, Baldosta, GA, Summer 1981).

10. Have a strong personality, be comfortable with him-

    self, recognize that conflict is inevitable, and be

    able to see harsh criticism in a larger context.

11. Be able to <u>read</u> the system. Learn the informal as

    well as the formal communications network.

The author concludes by stating that:

> Because of a shift in power from individuals to rolling
> coalitions, and the public fishbowl world in which we
> are obliged to work, who knows, the superintendent may
> be an administrative relic 20 or 30 years hence,
> replaced by consultants, or committees, or even a com-
> puter program for cost efficient management.

Wilson[23] introduced a self-administering aptitude

interest test that would measure personal qualities for

successful superintending. He feels that the profession

has now matured to the point where it is possible to

analyze the traits of successful practitioners and arrive

at reasonably reliable conclusions as to the ingredients

required to repeat the achievements.

The 1985 committee of the National Conference of

Professors of Education Administration assumed that educa-

tion in the future will not be what it is today and that

they will not be content to let the future take care of

itself. A professional educator of today stands in double

jeapordy; he does not know what the future holds, moreover,

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[23]Robert E. Wilson, <u>The Modern School Superinten-</u>
<u>dent</u> (New York: Harper & Bros. Publishers, 1970), p. 181.

he does not know how to influence it to make it more to his liking.

The professional school administrator of today ought to take this to heart as he or she prepares for an unsettling decade in the 80's. Education is a virtual necessity, given the requirements of modern society. What is in question is the form it is going to take and our role in bringing it about.

In contrast to leadership studies which focused on the roles or activities of the individual, Hopper and Bills was characteristic of the branch of leadership research which focused upon traits. These authors argued that all traits other than intelligence were acquired and therefore could be developed or modified by training. Further, they contended that the traits were not really personality traits, but were in fact skills and competencies.[24] Heller, 1974, identified negative behaviors correlated with loss of position by administrators:

1. Has difficulty in getting along with others

2. Has unacceptable looks and grooming

3. Does not use alternative ways to solve problems

4. Avoids making decisions

5. Does not change with the community

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[24]Robert L. Hopper and Robert E. Bills, "What's A Good Administrator Made Of?," The School Executive, 74 (1975), pp. 93-95.

6. Does not delegate authority

7. Is not public relations conscious

8. Is lacking in proper decorum

9. Has problem in bargaining.

10. Has no written school board policy.[25]

Parker and Seaberg (1979) reported on the responses of thirty-two superintendents within their sample who selected ten competencies as the most important for superintendents to possess. The following ten competencies are those which may be acquired through instruction and experience:

1. Develop an understanding of decision-making processes

2. Develop competence in selection, development, and evaluation of personnel

3. Develop an understanding of the budgeting process and financial reporting

4. Develop competence in public relations

5. Develop an understanding of the legal responsibilities of administrators

6. Develop competence in dealing with groups

7. Develop commitment to ethical administration

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[25]M. P. Heller, Preparing Educational Leaders: New Challenges and New Perspectives (Bloomington, Indiana: Fastback 36, Phi Delta Kappan Educational Foundations, 1974), pp. 22.

8. Develop an understanding of taxes and how they relate to educational finance

9. Develop an understanding of administrative theory

10. Develop an understanding of the nature and use of community and other sources networks.[26]

The Parker and Seaberg study presented a current assessment of educational administrators regarding those job functions most critical to success. The high level of performance and effectiveness which would characterize an individual who demonstrated these competencies clearly raises the question of which type of individual is capable of such performance, and how does one efficiently select those most likely to fulfill this role.

Wilson's 1980 study was conducted to identify factors discriminating between superintendents who were successful and others who were not. He presented a list composed of personal traits and skills. The successful superintendent was described as personable and friendly, highly moral, hard working, strong willed but flexible, unexcitable, healthy, could handle stress, was a political strategist and a risk-taker. While Wilson's study presented a group of personal characteristics of individuals, there

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[26]John H. Seaberg and Jack F. Parker, "Program Preparation Priorities for Educational Administration," UCEA Review, (1979), pp. 31-36.

is no clear cut method of comparing these characteristics to descriptions of the competencies required for effective functioning.[27]

The literature has indicated a need for specific research directed toward a comparison of skills and compe tencies expected of administrators to those actually demonstrated by successful practicing administrators. In view of the Commission's charge to develop models of pre-service training for educational leaders, research is needed to ensure that the outcome of training designs developed were compatible with the requirements of the role as it existed in practice.

The literature of educational administration does not yield generalizable competencies considered to be applicable to all educational leaders. Indeed, the emphasis in the most recent literature is on the situational nature of leadership. This study was undertaken as an effort to determine whether or not it is possible to validate a particular set of competency based criteria commensurate with specific skills required of educational leaders serving a variety of school districts ranging from rural, to urban, to vocational in classification.

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[27]Wilson, "The Anatomy of Success in the Super-intendency." Phi Delta Kappan. September 1980.

CHAPTER III

METHODOLOGY

## Introduction

This chapter describes the writer's procedure in obtaining data to investigate the research problem. The limitations and decisions necessary to accommodate the research conditions will also be described. Information within this chapter will be presented as follows:

Statement of the Problem

Instrumentation and Investigative Procedure

Sample

Data Gathering Techniques

Statistical Design

As noted in Chapter II, the body of literature regarding administrative theory in general, and the leadership skills and competencies in particular, reflected few studies specifically designed for developing a validated profile for effectiveness. The more theoretical explorations of leadership effectiveness frequently yield assumptions which can be experimentally tested, but results often lack utility in organizational decision making. Conversely, those field based efforts to identify the correlates of

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successful performance often produce results which may not be applicable to other field settings.

The importance of demonstrating an approach which will assist in the area of administrator preparation cannot be overestimated. The pool of available talent considering educational leadership as a career is on the decline. The costs for training candidates for educational leadership are escalating rapidly. Finally, selecting an administrator who subsequently fails to demonstrate the level of performance required for a local district can have tremendous political, financial, and academic consequences.

## Statement of Problem

This study was designed to examine degree of congruence of the responses of three categories of school superintendents in Oklahoma through a task inventory containing a list of administrator competencies identified or required in the leadership process. The school superintendents were from urban school districts, rural school districts and vocational school districts. The questions to which the research was directed were:

1. What agreement may be found among Oklahoma School superintendents in their perceptions of administrator competencies?

2. Which administrator competencies can all Oklahoma school superintendents agree are necessary in the administrative process?

3. Which administrative competencies will be found to be
   delegated to other personnel?

4. Which administrator competencies will be perceived to
   have more importance among Oklahoma school super-
   intendents?

5. What disagreement may be found among Oklahoma school
   superintendents in their perceptions of administrator
   competencies?

### Instrumentation and Investigative Procedure

This study was designed to determine whether or not
responses vary among selected superintendent classifica-
tions based on degree of responsibility and scholastic
population. Results of the study may show some trend
toward specific competencies required to effectively
administer public school districts and vocational school
districts with respect to scholastic population and
district classification.

An assumption was made prior to analyzing the
research that rural school superintendents generally
utilize those skills which required a higher degree of
personal involvement in administrator competencies. Urban
school superintendents practice those skills which may
have to be delegated to subordinate staff members. Voca-
tional school district superintendents exercise a higher
level of public relations and incorporate more outside
resources than do public school superintendents.

A high degree of congruence in the responses from the the three classifications of superintendents regarding these assumptions will contribute to greater validity in the research or analysis of findings.

A. Foundation of Methodology

This section will introduce the concepts and methods used in gathering data for this study. Although the instrument is described in detail later in the chapter, a brief overview may assist the reader in understanding the entire process.

The "Kuder Scale" was used to measure superintendent responses during this phase of the study. The response to each of 138 competencies fell on a scale from 5 to 0 depending upon their perception of the degree of importance for each task or competency. Those competencies which received a ranking of five (5) indicated the "highest degree of importance" and zero (0) indicated those competencies that were perceived to be "of no importance."

The competencies were organized into nine (9) different categories. The categories were:

A. Program Planning, Development and Evaluation - 18 competencies

B. Instructional Management - 14 competencies

C. Personnel Management - 22 competencies

D. Staff Development - 10 competencies

E. Professional Relations and Self Development - 15 competencies

F.  School/Employer/Community Relations - 17 competencies

G.  Facilities and Equipment Management - 14 competencies

H.  Business and Financial Management - 18 competencies

I.  Survival Skills - 10 competencies

The validity and reliability of the competencies compiled from related readings have been tested using informal groups of administrative colleagues. The bulk of competencies incorporated into the "Administrator Task Inventory" were taken from a national study conducted by Ohio State University having been validated by formal groups of administrators in twenty-seven (27) states.

The process of converting raw scores on the Kuder scales to a scoring system of ranked median is accomplished through a computer based matching process. Each competency is given a relative weight and order. These weighted competencies within one superintendent classification can then be associated to weighted competencies in a different superintendent classification.

The objective was to determine the association among the various sets of rankings which was particularly useful in interjudge or interest reliability when clusters of variables are measured. Imagine how the data would look if there were no agreement among the several sets of rankings, and then imagine how it would look if there were perfect agreement among the several sets.

## Sample

For the purposes of this study, a sample of 90 school district superintendents was selected to respond to an administrator task inventory containing 138 competencies. These responses were used to determine their perception of the degree of importance in which each competency was utilized during a normal school day. The responses also indicated whether the superindendent actually exercised each competency personally or delegated them to others.

### A. Rural School Districts

This classification included 43 superintendents who represented rural school districts. Their scholastic population fell below 4,000 students. Because of the large number of rural districts in Oklahoma, a random sampling of every tenth school district was selected. Even though this selection was made at random, virtually every part of the state was represented. Of those rural superintendents selected, 60% returned data. Their scholastic population ranged specifically from 98 students to 3,400 students. Their professional personnel ranged from 13 members to 197 members and the number of school sites numbered from 1 to 7 buildings. The superintendents had served their districts from 1 year to as long as 28 years and nine superintendents began working in their .pa

district as a teacher.  Demographic characteristics of the rural district superintendents are presented in Table 1.

### B.  Urban School Districts

This classification included 24 urban school superintendents whose scholastic population exceeds 4,000 students and represents the total number of urban school districts in Oklahoma.  Of this number selected, 83% returned the data.  Their average daily membership ranged specifically from 4,124 students to 45,000 students.  Professional personnel ranged from 237 members to 2,800 members and the number of school sites numbered from 10 to 94 buildings.  Of those superintendents representing the urban districts, their total experience indicated a median of 9 years and 7 of the superintendents began as a teacher in the same district.  Demographic characteristics of the urban district superintendents are presented in Table 2.

### C.  Vocational School Districts

An additional group of 23 vocational school superintendents were selected and 87% returned data.  Their full-time equivalency ranged from 300 students to 3,500 students.  Their total professional personnel encompassed from 20 to 200 staff members and the school sites numbered from 1 to 7 buildings per district.  Their total years of experience indicated a median of 11 years and a median of 13 years in district.  Demographic characteristics of the

# TABLE 1

## SELECTED DEMOGRAPHIC CHARACTERISTICS
## OF OKLAHOMA SUPERINTENDENTS

| Category | DISTRICT DATA | PERSONAL/PROFESSIONA DATA | | | | | |
|---|---|---|---|---|---|---|---|
| | Total Adm | Total Professional Personnel | Total Sites | Degree Rec'd. | Years as Supt. | Years in District | First Position In District |
| A. Rural | | | | | | | |
| R 1 | 98 | 13 | 2 | M.S. | 1 | 1 | Superintendent |
| R 2 | 170 | 21 | 2 | M.S. | 11 | 15 | Teacher |
| R 3 | 170 | 15 | 1 | M.S. | 15 | 18 | Teacher |
| R 4 | 185 | 19 | 1 | M.S. | 5 | 8 | Principal |
| R 6 | 215 | 17 | 1 | M.S. | 4 | 4 | Superintendent |
| R 8 | 273 | 20 | 1 | M.S. | 1 | 1 | Superintendent |
| R11 | 280 | 30 | 3 | Ed.D. | 28 | 34 | Teacher |
| R14 | 320 | 16 | 1 | M.S | 11 | 18 | Principal |
| R17 | 350 | 28 | 2 | M.S. | 7 | 7 | Superintendent |
| R19 | 450 | 34 | 2 | Ed.D. | 1 | 1 | Superintendent |
| R21 | 450 | 31 | 1 | Ed.D. | 8 | 28 | Teacher |
| R23 | 468 | 30 | 1 | M.S. | 8 | 12 | Teacher |
| R25 | 530 | 43 | 2 | M.S. | 6 | 23 | Teacher |
| R27 | 629 | 44 | 1 | M.S. | 3 | 3 | Superintendent |
| R28 | 650 | 38 | 3 | M.S. | 1 | 1 | Superintendent |
| R29 | 678 | 47 | 3 | M.S. | 7 | 12 | Teacher |
| R30 | 775 | 60 | 3 | M.S. | 1 | 3 | Principal |
| R32 | 853 | 60 | 1 | Ed.D. | 4 | 4 | Superintendent |
| R33 | 820 | 64 | 3 | M.S. | 8 | 10 | Principal |
| R34 | 950 | 65 | 3 | Ed.D. | 21 | 10 | Superintendent |
| R35 | 1,075 | 65 | 3 | M.S. | 16 | 18 | Teacher |
| R36 | 1,000 | 65 | 3 | Ed.D. | 2 | 2 | Asst. Supt. |
| R39 | 1,514 | 97 | 3 | M.S. | 1 | 1 | Superintendent |
| R42 | 2,970 | 173 | 5 | M.S. | 3 | 6 | Adst. Supt. |
| R43 | 3,400 | 197 | 7 | M.S. | 18 | 31 | Teacher |
| MEDIAN | 770 | 52 | 2 | | 8 | 11 | |

Source:  Personal Data Sheet from Respondents

TABLE 2

SELECTED DEMOGRAPHIC CHARACTERISTICS
OF OKLAHOMA SUPERINTENDENTS

| | DISTRICT DATA | | | | PERSONAL/PROFESSIONAL DATA | | |
|---|---|---|---|---|---|---|---|
| Category<br>B. Urban | Total<br>Adm | Total<br>Professional<br>Personnel | Total<br>Sites | Degree<br>Rec'd. | Years as<br>Supt. | Years in<br>District | First Position<br>In District |
| U 1 | 4124 | 237 | 10 | M.S. | 7 | 15 | Counselor |
| U 2 | 4039 | 266 | 11 | M.S. | 2 | 5 | Superintendent |
| U 3 | 4400 | 287 | 8 | Ed.D. | 5 | 5 | Superintendent |
| U 4 | 4490 | 265 | 9 | M.S. | 14 | 14 | Superintendent |
| U 5 | 4692 | 278 | 9 | Ed.D. | 1 | 18 | Asst. Supt. |
| U 8 | 5504 | 396 | 13 | Ed.D. | 8 | 27 | Teacher |
| U 9 | 5805 | 360 | 10 | Ed.D. | 4 | 4 | Superintendent |
| U10 | 5600 | 360 | 10 | Ed.D. | 9 | 4 | Superintendent |
| U11 | 6509 | 393 | 13 | M.S. | 27 | 42 | Teacher |
| U12 | 6712 | 414 | 15 | M.S. | 1 | 16 | Teacher |
| U13 | 7600 | 485 | 10 | Ed.D. | 20 | 10 | Superintendent |
| U14 | 7400 | 470 | 13 | M.S. | 7 | 7 | Superintendent |
| U17 | 10283 | 610 | 15 | Ed.D. | 14 | 12 | Superintendent |
| U18 | 14000 | 750 | 16 | Ed.D. | 12 | 24 | Teacher |
| U19 | 15000 | 865 | 22 | Ed.D. | 8 | 2 | Superintendent |
| U20 | 15974 | 900 | 26 | Ed.D. | 10 | 30 | Teacher |
| U21 | 17000 | 1100 | 24 | M.S. | 7 | 31 | Teacher |
| U22 | 18000 | 1167 | 42 | Ed.D. | 4 | 20 | Teacher |
| U23 | 40000 | 2500 | 94 | Ed.D. | 9 | 2 | Superintendent |
| U24 | 45000 | 2800 | 89 | Ed.D. | 9 | 9 | Superintendent |
| MEDIAN | 12106 | 745 | 23 | | 9 | 15 | |

Source:   Personal Data Sheet from Respondents

vocational school superintendents are presented in Table
3.

## Data Gathering Techniques

Data gathering instruments, "Administrator Task
Inventories," were mailed to each of the ninety persons in
the sample. This consisted of copies of the Kuder Scale
with instructions for completion, as well as a cover
letter explaining the purpose of the study. Prepaid
return envelopes were included to encourage quick
response. A Personal Data Sheet was included as a part of
the survey requesting the following personal information:
Total ADM or FTE, total professional personnel, total
school sites, degree received, years as superintendent,
years in district and first position in district.
Information from sample is included in Tables 1 through 5.

Members of the sample were advised that individual
results would remain confidential, and that each partici-
pant would receive a copy of the group results. Each
participant was invited to request more specific informa-
tion from the research staff. Following the mailing of
the inventories to the sample, telephone calls were made
within two weeks to verify delivery of the survey instru-
ments and to encourage a response.

## TABLE 3

### SELECTED DEMOGRAPHIC CHARACTERISTICS
### OF OKLAHOMA SUPERINTENDENTS

| | DISTRICT DATA | | | | | | |
| Category | Total FTE | Total Professional Personnel | Total Sites | Degree Rec'd. | Years as Supt. | Years in District | First Position In District |
|---|---|---|---|---|---|---|---|
| C. Vo-Tech | | | | | | | |
| V 1 | 300 | 20 | 2 | M.S. | 15 | 15 | Superintendent |
| V 2 | 687 | 24 | 1 | M.S. | 19 | 19 | Principal |
| V 3 | 1050 | 40 | 1 | M.S. | 18 | 18 | Superintendent |
| V 4 | 420 | 22 | 1 | M.S. | 1 | 1 | Superintendent |
| V 6 | 465 | 30 | 1 | M.S. | 11 | 18 | Asst. Supt. |
| V 7 | 847 | 52 | 2 | Ed.D. | 1 | 15 | Teacher |
| V 8 | 850 | 34 | 1 | M.S. | 15 | 20 | Teacher |
| V 9 | 800 | 37 | 1 | Ed.D. | 20 | 15 | Superintendent |
| V10 | 1100 | 70 | 1 | M.S. | 1 | 1 | Superintendent |
| V11 | 647 | 30 | 1 | M.S. | 8 | 14 | Principal |
| V12 | 1200 | 57 | 3 | M.S. | 8 | 15 | Counselor |
| V14 | 3000 | 150 | 3 | Ed.D. | 5 | 5 | Asst. Supt. |
| V15 | 830 | 46 | 1 | M.S. | 9 | 4 | Superintendent |
| V16 | 460 | 26 | 1 | M.S. | 13 | 13 | Superintendent |
| V18 | 751 | 42 | 1 | Ed.D. | 17 | 17 | Superintendent |
| V19 | 685 | 45 | 1 | Ed.D. | 12 | 12 | Superintendent |
| V20 | 3500 | 200 | 4 | Ed.D. | 20 | 20 | Principal |
| V21 | 786 | 39 | 1 | Ed.D. | 17 | 17 | Superintendent |
| V22 | 2100 | 85 | 7 | M.S. | 13 | 13 | Superintendent |
| V23 | 230 | 20 | 1 | Ed.D. | 3 | 3 | Superintendent |
| MEDIAN | 1035 | 53 | 1.8 | | 11 | 13 | |

TABLE 4

NUMBER OF ADMINISTRATOR TASK INVENTORIES
MAILED TO EACH GROUP AND
PERCENTAGE OF RETURN

| Group | Number Mailed | Number Returned | Percentage Returned |
|-------|-----------|-----------|-----------|
| Rural Schools | 43 | 25 | 60% |
| Uroan Schools | 24 | 20 | 83% |
| Vocational Schools | 23 | 20 | 87% |
| Total Sample | 90 | 65 | 72% |

TABLE 5

COMPOSITE OF SELECTED DEMOGRAPHIC CHARACTERISTICS
OF OKLAHOMA SUPERINTENDENTS

| Category | DISTRICT DATA | | | PERSONAL/ PROFESSIONAL DATA | |
| | Median Adm | Median Professional Personnel | Median Sites | Median Years As Supt. | Median Years In District |
|----------|------------|------------|------------|------------|------------|
| Rural | 770 | 52 | 2 | 8 | 11 |
| Urban | 12,106 | 745 | 23 | 9 | 15 |
| Vocational | 1,035 | 53 | 1.8 | 11 | 13 |
| Total Sample Median | 4,637 | 283 | 9 | 9 | 13 |

## Statistical Design

The data-gathering instrument is entitled "Admini-
strator Task Inventory." Based on a scoring system of
ranked median, raw scores from the Kuder Scale were priori-
tized beginning with the greater median down. Individual
results were clustered into superintendent classification.

To determine the association among the various
sets of ranking, the Kendall coefficient of concordance W
was implemented. Such a measure was particularly useful
in interjudge or interest reliability, and also had appli-
cation when clusters of variables were measured.

The computation of W is simpler than ascertaining
the overall agreement among k sets of rankings because W
bears a linear relation to the average rs taken over all
groups. If the average value of the Spearman rank corre-
lation coefficients between the $\binom{k}{2}$ possible pairs of
rankings as $r_{sav}$ then it can be shown that $r_{sav} = \frac{kW-1}{k-1}$
(Kendall, 1948, p. 48).

Imagine how the data would look if there were no
agreement among the several sets of rankings, and then to
imagine how it would look if there were perfect agreement
among the several sets. The coefficient of concordance is
an index of the divergence of the actual agreement shown
in the data from the maximum possible (perfect) agreement.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This chapter presents an analysis and interpretation of the data obtained as it relates to the research questions under investigation. The major questions that this study attempted to answer were as follows:

1.  What agreement may be found among Oklahoma school superintendents in their perceptions of administrator competencies?

2.  Which administrator competencies can all Oklahoma school superintendents agree are necessary in the administrative process?

3.  Which administrative competencies will be found to be delegated to other personnel?

4.  Which administrator competencies will be perceived to have more importance among Oklahoma school superintendents?

5.  What disagreement may be found among Oklahoma school superintendents in their perceptions of administrator competencies?

## Results of Testing Research Questions

### Results of Category A
### Program Planning, Development and Evaluation

Kendall's coefficient of concordance W was used to determine the association among this set of rankings. The value of the chi-square was 43.39 which, for 17 degree of freedom was significant at the .05 level. A ranked comparison for all competencies in the category is shown in Table 6.

There was significant agreement among all superintendents that recommendations of program policies was ranked as of greatest importance among the competencies in this category. They all agreed also that local research studies were of lowest importance.

Vo-Tech superintendents perceived the involvement of community representatives in program planning and development to be of greater importance than their colleagues representing rural and urban districts. Acquiring state and federal services and resources for program development was ranked extremely low by urban superintendents.

There was a consistent thread of agreement between all superintendents that design, development and coordination oriented competencies should not be emphasized at the local level.

TABLE 6

RURAL, URBAN, VO-TECH AND MEAN RANKINGS OF CATEGORY A

Program Planning, Development and Evaluation

| | Type and Category | | | |
| --- | --- | --- | --- | --- |
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Survey student and parent interests. | 11.0 | 10 | 12.0 | 11.00 |
| 2. Involve community and representatives in program planning and development. | 10.0 | 8 | 2.0 | 6.67 |
| 3. Obtain state and federal services and resources for program development. | 13.0 | 17 | 9.5 | 13.17 |
| 4. Prepare and update long-range program plans. | 6.0 | 5 | 4.0 | 5.00 |
| 5. Coordinate district curriculum development efforts. | 3.0 | 5 | 7.0 | 5.00 |
| 6. Recommend program policies to the administration and board. | 1.0 | 1 | 1.0 | 1.00 |
| 7. Develop plans for evaluating instructional program. | 8.0 | 7 | 9.5 | 8.17 |
| 8. Involve external evaluation personnel in assessing program effectiveness. | 17.0 | 18 | 15.0 | 16.67 |
| 9. Design and select instruments for evaluating the instructional programs. | 14.5 | 12 | 13.0 | 13.17 |
| 10. Evaluate the effectiveness of the instructional program. | 2.0 | 3 | 5.0 | 3.33 |
| 11. Recommend curriculum revisions based on evaluation data. | 5.0 | 2 | 3.0 | 3.33 |
| 12. Assess student testing and grading procedures. | 7.0 | 11 | 16.0 | 11.33 |

Table 6 (cont.)

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 13. Analyze the school and community's feelings toward educational change. | 4.0 | 5 | 6.0 | 5.00 |
| 14. Write proposals for the funding of new programs and the improvement of existing programs. | 9.0 | 15 | 8.0 | 10.67 |
| 15. Coordinate local demonstration, pilot, and exemplary programs. | 14.5 | 14 | 11.0 | 13.17 |
| 16. Design and oversee local research studies. | 18.0 | 16 | 18.0 | 17.33 |
| 17. Interpret and use research results for program development and improvement. | 16.0 | 9 | 14.0 | 13.00 |
| 18. Develop supplemental/remedial instructional programs to meet student needs. | 12.0 | 13 | 17.0 | 14.00 |

$$W = \frac{S}{1/12k^2(N^3-N)} \qquad W = .8509$$

$$x^2 = k\ (N-1)W \qquad x^2 = 43.3936*$$

$$DF = 17$$

*Significance at .05 level

Results of Category B
Instructional Management

To determine the association among this set of rankings, the Kendall coefficient of concordance W was implemented. The chi-square test was valued at 23.97 which, for 13 degree of freedom was significant at the .05 level.

All superintendents placed a high degree of importance on being involved in curriculum design that would achieve the school districts' goals. They also agreed that a sound student attendance policy program should be designed and implemented. The specific responsibility for student promotions or reassignments was ranked low by all superintendents indicating that this type of task was delegated to other staff members.

The urban superintendents placed higher emphasis on instructional program entry and completion requirements while the rural school superintendents ranked low in their perception of selecting and using effective instructional strategies such as individualized instruction.

Vo-tech superintendents indicated a much stronger interest in providing for adult and continuing education programs in their communities than the other superintendents surveyed.

Comparative rankings for this category appear in Table 7.

TABLE 7

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY B

Instructional Management

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Establish instructional program entry and completion requirements. | 9 | 3 | 10.0 | 7.33 |
| 2. Establish student rules and policies (such as attendance and discipline). | 1 | 4 | 3.0 | 2.67 |
| 3. Enforce student rules and policies. | 2 | 7 | 4.5 | 4.50 |
| 4. Design and oversee student progress reporting procedures. | 7 | 9 | 13.0 | 9.67 |
| 5. Approve student promotions/reassignments. | 13 | 14 | 14.0 | 13.67 |
| 6. Prepare a master schedule of course offerings. | 9 | 12 | 12.0 | 11.00 |
| 7. Guide staff in selecting and using effective instructional strategies (such as individualized). | 11 | 2 | 4.5 | 5.83 |
| 8. Establish and implement a curriculum design that will achieve the school's instructional goals. | 3 | 1 | 1.0 | 1.67 |
| 9. Provide for supplemental/remedial instructional programs. | 5 | 7 | 11.0 | 7.67 |
| 10. Provide for special needs programs. | 4 | 7 | 7.5 | 6.17 |
| 11. Provide for adult/continuing education programs. | 14 | 13 | 2.0 | 9.67 |
| 12. Approve selection of instructional equipment. | 6 | 11 | 6.0 | 7.67 |

Table 7 (cont.)

| | Type and Category | | | |
| --- | --- | --- | --- | --- |
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 13. Approve selection of instructional materials. | 12 | 10 | 9.0 | 10.33 |
| 14. Maintain a learning resources center for students. | 9 | 5 | 7.5 | 7.17 |

$$W = \frac{S}{1/12k^2(N^3-N)} \qquad W = .6148$$

$$x^2 = k \ (N-1)W \qquad x^2 = 23.9756*$$

$$DF = 13$$

*Significance at .05 level

## Results of Category C
## Personnel Management

The results of testing this set of rankings using Kendall's W were .8869. Chi-square was tested at 55.87 and with 21 degree of freedom was highly significant at the .05 level. Table 8 shows the comparative rankings of this category.

This category showed a high degree of agreement between all superintendents. The preparation and recommendation of personnel policies along with recommending potential staff to the board ranked highest. Negotiating staff working agreements, scheduling staff work loads and staff leaves and vacations ranked low indicating that these specific competencies are delegated to other members of the superintendent's staff.

Rural and vo-tech superintendents show greater importance and involvement in recommending staff promotions and dismissals than do urban superintendents.

## Results of Category D
## Staff Development

Kendall's coefficient of concordance W was used to determine the association among this set of rankings. The value of the chi-square was 21.47 which, for 9 degree of freedom was significant at the .05 level. The rankings regarding staff development conpetencies are shown in Table 9.

TABLE 8

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY C

Personnel Management

| | Type and Category | | | |
| --- | --- | --- | --- | --- |
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Prepare and recommend personnel policies. | 1.0 | 1.0 | 1.5 | 1.17 |
| 2. Prepare and maintain a personnel handbook. | 4.0 | 3.5 | 5.0 | 4.17 |
| 3. Assess program staffing requirements. | 6.0 | 5.5 | 6.0 | 5.83 |
| 4. Prepare job descriptions. | 11.0 | 14.0 | 12.5 | 12.50 |
| 5. Establish staff selection and recruitment procedures. | 7.5 | 7.5 | 9.0 | 8.00 |
| 6. Recruit and interview potential staff. | 5.0 | 5.5 | 7.0 | 5.83 |
| 7. Recommend potential staff to the administration and board. | 2.5 | 2.0 | 3.0 | 2.50 |
| 8. Participate in negotiating staff working | 21.5 | 17.5 | 22.0 | 20.33 |
| 9. Establish staff grievance and complaints. | 19.0 | 20.0 | 16.0 | 18.33 |
| 10. Resolve staff grievances and complaints. | 9.0 | 16.0 | 12.5 | 12.50 |
| 11. Interpret the staff benefits program. | 15.0 | 17.5 | 18.0 | 16.83 |
| 12. Counsel and advise staff on professional matters. | 16.0 | 9.0 | 14.0 | 13.00 |
| 13. Schedule staff work loads. | 18.0 | 22.0 | 21.0 | 20.33 |
| 14. Schedule staff leaves, vacations, and sabbaticals. | 21.5 | 21.0 | 18.0 | 20.17 |
| 15. Oversee the work of teachers and other school personnel. | 14.0 | 15.0 | 18.0 | 15.67 |

Table 8 (cont.)

|  | Type and Category | | | |
|---|---|---|---|---|
|  | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 16. Provide for a staff record-keeping system. | 20.0 | 19.0 | 15.0 | 18.00 |
| 17. Plan and conduct staff meetings. | 7.5 | 11.0 | 11.0 | 9.83 |
| 18. Prepare bulletins and other communications designed to keep staff informed. | 12.0 | 10.0 | 20.0 | 14.00 |
| 19. Observe and evaluate staff performance. | 10.0 | 12.0 | 8.0 | 10.00 |
| 20. Recommend staff promotions and dismissals. | 2.5 | 7.5 | 1.5 | 3.83 |
| 21. Provide guidance to the staff on legal matters affecting the school program. | 13.0 | 3.5 | 4.0 | 6.83 |
| 22. Interpret and apply affirmative action laws and regulations. | 17.0 | 13.0 | 10.0 | 13.33 |

$$W = \frac{s}{1/12k^2(N^3-N)} \qquad W = .8869$$

$$x^2 = k\ (N-1)W \qquad x^2 = 55.8718*$$

$$DF = 21$$

*Significance at .05 level

TABLE 9

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY D

Staff Development

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Assess staff development needs. | 5.0 | 1 | 6.0 | 4.00 |
| 2. Assist in the preparation of individual staff profiles. | 9.0 | 9 | 9.0 | 9.00 |
| 3. Counsel with staff regarding personnel development needs and activities. | 3.5 | 5 | 5.0 | 4.50 |
| 4. Conduct workshops and other in-service programs for professional personnel. | 1.0 | 6 | 1.5 | 2.83 |
| 5. Arrange for workshops and other in-service programs for professional personnel. | 6.0 | 4 | 1.5 | 3.83 |
| 6. Provide for in-service programs for supportive personnel. | 7.0 | 7 | 7.5 | 7.17 |
| 7. Provide for pre-service programs for professional personnel. | 2.0 | 3 | 4.0 | 3.00 |
| 8. Arrange for staff exchanges with business and industry. | 10.0 | 8 | 7.5 | 8.50 |
| 9. Assist supervising teachers in planning for and working with student teachers. | 8.0 | 10 | 10.0 | 9.33 |
| 10. Evaluate staff development programs. | 3.5 | 2 | 3.0 | 2.83 |

Table 9 (cont.)

$$W = \frac{s}{1/12k^2(N^5-N)} \qquad W = .7954$$

$$x^2 = k\ (N-1)W \qquad x^2 = 21.4756*$$

$$DF = 9$$

*Significance at .05 level

Some areas of disagreement surfaced in this category of competencies with urban superintendents ranking assessment of staff development needs highest while Rural and vo-tech people ranked it average. The urban schools disagreed on the ranking regarding inservice programs and workshops. Rural and vo-tech superintendents ranked them highest and it was considered of mediocre importance by urban schools.

All superintendents agreed that evaluation of staff development programs was of high importance along with preservice programs for their professional staff.

Assisting teachers in planning for and working with student teachers along with the preparation of individual staff profiles were considered areas that should be delegated to other administrative staff.

<center>Results of Category E<br>Professional Relations and Self Development</center>

All superintendents agreed that maintaining ethical standards expected of a professional educator and developing professional relationships with other administrators was of the highest degree of importance. This was followed closely by developing effective interpersonal skills.

Most superintendents surveyed ranked writing articles and materials for professional journals and using information from professional journals the lowest. Apply-

ing management by objectives to personal work assignments was considered of little importance by all superintendents. Other systems were suggested that worked better in their respective school districts.

All superintendents leaned toward those competencies that related to assessing personal performance as an administrator.

To determine the association among this set of rankings, the Kendall W was implemented. Chi-square tested at value of 38.7892 and with 14 degree of freedom was significant at the .05 level. Comparative rankings for this category are shown in Table 10.

## Results of Category F
### School/Employer/Community Relations

The results of testing this set of rankings using Kendall's W was .5607. Chi-square was then tested at 26.9147 and with 16 degree of freedom was significant at the .05 level. Rankings regarding this category appear in Table 11.

Some of the largest degree of disagreement appeared in this category. Even though all superintendents agreed that you should develop and promote a good public relations program, there was disagreement concerning the ranking of those competencies perceived to accomplish that goal.

TABLE 10

RURAL, URBAN, VO-TECH AND MEAN RANKINGS OF CATEGORY E

Professional Relations and Self-Development

|  | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
|---|---|---|---|---|
| 1. Maintain ethical standards expected of a professional educator | 2.5 | 2.0 | 2.0 | 2.17 |
| 2. Develop and maintain professional relationships with other administrators. | 2.5 | 3.5 | 4.5 | 3.50 |
| 3. Develop and maintain professional relationships with state department of education personnel. | 5.0 | 7.0 | 4.5 | 5.50 |
| 4. Develop and maintain relationships with personnel in professional organizations. | 10.5 | 12.0 | 9.5 | 10.67 |
| 5. Participate in professional organizations. | 10.5 | 11.0 | 9.5 | 10.33 |
| 6. Participate in professional meetings for self-improvement. | 9.0 | 9.0 | 6.5 | 8.17 |
| 7. Promote professional image through personal appearance and conduct. | 1.0 | 3.5 | 2.0 | 2.17 |
| 8. Prepare policy and commendation statements. | 8.0 | 6.0 | 8.0 | 7.33 |
| 9. Represent teacher interests and concerns to other administrators and the board. | 7.0 | 13.0 | 11.0 | 10.33 |
| 10. Develop effective inpterpersonal skills. | 4.0 | 1.0 | 2.0 | 2.33 |
| 11. Write articles and materials for journals and other professional media. | 15.0 | 15.0 | 15.0 | 15.00 |
| 12. Read and use information from professional journals, reports, and related materials for self-improvement. | 13.0 | 8.0 | 13.0 | 11.33 |

Table 10 (cont.)

|  | Type and Category | | | |
|---|---|---|---|---|
|  | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 13. Apply management by objectives (MBO) | 14.0 | 14.0 | 14.0 | 14.00 |
| 14. Develop cooperative problem-solving and decision-making skills. | 12.0 | 10.0 | 12.0 | 11.33 |
| 15. Assess personal performance as an administrator. | 6.0 | 5.0 | 6.5 | 5.83 |

$$W = \frac{s}{1/12k^2(N^3-N)} \qquad W = .9236$$

$$x^2 = k\ (N-1)W \qquad x^2 = 38.7892*$$

$$DF = 14$$

*Significance at .05 level

TABLE 11

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY F

School/Employer/Community Relations

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Develop a plan for promoting good public relations. | 1.0 | 1.0 | 4.0 | 2.00 |
| 2. Prepare and recommend public relations and communications policies. | 2.0 | 3.0 | 5.5 | 3.50 |
| 3. Develop working relationships with employers and agencies. | 4.0 | 2.0 | 1.0 | 2.33 |
| 4. Prepare and recommend cooperative agreements with other agencies. | 17.0 | 9.5 | 8.5 | 11.67 |
| 5. Involve community leaders (political and non-political) in school programs and activities. | 15.5 | 4.5 | 2.5 | 7.50 |
| 6. Participate in school organizations. | 7.0 | 7.0 | 15.5 | 9.83 |
| 7. Participate in community organizations. | 5.5 | 12.0 | 5.5 | 7.67 |
| 8. Promote good relationships between vocational and general education staff. | 10.0 | 14.0 | 7.0 | 10.33 |
| 9. Encourage staff participation in community civic, service, and social organizations. | 15.5 | 17.0 | 10.5 | 14.33 |
| 10. Promote cooperative efforts of parents and teacher groups. | 11.5 | 9.5 | 13.0 | 11.33 |
| 11. Conduct informational programs for the public (such as open house and career awareness programs). | 3.0 | 15.5 | 14.0 | 10.83 |
| 12. Make public presentations on school programs and activities. | 5.5 | 12.0 | 12.0 | 9.83 |

Table 11 (cont.)

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 13. Conduct public hearings and meetings on school issues. | 14.0 | 7.0 | 8.5 | 9.83 |
| 14. Conduct recognition programs for students, staff, and community supporters. | 11.5 | 12.0 | 15.5 | 13.00 |
| 15. Write news releases for school and area media. | 8.0 | 15.5 | 17.0 | 13.50 |
| 16. Obtain and analyze informal feedback about the school. | 13.0 | 7.0 | 10.5 | 10.17 |
| 17. Evaluate the public relations programs. | 9.0 | 4.5 | 2.5 | 5.33 |

$$W = \frac{s}{1/12k^2(N^3-N)} \qquad W = .5607$$

$$x^2 = k \ (N-1)W \qquad x^2 = 26.9147*$$

$$DF = 16$$

*Significance at .05 level

Urban and vo-tech school superintendents ranked involving political and non-political community leaders in school programs and activities very high while rural school superintendents ranked it very low. Rural school superintendents preferred to conduct informational programs for the public and make public presentations on school programs and activities. They also spent more time writing news releases for school and area media than the vo-tech or urban superintendent.

## Results of Category G
### Facilities and Equipment Management

Superintendents of all classifications agreed that it is important to develop long-range facility and equipment plans, assess the need for new facilities, and plan for space requirements. The urban superintendent indicated that working with architectural planning was of greater importance than other superintendents.

The vo-tech superintendents were more personally involved with equipment purchases than rural or urban superintendents.

The rural school superintendent dedicated more personal time and effort in arranging for student transportation services.

Kendall's coeeficient of concordance W was used to determine the association among this set of rankings. The value of chi-square was 26.7771 which, for 13 degree of

freedom was statistically significant at the .05 level.
Comparative rankings for Category G are shown in Table 12.

### Results of Category H
### Business and Financial Management

To determine the association among this set of
rankings, the Kendall W was implemented. The chi-square
test was valued at 37.9434 which, for 17 degree of freedom
was significant at the .05 level. Comparative rankings are
shown in Table 13.

All superintendents agreed that it was important
to prepare and recommend financial policies and budgets to
their board of education.

Urban and vo-tech superintendents ranked prepara-
tion of long-range budgeting much higher than rural super-
intendents. The rural people ranked those competencies
dealing with day to day financial skills higher than the
other superintendents. The highest ranking for rural
schools included the approval of all major expenditures
and approval of requisitions and work orders.

All superintendents showed a high degree of agree-
ment in the areas of collection of student fees, maintain-
ing a petty cash fund and preparation of state and federal
reports as those competencies that were delegated to other
staff people or were of lower importance.

TABLE 12

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY G

Facilities and Equipment Management

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Assess the need for physical facilities. | 1.0 | 1.0 | 1.5 | 1.17 |
| 2. Conduct land and facility feasibility studies. | 13.0 | 2.5 | 10.0 | 8.50 |
| 3. Oversee architectural planning. | 5.5 | 2.5 | 7.0 | 5.00 |
| 4. Apply building code regulations to school facilities. | 9.0 | 9.5 | 5.5 | 8.00 |
| 5. Submit facility and equipment specifications. | 14.0 | 12.0 | 8.0 | 11.33 |
| 6. Analyze building and equipment contract bids. | 7.5 | 5.5 | 1.5 | 4.83 |
| 7. Procure equipment and furnishings. | 4.0 | 7.5 | 5.5 | 5.67 |
| 8. Plan requirements for programs. | 3.0 | 5.5 | 4.0 | 4.17 |
| 9. Establish preventative maintenance program for equipment and facilities. | 7.5 | 7.5 | 9.0 | 8.00 |
| 10. Establish vehicle maintenance program. | 10.0 | 13.5 | 12.0 | 11.83 |
| 11. Arrange for student transportation services. | 2.0 | 11.0 | 13.5 | 8.83 |
| 12. Develop and implement safety programs. | 12.0 | 13.5 | 13.5 | 13.00 |
| 13. Establish emergency plans (such as fire and disaster. | 11.0 | 9.5 | 11.0 | 10.50 |
| 14. Develop long-range facility and equipment plans. | 5.5 | 4.0 | 3.0 | 4.17 |

Table 12 (cont.)

$$W = \frac{S}{1/12k^2(N^3-N)} \qquad W = .6866$$

$$x^2 = k\ (N-1)W \qquad x^2 = 26.7771*$$

$$DF = 13$$

*Significance at .05 level

TABLE 13

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY H

Business and Financial Management

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Prepare and recommend financial policies. | 2.0 | 3.0 | 2.5 | 2.50 |
| 2. Establish purchasing and payment procedures. | 13.0 | 9.5 | 8.0 | 10.00 |
| 3. Establish receiving and shipping procedures. | 16.0 | 15.5 | 16.0 | 15.83 |
| 4. Prepare and regulate operational budgets. | 5.0 | 8.0 | 4.0 | 5.67 |
| 5. Prepare and regulate program budgets. | 5.0 | 13.5 | 13.0 | 10.50 |
| 6. Prepare and regulate capital improvement budgets. | 8.0 | 6.0 | 2.5 | 5.50 |
| 7. Prepare long-range budgets based on total program requirements. | 15.0 | 4.5 | 5.0 | 8.17 |
| 8. Adopt an appropriate financial accounting system. | 5.0 | 4.5 | 8.0 | 5.83 |
| 9. Locate sources of funds for program development and operation. | 11.0 | 1.0 | 8.0 | 6.67 |
| 10. Present levies and bond issues to voters. | 8.0 | 2.0 | 1.0 | 3.67 |
| 11. Approve all major expenditures. | 1.0 | 7.0 | 6.0 | 4.67 |
| 12. Approve requisitions and work orders. | 3.0 | 15.5 | 14.0 | 10.83 |
| 13. Arrange for the investment of surplus funds. | 13.0 | 11.5 | 15.0 | 13.17 |
| 14. Provide for the collection of student fees. | 17.5 | 17.0 | 17.0 | 17.17 |
| 15. Establish and maintain a petty cash fund. | 17.5 | 18.0 | 18.0 | 17.83 |
| 16. Determine insurance coverage needs. | 10.0 | 11.5 | 10.5 | 10.67 |
| 17. Select and maintain an insurance program. | 8.0 | 10.0 | 10.5 | 9.50 |
| 18. Prepare local, state, and federal reports. | 13.0 | 13.5 | 12.0 | 12.83 |

Table 13 (cont.)

$$W = \frac{s}{1/12k^2(N^3-N)} \qquad W = .7440$$

$$x^2 = k\ (N-1)W \qquad x^2 = 37.9434*$$

$$DF = 17$$

*Significance at .05 level

Results of Category I
Survival Skills

This category demonstrated a higher degree of
agreement than any of the competency categories.

The competency of highest importance unanimously
agreed upon was operating within the open meeting law
specifications, followed closely by considering the role,
responsibility and authority of the board of education in
establishing effective working relationships.

The lowest ranking by all superintendents pointed
to establishing policy ior dealing with local and state
political campaigns.

It was interesting to note that all super-
intendents considered the potential use of computers in
instruction and administrative decision making to be of
low importance.

The results of testing this set of rankings using
Kendall's W were .8873. Chi-square was tested at 23.9572
and with 9 degree of freedom was statistically significant
at the .05 level. Table 14 shows the rankings of this
category.

TABLE 14

RURAL, URBAN, VO-TECH AND MEAN RANKING OF CATEGORY I

Survival Skills

| | Type and Category | | | |
|---|---|---|---|---|
| | Rural Rank (N=26) | Urban Rank (N=20) | Vo-Tech Rank (N=20) | Mean Rank (N=66) |
| 1. Establish policy for dealing with political campaigns (local, state) | 10.0 | 10.0 | 10.0 | 10.00 |
| 2. Build appropriate relationships with elected officials (local, state) | 8.0 | 7.0 | 6.0 | 7.00 |
| 3. Work within local power structure. | 9.0 | 6.0 | 8.0 | 7.67 |
| 4. Develop agenda. | 5.0 | 2.0 | 4.5 | 3.83 |
| 5. Operate within the open meeting law specifications. | 1.5 | 1.0 | 1.0 | 1.17 |
| 6. Develop policy. | 4.0 | 4.5 | 2.5 | 3.67 |
| 7. Consider role, responsibility and authority of Board in establishing effective working relationship. | 3.0 | 3.0 | 2.5 | 2.83 |
| 8. Management Skills and Leadership Styles (managing yourself, others, change, avoiding conflicts) | 1.5 | 4.5 | 4.5 | 3.50 |
| 9. Consider potential for use of computers in administration and instruction | 6.0 | 8.0 | 9.0 | 7.67 |
| 10. Consider appropriate computer systems available and make decisions for use. | 7.0 | 9.0 | 7.0 | 7.67 |

Table 14 (cont.)

$$W = \frac{s}{1/12k^2(N^3-N)} \qquad W = .8873$$

$$x^2 = k\ (N-1)W \qquad x^2 = 23.9572*$$

$$DF = 9$$

*Significance at .05 level

# CHAPTER V

## SUMMARY, RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

### Summary

This study was designed, in part, because the superintendency has become such a very complex and demanding position. Many practicing superintendents do not possess the repertoire of competencies required to function in their roles effectively.

The Oklahoma Commission for Future Educational Leadership studies of the school superintendency during the last three years revealed many needs. One of the needs pointed out that the superintendent is essential to the overall leadership, supervision, evaluation and improvement of the educational program.

Modern management of schools requires a leader who understands the purposes of the school's program. It requires a leader who can conceptualize its total functions, make changes as events dictate and evaluate the results.

The superintendent should exhibit an understanding of the local, state and national educational needs, the world of art and culture, the state of international and

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political affairs and the problems portended by future
technological change. Refining the superintendency skills
in all aspects of these competencies is a goal of the
commission.

Three categories of school superintendents repre-
senting urban school districts, rural school districts and
vocational school districts were surveyed to examine degree
of congruence among their perception of competencies
required in the leadership process.

A list of 138 administrator competencies was
compiled from related readings and from a national study
conducted by the National Center for Research at Ohio State
University. The competencies fell under nine categories
ranging from ten to twenty-two competencies in each
category.

The superintendents surveyed responded to the 138
competencies listed in the "Administrator Task Inventory."
The "Kuder Scale" was used to measure their responses
during this phase of the study.

A sample of 90 school district superintendents was
selected to respond to the list of competencies. These
responses were used to determine their perception of the
degree of importance of competency. The responses also
indicated whether the superintendent actually exercised
each competency personally or delegated tasks to other
staff members.

Data gathering instruments were mailed to each of the 90 persons in the sample. This consisted of copies of the "Administrator Task Inventory" with instructions for completion as well as a cover letter explaining the purpose of the study. Prepaid return envelopes were included to encourage quick response. A Personal Data Sheet was included as part of the survey requesting personal information.

## Results

Results of the analysis and interpretations of data, as they relate to the research questions under investigation, are as follows:

1. What agreement may be found among Oklahoma school superintendents in their perceptions of administrator competencies? This list indicates specific competencies that are statistically highest in degree of agreement. All other competencies fall below the composite level of 4 on the Kuder scale.

   a. Recommend program policies to the administration and board of education

   b. Evaluate the effectiveness of the instructional program

   c. Analyze the school and community's feelings toward educational change

   d. Recommend curriculum revisions based on evaluation data

   e. Prepare and recommend personnel policies

   f. Assess program staffing requirements

g. Recommend potential staff to board of education

h. Provide for in-service programs for support personnel

i. Maintain ethical standards expected of a professional educator

j. Write articles and materials for journals and other professional media

k. Assess the need for physical facilities

l. Operate within the open meeting law

2. Which administrator competencies can all school superintendents agree are necessary in the administrative process? The following competencies reflect the highest degree of composite ranking by all categories of school superintendents. The majority of these responses fall above the composite level of 4 on the kuder scale.

a. Recommend program policies to the board of education

b. Prepare and update long-range program plans

c. Evaluate the effectiveness of the instructional program

d. Recommend curriculum revisions based on evaluation data

e. Establish student rules and policies

f. Establish and implement curriculum design that will achieve the school's instructional goals

g. Assess program staffing requirements

h. Recruit and interview potential staff

i. Recommend staff promotions and dismissals

j. Evaluate staff development programs

k.  Develop and maintain professional relationships with other administrators

l.  Develop effective interpersonal skills

m.  Assess personal performance as an administrator

n.  Recommend public relations and communications policies

o.  Develop working relationships with employees and other agencies

p.  Prepare and recommend financial policies

q.  Prepare and regulate operational budgets

r.  Adopt and appropriate financial accounting system

s.  Approve all major expenditures

3.  Which administrator competencies will be found to be delegated to other personnel?  These competencies received a composite ranking below level 3 on the Kuder scale.  A low composite ranking indicates that the task or competency is either not preferred for successful performance or is delegated to other staff personnel.

a.  Survey student and parent interests

b.  Design and select instruments for evaluating the instructional programs

c.  Assess student testing and grading procedures

d.  Involve external evaluation personnel in assessing program effectiveness

e.  Design and oversee local research studies

f.  Approve studnet promotions/reassignments

g.  Prepare a master schedule of course offerings

h.  Approve selection of instructional material

i. Establish staff grievance and complaint policy

j. Interpret staff benefit program

k. Schedule staff work loads

l. Schedule staff leaves and vacations

m. Oversee the work of teachers and other school personnel

n. Provide for a staff record-keeping system

o. Preparation of individual staff profiles

p. Supervising work with student teachers

q. Develop cooperative problem-solving and decision-making skills

r. Encourage staff participation in civic, service and social organizations

s. Conduct recognition programs for students, staff and community supporters

t. Establish preventive maintenance program

u. Develop and implement safety programs

v. Establish shipping and receiving procedures

w. Provide for collection of student fees

x. Establish and maintain petty cash fund

y. Prepare local, state and federal reports

4. Which administrator competencies will be perceived to be <u>most important</u> among Oklahoma school superintendents? This list indicates the competencies that received the highest composite ranking in each individual category.

a. Recommend program policies to the board of education

b. Establish a curriculum design that will achieve the school's instructional goals

c. Recommend personnel policies to the board of education

d. Evaluate and improve staff development programs

e. Maintain ethical standards expected of a professional educator

f. Develop a plan for promoting good public relations

g. Assess the need for new and improved physical facilities

h. Prepare and recommend financial policies and procedures to the board of education

i. Operate within the open meeting law specifications

5. What disagreement may be found among Oklahoma school superintendents in their perceptions of administrator competencies? The following competencies represent those superintendent responses that indicate a spread of more than one level on the Kuder scale.

a. Obtain state and federal services and outside resources for program development

b. Assess student testing and grading procedures

c. Write proposals for the funding of new programs and the improvement of existing programs

d. Establish program entry and completion requirements

e. Select and use effecting instructional strategies

f. Provide for adult/continuing education programs

g. Provide guidance to the staff on legal matters affecting the school

h. Prepare bulletins and other communications designed to keep staff informed

i. Arrange for workshops and other in-service pro-
grams for professional personnel

j. Read and use information from professional
journals, reports, and related materials for self-
improvement

k. Represent teacher interests and concerns to other
administrators and the board

l. Recommend cooperative agreements with other
agencies

m. Involve community leaders in school programs and
activities

n. Participate in school organizations

o. Conduct informational programs for the public

p. Write news releases for school and area media

q. Conduct land and facility feasibility studies

r. Arrange for student transportation services

s. Prepare and regulate instructional budgets

t. Locate sources of funds for program development
and operation

u. Approve requisitions and work orders

## Conclusions

1. Rural school superintendents generally utilize skills
or competencies that require a high degree of personal
involvement. Because of limited student population in
small public school districts, superintendents person-
ally practice competencies that may ordinarily be dele-
gated to subordinate staff in larger populated school
districts.

2. Superintendents frequently delegate some areas of responsibility to other administrators or support personnel in school districts that exceed 4,000 student population. Much of their personal administrative responsibility is centered around problem assessment, planning and task delegation.

3. Vo-Tech superintendents tend to favor administrator competencies focused on public relations and solicitation of external resource people to be used as advisory, planning or evaluating committees.

4. The majority of local educational leaders have not yet accepted the concept of using computerized data as an administrative tool.

5. Responses from the three categories of Oklahoma school superintendents indicated strong concensus among incumbent educational leaders regarding the competencies expected for sucessful superintending. However, unless specific characteristics could be demonstrated to be a part of a behaviorial profile of effective educational leaders, questions regarding the validity of the expected competencies would remain unanswered.

## Recommendations

1. The list of skills and competencies responded to in this study may be used as a reference point for self-assessment materials by practicing superintendents.

2. An applicant for an administrative position, or a candidate for an internship, may refer to the list of competencies in this study to assess degree of importance in each superintendent classification.

3. Institutions that offer administrator preparation programs may use the various responses to further evaluate their individual course offerings.

4. The successful administrator should learn procedures to select and develop subordinates whose competency profiles are compatible with role requirements of the institution.

5. Training in administrator preparation programs should emphasize the importance of operational effectiveness as well as developing the ability of the top administrator to design complementary organizational roles.

6. For those administrators exhibiting a high organizational profile, subordinates with a high social/ operational profile would be complementary extensions of the superintendent.

7. A common selection criteria should be established which would predict the ability of the administrator to survive in the social and political reality of his/her role.

8. Boards of education should use a validated list of skills and competencies as a foundation for the role requirements of local educational leaders. Relative

priority may be given to various areas of the competencies based upon the current or projected needs of the organization. Decisions regarding both top administrators and their major areas of competency may be used as a guide to administrative team building so that all operating areas are covered in the organization's job descriptions.

## Implications for Future Research

1. An area which could provide assistance in organizational decision-making is an analysis of role expectations as stated by boards of education in a wide range of school district settings. Because each district has unique expectations, and each board of education has specific expectations, the use of the competencies responded to in this study would assist in making selections among candidates whose skill potential is consistent with actual job requirements.

2. Long-term studies of the effectiveness of persons selected on the basis of competency profiles would provide greater strength for the selection process. Similarly, long term evaluation of candidates not selected for either a specific position or for administrator preparation programs is important for further validation of the selection process.

3. A more complete validation of the competencies expected as a criterion measure should be developed

through comparing groups of administrators judged as
less successful individuals to those administrators
judged to be more successful. Procedures could be
established whereby administrators whose contracts
were not renewed for subsequent years could be
evaluated in conjunction with an analysis of the role
description as stated by the board of education. Dif-
ferences, or lack of similarity between the individ-
ual's competency profile and the expectations of the
governing group, could assist in identifying reasons
for failure.

4. One major area in which additional research may be
conducted is in the assessment of applicants for
administrator training programs. Screening applicants
based upon a behavioral profile relative to a specific
role definition could ensure a relatively higher prob-
ability of success in training than utilizing only the
standard selection procedures of evaluating the pre-
vious education experience or expressed interest.
However, the profiles of those candidates not selected
are critical to validating a system as effective in
discriminating among potential candidates.

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ADMINISTRATOR TASK INVENTORY

## ADMINISTRATOR TASK INVENTORY

In cooperation with the Oklahoma Commission for Future Educational
Leadership, I am conducting a study to determine the competencies needed by
local administrators of education to effectively carry out their duties and
responsibilities.

The study requires the careful identification and verification of
the many tasks performed by local administrators working at the secondary
level. Once the tasks have been identified, self assessment material will
be designed specifically to help meet the training needs of administrators.
The knowledge and experience you have gained by your direct involvement in
most, if not all, of these tasks make you uniquely qualified to advise us on
the importance of each task. Your individual responses will be held in
strict confidence, as only group responses will be reported.

You have been carefully selected as a qualified respopdent, and your
input will contribute to the development of effective training materials for
local administrators.

A stamped, self-addressed envelope is provided for your convenience
in returning the inventory. As a small expression of our appreciation for
completing this inventory, we will send you a summary of our findings.


THANKS VERY MUCH FOR YOUR ASSISTANCE.

PART I:  TASK STATEMENTS


Instructions:  Please read very carefully!

On the pages which follow you will find a list of task statements clustered into nine major categories (A through I) which may relate to the administration of local education programs. We need your personal reaction to questions about each task statement:

> How important is the performance of the task in your job as a local administrator?

Answer these questions by completing the following steps:

> For each task listed indicate how important you believe performance of the task is in your job as a local administrator.  In the "Importance of Task" column choose and circle the number which most accurately reflects the importance of the task.  If you do not perform some of the tasks because they are another administrator's responsibility at your school, please circle the number which indicates how important you believe those tasks are to the overall administration of education at your school.  If a teacher or other non-administrator independently performs some of the tasks listed, mark them as of no importance to your job as a local administrator. Use the scale below to rate the importance of each task:

> 5 = Of Great Importance    Performance is critical to program operation.
> 4
> 3
> 2
> 1
> 0 = Of No Importance    Performance makes no contribution to program operation.

## Demographic Data

Please answer the following questions:

1.  Total  ADM or FTE_____

2.  Total Professional Personnel_____

3.  Total Sites_____

4.  Degree Received_____

5.  Position/Years in Position_____

6.  Years in District_____

7.  First Position in District_____

ADMINISTRATOR TASK INVENTORY

| Note: Please be sure you have read the above instructions carefully before proceeding. | Importance of Task |
|---|---|
| | How **important** is the performance of this task in your job as a local administrator? |

Task Statements

(Circle one response)

| CATEGORY A:  PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION | Great Impor- tance | | | | No Impor- tance | |
|---|---|---|---|---|---|---|
| 1. Survey student and parent interests. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Involve community representatives in program planning and development. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Obtain state and federal services and resources for program development. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Prepare and update long-range program plans. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Coordinate district curriculum development efforts. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Recommend program policies to the administration and board | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Develop plans for evaluating instructional program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Involve external evaluation personnel in assessing program effectiveness. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Design and select instruments for evaluating the instructional program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Evaluate the effectiveness of the instructional program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Recommend curriculum revisions based on evaluation data. | 5 | 4 | 3 | 2 | 1 | 0 |

<u>Importance of Task</u>

How <u>important</u> is the
performance of this task
in your job as a local
administrator?

**Task Statements**

(Circle <u>one</u> response)

| | Great Impor- tance | | | | No Impor- tance |
|---|---|---|---|---|---|
| 12. Assess student testing and grading procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Analyze the school and community's feelings toward educational change. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Write proposals for the funding of new programs and the improvement of existing programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Coordinate local demonstration, pilot, and exemplary programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. Design and oversee local research studies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. Interpret and use research results for program development and improvement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. Develop supplemental/remedial instructional programs to meet student needs. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY B: INSTRUCTIONAL MANAGEMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Establish instructional program entry and completion requirements. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Establish student rules and policies (such as attendance and discipline). | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Enforce student rules and policies | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Design and oversee student progress reporting procedures. | 5 | 4 | 3 | 2 | 1 | 0 |

## Importance of Task

How **important** is the performance of this task in your job as a local administrator?

|  Task Statements | Great Impor- tance | | | | No Impor- tance |
|---|---|---|---|---|---|---|

(Circle **one** response)

| Task Statements | Great Impor-tance | | | | | No Impor-tance |
|---|---|---|---|---|---|---|
| 5. Approve student promotions/reassignments. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Prepare a master schedule of course offerings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Guide staff in selecting and using effective instructional strategies (such as individualized instruction). | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Establish and implement a curriculum design that will achieve the school's instructional goals. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Provide for supplemental/remedial instructional programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Provide for special needs programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Provide for adult/continuing education programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Approve selection of instructional equipment. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Approve selection of instructional materials. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Maintain a learning resources center for students. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY C:   INSTRUCTIONAL MANAGEMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Prepare and recommend personnel policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Prepare and maintain a personnel handbook. | 5 | 4 | 3 | 2 | 1 | 0 |

How **important** is the
performance of this task
in your job as a local
administrator?

**Task Statements**

(Circle **one** response)

| Task Statements | Great Impor- tance | | | | | No Impor- tance |
|---|---|---|---|---|---|---|
| 3. Assess program staffing requirements. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Prepare job descriptions. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Establish staff selection and recruitment procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Recruit and interview potential staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Recommend potential staff to the administration and board. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Participate in negotiating staff working agreements. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Establish staff grievance procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Resolve staff grievances and complaints. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Interpret the staff benefits program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Counsel and advise staff on professional matters. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Schedule staff work loads. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Schedule staff leaves, vacations, and sabbaticals. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Oversee the work of teachers and other school personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. Provide for a staff record-keeping system. | 5 | 4 | 3 | 2 | 1 | 0 |

How __important__ is the
performance of this task
in your job as a local
administrator?

**Task Statements**

(Circle __one__ response)

| | Great Impor- tance | | | | No Impor- tance | |
|---|---|---|---|---|---|---|
| 17. Plan and conduct staff meetings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. Prepare bulletins and other communications designed to keep staff informed. | 5 | 4 | 3 | 2 | 1 | 0 |
| 19. Observe and evaluate staff performance. | 5 | 4 | 3 | 2 | 1 | 0 |
| 20. Recommend staff promotions and dismissals. | 5 | 4 | 3 | 2 | 1 | 0 |
| 21. Provide guidance to the staff on legal matters affecting the school program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 22. Interpret and apply affirmative action laws and regulations. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY D:  STAFF DEVELOPMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Assess staff development needs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Assist in the preparation of individual staff profiles. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Counsel with staff regarding personnel development needs and activities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Conduct workshops and other in-service programs for professional personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Arrange for workshops and other in-service programs for professional personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Provide for in-service programs for supportive personnel. | 5 | 4 | 3 | 2 | 1 | 0 |

**Importance of Task**

How _important_ is the
performance of this task
in your job as a local
administrator?

Task Statements

(Circle _one_ response)

| | Great<br>Impor-<br>tance | | | | No<br>Impor-<br>tance | |
|---|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 7. Provide for preservice programs for<br>professional personnel | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Arrange for staff exchanges with business<br>and industry. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Assist supervising teachers in planning for<br>and working with student teachers. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Evaluate staff development programs. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY E: PROFESSIONAL RELATIONS AND
SELF-DEVELOPMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Maintain ethical standards expected of a<br>professional educator. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Develop and maintain professional relation-<br>ships with other administrators. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Develop and maintain professional relation-<br>ships with state department of education<br>personnel. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Develop and maintain relationships with<br>personnel in professional organizations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Participate in professional organizations. | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Participate in professional meetings for<br>self-improvement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Promote professional image through personal<br>appearance and conduct. | 5 | 4 | 3 | 2 | 1 | 0 |

<u>Importance of Task</u>

How <u>important</u> is the
performance of this task
in your job as a local
administrator?

**Task Statements**

(Circle <u>one</u> response)

| Task Statements | Great Impor- tance | | | | No Impor- tance | |
|---|---|---|---|---|---|---|
| 8. Prepare policy and commendation statements. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Represent teacher interests and concerns to other administrators and the board. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Develop effective interpersonal skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Write articles and materials for journals and other professional media. | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Read and use information from professional journals, reports, and related materials for self-improvement. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Apply management by objectives (MBO) techniques to personal work assignments. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Develop cooperative problem-solving and decision-making skills. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Assess personal performance as an administrator. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY F: SCHOOL/EMPLOYER/COMMUNITY RELATIONS

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Develop a plan for promoting good public relations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Prepare and recommend public relations and communications policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Develop working relationships with employers and agencies. | 5 | 4 | 3 | 2 | 1 | 0 |

How __important__ is the
performance of this task
in your job as a local
administrator?

Task Statements

(Circle __one__ response)

| | Great<br>Impor-<br>tance | | | | No<br>Impor-<br>tance | |
|---|---|---|---|---|---|---|
| 4. Prepare and recommend cooperative agree-<br>ments with other agencies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Involve community leaders (political and<br>non-political) in school programs and<br>activities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Participate in school organizations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Participate in community organizations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Promote good relationships between voca-<br>tional and general education staff. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Encourage staff participation in community<br>civic, service, and social organizations. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Promote cooperative efforts of parents and<br>teacher groups. | 5 | 4 | 3 | 2 | 1 | 0 |
| 11. Conduct informational programs for the<br>public (such as open house and career<br>awareness programs). | 5 | 4 | 3 | 2 | 1 | 0 |
| 12. Make public presentations on school<br>programs and activities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Conduct public hearings and meetings on<br>school issues. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Conduct recognition programs for students,<br>staff, and community supporters. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Write news releases for school and area<br>media. | 5 | 4 | 3 | 2 | 1 | 0 |

<u>Importance of Task</u>

How <u>important</u> is the performance of this task in your job as a local administrator?

**Task Statements**

(Circle <u>one</u> response)

| | Great Impor- tance | | | | No Impor- tance |
|---|---|---|---|---|---|

| | | | | | | |
|---|---|---|---|---|---|---|
| 16. Obtain and analyze informal feedback about the school. | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. Evaluate the public relations programs. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY G:   FACILITIES AND EQUIPMENT MANAGEMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Assess the need for physical facilities | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Conduct land and facility feasibility studies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Oversee architectural planning. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Apply building code regulations to school facilities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Submit facility and equipment specifications. | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Analyze building and equipment contract bids. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Procure equipment and furnishings. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Plan space requirements for programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Establish preventative maintenance program for equipment and facilities. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Establish vehicle maintenance program. | 5 | 4 | 3 | 2 | 1 | 0 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 11. Arrange for student transportation services. | 5 | 4 | 3 | 2 | 1 | 0 |

<u>Importance of Task</u>

How <u>important</u> is the performance of this task in your job as a local administrator?

**Task Statements**

(Circle <u>one</u> response)

| | Great<br>Impor-<br>tance | | | | No<br>Impor-<br>tance | |
|---|---|---|---|---|---|---|

| Task Statements | Great Importance | | | | No Importance | |
|---|---|---|---|---|---|---|
| 12. Develop and implement safety programs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Establish emergency plans (such as fire and disaster). | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Develop long-range facility and equipment plans. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY H: BUSINESS AND FINANCIAL MANAGEMENT

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. Prepare and recommend financial policies. | 5 | 4 | 3 | 2 | 1 | 0 |
| 2. Establish purchasing and payment procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Establish receiving and shipping procedures. | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Prepare and regulate operational budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 5. Prepare and regulate program budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 6. Prepare and regulate capital improvement budgets. | 5 | 4 | 3 | 2 | 1 | 0 |
| 7. Prepare long-range budgets based on total program requirements. | 5 | 4 | 3 | 2 | 1 | 0 |
| 8. Adopt an appropriate financial accounting system. | 5 | 4 | 3 | 2 | 1 | 0 |
| 9. Locate sources of funds for program development and operation. | 5 | 4 | 3 | 2 | 1 | 0 |
| 10. Present levies and bond issues to voters. | 5 | 4 | 3 | 2 | 1 | 0 |

<u>Importance of Task</u>

How <u>important</u> is the
performance of this task
in your job as a local
administrator?

Task Statements

(Circle <u>one</u> response)

| | Great Impor- tance | | | | No Impor- tance | |
|---|---|---|---|---|---|---|

11. Approve all major expenditures.

| | | | | | | |
|---|---|---|---|---|---|---|
| 12. Approve requisitions and work orders. | 5 | 4 | 3 | 2 | 1 | 0 |
| 13. Arrange for the investment of surplus funds. | 5 | 4 | 3 | 2 | 1 | 0 |
| 14. Provide for the collection of student fees. | 5 | 4 | 3 | 2 | 1 | 0 |
| 15. Establish and maintain a petty cash fund. | 5 | 4 | 3 | 2 | 1 | 0 |
| 16. Determine insurance coverage needs. | 5 | 4 | 3 | 2 | 1 | 0 |
| 17. Select and maintain an insurance program. | 5 | 4 | 3 | 2 | 1 | 0 |
| 18. Prepare local, state, and federal reports. | 5 | 4 | 3 | 2 | 1 | 0 |

CATEGORY I:  SURVIVAL SKILLS

1. Politics

| | | | | | | |
|---|---|---|---|---|---|---|
| - Establish policy for dealing with political campaigns (local, state) | 5 | 4 | 3 | 2 | 1 | 0 |
| - Build appropriate relationships with elected officials (local, state) | 5 | 4 | 3 | 2 | 1 | 0 |
| - Work within local power structure | 5 | 4 | 3 | 2 | 1 | 0 |

2. School Board Operation and Relationships

| | | | | | | |
|---|---|---|---|---|---|---|
| - Develop agenda | 5 | 4 | 3 | 2 | 1 | 0 |

Importance of Task

How **important** is the
performance of this task
in your job as a local
administrator?

**Task Statements**

(Circle **one** response)

| | Great Impor-tance | | | | No Impor-tance | |
|---|---|---|---|---|---|---|

| Task | Great Impor- tance | | | | No Impor- tance | |
|---|---|---|---|---|---|---|
| - Operate within the open meeting law specifications | 5 | 4 | 3 | 2 | 1 | 0 |
| - Develop policy | 5 | 4 | 3 | 2 | 1 | 0 |
| - Consider role, responsibility and authority of Board in establishing effective working relationship | 5 | 4 | 3 | 2 | 1 | 0 |
| 3. Management Skills and Leadership Styles (managing yourself, others, change, avoiding conflicts) | 5 | 4 | 3 | 2 | 1 | 0 |
| 4. Computer Literacy | | | | | | |
| - Consider potential for use in administration and instruction | 5 | 4 | 3 | 2 | 1 | 0 |
| - Consider appropriate systems available and make decisions for use | 5 | 4 | 3 | 2 | 1 | 0 |