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RECOMMENDED CRITERIA AND REPORTED PRACTICES IN THE

RECRUITMENT AND SELECTION OF

ELEMENTARY PRINCIPALS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

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BY

AMOS KENNETH STERN

Norman, Oklahoma

1975

**RECOMMENDED CRITERIA AND REPORTED PRACTICES IN THE
RECRUITMENT AND SELECTION OF
ELEMENTARY PRINCIPALS**

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Chapter 1

INTRODUCTION

Personnel is one of the several resources available to the board of education of a public school district for fulfilling its educational obligations to the children of its district. The selection of personnel to perform previously determined duties is an important obligation for which the board of education is responsible statutorily. Assisting the board in the performance of its duties is the administrative staff comprised of the superintendent, central office administrators and principals. Recruitment and selection of the best qualified persons to occupy these administrative positions are requisite to the operation of the school district at an optimal level. Anderson stated that the problem of selecting administrators is not one of insufficient quantity, but rather insufficient quality.¹ Hemphill, Griffiths and Frederiksen were cognizant of the

¹Donald P. Anderson, "Recruiting Leaders for Tomorrow's Schools," The National Elementary Principal, XLIV (April, 1965), 48.

implications relevant to the selection process when they concluded, "Selection remains what it has always been, a highly complex act."²

The twenty-five year period beginning in the late 1940's and continuing to the early 1970's saw the institution of several techniques designed to aid in the recruitment and selection process. Relating to recruitment were discussions on the advantages and disadvantages of recruiting people currently employed outside the school district. Grieder answered the question, Should principals be appointed from inside or outside the school district?, by suggesting that the best possible candidates should be recruited and selected regardless of their present place of employment.³

Group interviews, the formation of selection committees and the requirement that candidates complete mental and personality tests are examples of techniques which have been instituted by some school districts to aid in the

²John K. Hemphill, Daniel E. Griffiths, and Norman Frederiksen, Administrative Performance and Personality (New York: Bureau of Publications, Teachers College, Columbia University, 1962), p. 339.

³Calvin Grieder, "Homegrown Principals," Nation's Schools, LXXVI (October, 1965), 12.

selection process.^{4,5}

Not all school districts have implemented procedures recommended by researchers and authorities in the field. After conducting a study in which superintendents of twenty-nine schools in the San Francisco area were asked to describe the qualities they looked for in candidates for subordinate administrative positions, Briner concluded, "It seems clear that these superintendents lacked a rational and systematic procedure for appraising the qualifications of candidates."⁶ Continuing, he stated:

But in view of the need for continuing improvement of administrative leadership in positions subordinate to the superintendent, it is suggested that a more systematic approach may enable the superintendent to control the impulse to act arbitrarily and to make more rational selection decisions.⁷

Recommendations regarding criteria to be used in recruiting and selecting elementary school principals have

⁴W. R. Flesher, and Hugh S. Morrison, "Current Practices in the Selection of School Principals," Ohio Schools, XXXIV (April, 1956), 10.

⁵Arthur Templeton, "The Yonker's System of Selecting Principals," The School Executive, LXXI (June, 1952), 61.

⁶Conrad Briner, "The Superintendent and the Selection of Subordinate Administrators," Administrators Notebook, VIII (February, 1960).

⁷Ibid.

been proposed by several groups in education. Two authorities in the field of elementary education, Otto and Sanders, concluded that:

School superintendents have not been very active in recruiting and encouraging promising individuals to explore themselves and their interest in preparing for an administrative appointment. Mostly school superintendents have passively waited, hoping that a well-qualified candidate would appear in case a principalship should become vacant.⁸

The American Association of School Administrators has recognized the importance of selecting the appropriate principal for a school. In the report of the Committee on the Selection of School Principals a series of significant recommendations was offered pointing to objective approaches to the challenge of selecting the right principal for the right school.^{9,10} The Committee reported:

It is difficult to overestimate the contributions of the principal to the improvement of education. The selection of people for this important administrative leadership position is clearly one of the most important

⁸Henry J. Otto and David C. Sanders, Elementary School Organization and Administration (New York: Appleton-Century-Crofts, 1964), pp. 396-97.

⁹AASA Committee on the Selection of School Principals, The Right Principal for the Right School (Washington, D. C.: American Association of School Administrators, 1967), p. 7.

¹⁰For examples of criteria recommended, see Appendix Z.

decisions confronting a superintendent of schools.¹¹

Based on the results of a study to determine to what extent superintendents used recommended criteria in the recruitment and selection of elementary school principals, Wood proposed several criteria. School district officials should seek the best candidate regardless of age, sex, marital status, race, socioeconomic status and religion.¹² The implications of these requirements, mandated by the United States Department of Health, Education and Welfare and the courts, are of incalculable importance to superintendents and school districts.

It is insufficient to have criteria recommended by authorities in the field, researchers, practitioners and organizations. To be tested as valid these criteria first must be utilized by the superintendents and boards of education.

JUSTIFICATION OF THE STUDY

A study to identify reported practices in the

¹¹AASA Committee on the Selection of School Principals, The Right Principal for the Right School, p. 6.

¹²George Todd Wood, "The Selection of Elementary School Principals in Indiana," Dissertation Abstracts, 33:4776, March, 1973.

recruitment and selection of elementary school principals would not be unique. Several studies have been conducted but the majority have been limited to specific states. In the past two decades fourteen studies have been conducted, nine of which were at the state level, one each at the city, county, and national level and two at the regional level.

Single studies have been conducted in North Carolina,¹³ Texas,¹⁴ Georgia,¹⁵ Ohio¹⁶ and Oklahoma.¹⁷ In Indiana one study was conducted in 1958¹⁸ and one in

¹³Robert Miller Howard, "Recruitment and Selection of Elementary Principals in North Carolina" (unpublished Doctor's dissertation, University of North Carolina, 1972), p. 5.

¹⁴Ralph Harris Poteet, "Criteria for the Selection of Public Elementary School Principals in the State of Texas," Dissertation Abstracts, 29:3395, April, 1969.

¹⁵Arthur E. Justice, "Criteria for the Selection of Principals of Public Elementary Schools in the State of Georgia" (unpublished Doctor's dissertation, Duke University, 1965), p. 4.

¹⁶Richard L. Featherstone, "The Selection and on-the-Job Preparation of Elementary School Principals in Ohio Cities," Dissertation Abstracts, 15:1015, December, 1955.

¹⁷George T. Glover, "The Selection and Retention of Elementary School Principals in Oklahoma" (unpublished Doctor's dissertation, University of Oklahoma, 1970), p. 6.

¹⁸Howard A. Stapley, "A Study of the Identification, Local Pre-Service Training, Selection, and Orientation of Elementary School Principals in Selected Indiana Schools" (unpublished Doctor's dissertation, Indiana University, 1958), p. 4.

1973.¹⁹ Two studies were conducted in Pennsylvania.^{20,21} Studies conducted at the city, county and national level included Detroit,²² Fairfax County, Virginia,²³ and school districts in cities with populations over 250,000²⁴ respectively. One regional study surveyed the superintendents of ten school districts in eight states.²⁵ The states were

¹⁹Wood, "The Selection of Elementary School Principals in Indiana."

²⁰Peter G. Hronakes, "Practices in the Selection of the Elementary School Principal" (unpublished Doctor's dissertation, University of Pittsburgh, 1971), p. 5.

²¹Jack W. Bronfeld, "A Study to Identify Criteria Utilized in Selection and Appointment of Full-Time Elementary School Principals in the Commonwealth of Pennsylvania" (unpublished Doctor's dissertation, Pennsylvania State University, 1962), p. 2.

²²Rose M. Schmidt, "An Appraisal of Factors Relating to the Selection of Assistant Principals and Principals for Detroit Public Elementary Schools for the Period 1957-1963," Dissertation Abstracts, 26:4402, February, 1966.

²³Christine Y. Chadwick, "The Relationship of Selected Factors to Teacher-Principal Opinion Concerning Conditions and Practices Affecting the Selection of Elementary School Principals," Dissertation Abstracts, 32:3596, January, 1972.

²⁴Jay E. Greene, "Current Practices in the Selection of Principals of Public Schools in Cities with Population over 250,000" (unpublished Doctor's dissertation, New York University, 1954), p. 1

²⁵Homer Lawson, "The Perspectives of Selected Superintendents on the Criteria Utilized in the Selection of Candidates for the Elementary Principalship" (unpublished Doctor's dissertation, Indiana University, 1973), p. 79.

Indiana, Illinois, Michigan, New York, Ohio, Pennsylvania, West Virginia and Wisconsin. A second regional study included school districts accredited by the North Central Association of Colleges and Secondary Schools.²⁶

Excluding the study conducted in 1954 of school districts located in cities with populations over 250,000 no studies had been nationwide. More specifically, no studies had included states located in the western half of the United States.

The preceding paragraphs explicitly pointed out the necessity for a survey at the national level. The only national study was conducted twenty years ago. According to the literature, practices in the recruitment and selection of elementary principals had changed. Previously, few school districts had any written policies relating to recruitment and selection.²⁷ At one time there were those who advocated the use of mental and psychological tests.²⁸

²⁶Levan R. Scott, "A Study of the Criteria Used by Public School Superintendents for the Selection of Title I/ Inner City Elementary Principals" (unpublished Doctor's dissertation, Ball State University, 1973), p. 3.

²⁷Featherstone, p. 1015.

²⁸Francis J. Ebert, "An Empirical Evaluation of Five Tests for the Selection of Elementary School Principals," Dissertation Abstracts, 21:2548, March, 1961.

The problem remained, however, to determine what reported practices existed in contemporary public school districts with student enrollments in excess of 20,000.

In the literature there was a paucity of information relevant to which organizations or institutions or both recommended criteria to be used in the recruitment and selection of elementary school principals. Assuming that organizations and institutions recommended criteria and that school personnel who were members of these organizations and institutions received these criteria, it would seem that correspondences existed between the criteria recommended and the practices reported.

Otto and Sanders recognized the importance of the local principals' association relating to the selection of elementary principals:

Leadership for the improvement of local procedures and criteria for the selection of principals should issue from the local principals [sic] association. If such leadership is not provided by the local principals [sic] group inappropriate procedures may prevail indefinitely or the board of education may adopt policies which will be disapproved by the local principals.²⁹

Because the school, as a public institution, is influenced by the culture in which it functions, both education-oriented and non education-oriented organizations

²⁹Otto and Sanders, p. 396.

influence the operation of the school. As professionals, administrators should look to education-oriented organizations for recommendations. As educational practitioners, administrators should consider criteria recommended by non education-oriented organizations. In the areas of civil rights and discrimination, the past decade has been the scene of increased influence by the legislative and judicial branches of government.³⁰

The justification or need for this study was based on two premises. First, there had not been a nationwide study in the last twenty years of reported practices in the recruitment and selection of elementary school principals. A nationwide study would permit the researcher to present generalizations about reported recruitment and selection practices in public school districts with 20,000 or more students. Secondly, identification of the national and state education-oriented and non education-oriented organizations, colleges and universities and local elementary principals' associations or local administrators' associations which had formulated and published a set of criteria helped the researcher determine what correspondences, if

³⁰See, for example, "Guidelines on Employee Selection Procedures," Federal Register, (August 1, 1970), XXXV, No. 149, 12333-12336.

any, existed between recommended criteria and reported practices.

According to Good, the purposes of descriptive-survey investigations may be:

1. To secure evidence concerning an existing situation or current condition
2. To identify standards or norms with which to compare present conditions, in order to plan the next step
3. To determine how to make the next step (having determined where we are and where we wish to go).³¹

With these purposes in mind, the researcher collected and analyzed the data. The conclusions and findings should be of interest to superintendents and personnel directors involved in the process of selecting elementary principals, to persons aspiring to be elementary principals, and to professors of educational administration who are involved in preparing and/or recommending persons for elementary principalships.

STATEMENT OF THE PURPOSE

The purposes of this study were: to identify the criteria recommended by national and state education-

³¹Carter V. Good, Essentials of Educational Research (New York: Appleton-Century-Crofts, 1966), p. 192.

oriented and non education-oriented organizations, by college and university professors of educational administration and by local elementary principals' associations or local administrators' associations for use in the recruitment and selection of elementary principals in public school districts; to identify practices reported in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students; and to determine the correspondences, if any, that existed between the criteria recommended and the practices reported in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students.

STATEMENT OF THE PROBLEM

What correspondences existed between the recommended criteria and the reported practices in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students? Subproblems included:

1. What criteria were recommended by national and state education-oriented and non education-oriented organizations, by college and university professors of educational administration and by local elementary principals' associations or local administrators' associations for use in the

recruitment and selection of elementary principals in public school districts?

2. What practices reportedly were used in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students?

DEFINITION OF TERMS

Several terms to be used throughout the study required clarification. The definitions of these terms were as follows:

NCATE

The National Council for Accreditation of Teacher Education (NCATE) is a national agency for accrediting education programs for the preparation of elementary and secondary teachers and school service personnel. The council accredits only programs at institutions offering at least a four year bachelor's degree curriculum in teacher education which have applied voluntarily for accreditation and have been found to meet the council's standards.

National Education-Oriented Organization

For the purpose of this study, a national education-oriented organization was an organization at the national

level which had its primary orientation in education.

National Non Education-Oriented
Organization

For the purpose of this study, a national non education-oriented organization was an organization at the national level which had its primary orientation in non education areas, but may have recommended criteria relevant to the recruitment and selection of elementary school principals.

State Education-Oriented
Organization

For the purpose of this study, a state education-oriented organization was an organization at the state level which had its primary orientation in education.

State Non Education-Oriented
Organization

For the purpose of this study, a state non education-oriented organization was an organization at the state level which had its primary orientation in non education areas, but may have recommended criteria relevant to the recruitment and selection of elementary school principals.

Local Elementary Principals'
Association

For the purpose of this study, a local elementary

principals' association was an association of elementary principals organized at the school district level.

Local Administrators'
Association

For the purpose of this study, a local administrators' association was an association of administrators organized at the school district level.

Public School District
Organizational Patterns

For the purpose of this study, public school district organizational patterns included the following:

1-8. This pattern included grades one through eight.

1-12. This pattern included grades one through twelve.

K-8. This pattern included kindergarten and grades one through eight.

K-12. This pattern included kindergarten and grades one through twelve.

PK-8. This pattern included pre-kindergarten, kindergarten and grades one through eight.

PK-12. This pattern included pre-kindergarten, kindergarten and grades one through twelve.

PK-PG. This pattern included pre-kindergarten, kindergarten, grades one through twelve and junior

college.

Recruitment

For the purpose of this study, recruitment was defined as the process by which qualified persons were informed of a position available in an elementary principalship of a public school district and recruiters assessed their potential interest.

Selection

For the purpose of this study, selection was defined as the process of assessing candidates for elementary school principalships.

LIMITATIONS

To the extent that selected individuals contributed valid information, the results of this study were accurate. As is the case with most research in the social sciences, the researcher was dependent upon the respondents' cooperation.

The study was limited to four areas. First, selected national and state organizations were requested to respond to a questionnaire. Secondly, the colleges and universities were selected subject to their having received

accreditation in administration certificate and degree programs by the National Council for Accreditation of Teacher Education. Thirdly, only public school districts located in the fifty states of the United States having enrollments over 20,000 and including, but not limited to, grades 1-8 were selected to participate in the study. And fourthly, the study was limited to criteria recommended and practices reported in the recruitment and selection of elementary school principals. The study did not include criteria recommended and practices reported in the preparation, assignment and in-service education of elementary school principals.

ORGANIZATION OF THE STUDY BY CHAPTERS

The introduction, the justification for the study, the statement of the purpose, the statement of the problem, definitions of terms, limitations and organization of the study by chapters were presented in Chapter 1. The literature relevant to the criteria recommended and the practices reported in the recruitment and selection of elementary school principals are reviewed in Chapter 2. Methodology and procedure comprise Chapter 3. Subsumed under this heading are a description of the populations, the sampling

procedures, the steps to be followed when collecting the data, the procedures for analyzing and interpreting the data and a summary of the pilot study. Chapter 4 includes the presentation, analysis and interpretation of the data. The summary, conclusions, recommendations and implications for further study are included in Chapter 5.

Chapter 2

THE REVIEW OF THE LITERATURE

The development and expansion of the procedures of recruitment and selection of elementary school principals had provided the content for a plethora of writings. One possible reason for the amount written was the recognition of the uniqueness of the elementary school principalship and the importance of the elementary principal. Gross and Herriott stated:

Of all the administrative officials in the complex bureaucracy that manages public school systems in the United States, few have at their command greater potentialities for influencing directly the type and quality of education young pupils receive than has the elementary school principal.³²

This succinct statement provided the support for the necessity of developing and implementing defensible procedures of recruitment and selection of elementary school principals.

RECRUITMENT OF ELEMENTARY SCHOOL PRINCIPALS

Research conducted in the form of surveys indicated

³²Neal Gross and Robert E. Herriott, "The EPL of Elementary Principals," The National Elementary Principal, XLV (April, 1966), 66.

that school districts do not utilize identical procedures when recruiting candidates for the elementary principalship. One example was that of a survey conducted in 1948 by the Department of Elementary School Principals in which the major method of recruitment was "observation by the superintendent."³³ Additional findings were that sixty-nine percent of the superintendents in the cities surveyed indicated that anyone could apply for the principalship and that forty-one percent of the superintendents asked colleges to supply names of potential candidates.³⁴ These statistics were indicative of the lack of an overwhelming majority of cities using similar procedures. Similar results were obtained by Stapley in 1958.³⁵

Problem areas in recruitment needing revisions, as identified by Yerkovich, included lengthy, ill-designed application forms, duplication of information available in college placement folders but also requested in application forms, and lack of professional courtesy exhibited by school districts when they failed to apprise unsuccessful

³³The Elementary-School Principalship—Today and Tomorrow, Twenty-Seventh Yearbook of the Department of Elementary School Principals (Washington: National Education Association, 1948), p. 135.

³⁴Ibid.

³⁵Stapley, p. 199.

candidates of their status.³⁶

Need for Recruiting

Stated earlier in Chapter 1, recruitment was defined as the process by which qualified persons were informed of a position available in an elementary principalship of a public school district and their potential interest was assessed. As early as 1948 the Department of Elementary School Principals exhorted:

It should be perfectly clear that no plan for selecting principals can be fully effective unless there is a plan for attracting candidates. Without plans and procedures for recruitment, the supply of potential appointees³⁷ necessarily rests largely upon an accidental basis.

The Public Education Association suggested that, "Many a conscientious selection process has yielded poor results because of failure [sic] to recruit a sufficient pool of high quality candidates from which to select."³⁸

Cognizant of the responsibilities of the superintendent relevant to the recruitment and selection of

³⁶Raymond J. Yerkovich, "Recruitment: Overhauling Archaic Practices," The Clearing House, XLIII (February, 1969), 328-29.

³⁷The Elementary-School Principalship—Today and Tomorrow, p. 133.

³⁸Workbook on Procedures for Selecting Supervisors (New York: Public Education Association, 1971), p. IV-1.

elementary principals, Otto and Sanders expressed concern over the attitudes and practices of superintendents. They concluded that school superintendents often have waited passively for well qualified candidates to appear when a principalship became vacant.³⁹ Otto and Sanders then suggested that:

Such haphazard recruitment procedures frequently result in filling the vacancy with merely the best person currently available even though that person has no special preparation and little promise of becoming the type of educational statesman needed in elementary school principalships.⁴⁰

The AASA Committee on the Selection of School Principals, in expressing a concern for the elimination of the potential for haphazard recruitment procedures, recommended that formal identification and recruitment procedures for school principals be developed in every school system. Also it recommended that procedures be designed carefully and systematically to facilitate identification and selection of the best candidate.⁴¹

Persons Who Recruit

An important responsibility of the board of

³⁹ Otto and Sanders, pp. 396-97.

⁴⁰ Ibid.

⁴¹ AASA Committee on the Selection of School Principals, p. 43.

education of a school district is to formulate policies to guide the recruitment and selection of personnel. The responsibility for the execution of these policies rests in the superintendency. This delineation of responsibilities was stated unequivocally by the American Association of School Administrators.⁴² Although the responsibility for recruitment and selection of school principals rests in the superintendency, there are several sources available to the superintendent to assist him in the performance of this function.

Based upon the premises that the success of an organization is dependent upon the quality of personnel occupying roles within the organization and that the key to tapping this quality resides in the leadership provided, Anderson stated that the selective recruitment of educational leaders is a problem which deserves the attention of every member of the profession.⁴³ A task too important to be left to chance, recruitment is also too complex to be solved by a small isolated group of practicing administrators or professors.⁴⁴

A proposal for identifying and hiring administrators in large urban school districts was submitted by Buckley.

⁴²Ibid., p. 9. ⁴³Anderson, p. 47. ⁴⁴Ibid., p. 52.

Step one of this six-step method should be the creation of an Office of Executive Selection. As a subdivision of the personnel department, the OES would be responsible for the identification and preliminary hiring of administrators.⁴⁵ Step four should involve the identification of potential administrators when persons initially enter the district as appointees to teaching positions.⁴⁶

Otto and Sanders discussed the implications of selecting classroom teachers for principalships:

Prospective principals are recruited from the ranks of classroom teachers. The principal is in a better position than anyone else to identify teachers who have mature judgment, well above average intelligence, skill in working with others, ability to communicate effectively, sound health, dependability, capacity and willingness to accept responsibility, executive skill, and who demonstrate excellence in teaching and other personal qualities essential for success in administration.⁴⁷

A method was suggested for recruiting educators, specifically black educators, and involved persons not necessarily closely connected with the school district. This method, equivalent to employing a private recruiting agency, would be to put a few strategically located people on a continuing contract and pay them a yearly stipend to

⁴⁵James J. Buckley, "The Determination to Pioneer: Six Ways of Improving the Process of Selecting Urban School Administrators," Phi Delta Kappan, LII (February, 1971), 361.

⁴⁶Ibid., p. 362.

⁴⁷Otto and Sanders, p. 397.

keep their eyes open for persons exhibiting qualities and characteristics desired by school districts. 48

Potential Recruittees

Concern over the image of the principal being presented to high school students was expressed by Cocking and Anderson. For Cocking, the initial step in recruitment was for school administrators to present a positive view of school administration.⁴⁹ Concurring, Anderson stated that, if secondary students were presented a positive image of the principal, maybe more and better principals could be attracted in the future.⁵⁰ Two additional possible pools of talent discussed by Anderson were persons currently in the teaching profession and college and graduate students in areas other than education.⁵¹

For a study using students in business administration, Miner developed an instrument designed to identify managerial talent early.⁵² Beginning with the assumptions

⁴⁸"The Elusive Black Educator: How to Find, Hire and Keep Him," School Management, XIII (March, 1969), 68.

⁴⁹Walter D. Cocking, "Recruitment of School Administrators," School Executive, LXV (March, 1946), 7.

⁵⁰Anderson, pp. 49-50. ⁵¹Ibid., 50.

⁵²John B. Miner, "The Early Identification of Managerial Talent," Personnel and Guidance Journal, XLVI (February, 1968), 590.

that managerial talent could be identified early and, that persons possessing this talent could be promoted to managerial positions, he developed the Miner Sentence Completion Scale.⁵³ The MSCS measured the kind of motives which existed prior to entry into a managerial career.⁵⁴ Miner concluded:

Whatever can be done to aid the entry of individuals with high MSCS scores into managerial occupations would appear to be beneficial not only to them, but to the organizations in which they may work as well.⁵⁵

Early identification of managerial or administrative talent would appear to be beneficial to school districts. If this were feasible, there might be implications for recruitment and selection. But it would not necessarily eliminate the controversy over the school districts' acceptance of or refusal to consider applicants from other districts. Grieder commented on this controversy by suggesting that it was receiving more attention possibly because of a recent emphasis on internships. School districts actively engaged in providing administrative internships would have a ready supply available. Cognizant of the advantages and disadvantages of hiring within, as well as, outside the district, he stated that the primary consideration should be

⁵³Ibid., p. 587.

⁵⁴Ibid., p. 590.

⁵⁵Ibid.

the recruitment and selection of the best possible candidates regardless of their present place of employment.⁵⁶

Recently there has been some intensification of the desirability of recruiting and hiring administrators from vocations other than education. Gifford described the National Program for Educational Leadership—a program designed to attract and train persons from vocations other than education for positions in the higher echelons of administration in large urban school systems. The program was based on the premises that outsiders may have a more objective viewpoint regarding the problems in education and, that their experiences may be beneficial to education.⁵⁷

The most recent development which has potential implications for school districts when recruiting elementary school principals is the affirmative action plan established by the United States Equal Employment Opportunity Commission. To insure that nondiscrimination is practiced when recruiting and selecting personnel, the EEOC furnishes technical assistance to aid voluntary compliance with the law.⁵⁸

⁵⁶Grieder, "Homegrown Principals," 12.

⁵⁷Beverly Gifford, "A New Path to Educational Leadership," American Education, VII (December, 1971), 9.

⁵⁸Evelyn M. Idelson, Affirmative Action and Equal Employment (Washington: Government Printing Office, 1974), Inside front cover.

Reported Practices
in Recruitment

To identify and recruit the best possible candidate, a prerequisite would be the formulation of formal identification and recruitment procedures.⁵⁹ Drake concluded in 1965 that there was a considerable disparity between practice and the ideal.⁶⁰ In the same year Justice found that only twenty-three percent of the superintendents responding indicated that they used a formal recruitment program to recruit elementary principals.⁶¹ Howard concluded in 1972 that, ". . . some formal identification and recruitment procedures were being used to recruit elementary principals. . . ."⁶² Also in 1973 Lawson found, in a survey which included ten school districts, that only one had a written policy which contained specific guidelines for the recruitment and selection of candidates for the elementary principalship.⁶³

⁵⁹AASA Committee on the Selection of School Principals, p. 43.

⁶⁰Jackson M. Drake, "An Analysis of Reported Criteria and Procedures Used in the Selection of Secondary School Principals by Certain School Districts in the State of Illinois," Dissertation Abstracts, 26:816, August, 1965.

⁶¹Justice, pp. 165-66.

⁶²Howard, p. 90.

⁶³Lawson, p. 80.

Dissimilar results relating to methods utilized by school districts to announce a vacancy in a principalship were obtained by Greene and Lawson. Slightly more than fifty percent of the school districts surveyed by Greene in 1954 indicated that no public announcements requesting applications were made.⁶⁴ Twenty years later public announcements were placed in school system bulletins by nine of the ten districts surveyed by Lawson in 1973.⁶⁵

Superintendents obtained the names of prospective candidates in several ways. Greene's research indicated that applicants in almost all of the cities surveyed could either file applications on their own behalf or be recommended by supervisors. But, in fifty percent of the cities, names were submitted for consideration only by supervisors.⁶⁶ More recently, Lawson found that recommendations of administrators of other districts were received by superintendents in nine of ten school districts.⁶⁷ Services offered by college and university placement bureaus were used more frequently and extensively than any other agency.⁶⁸ All ten districts surveyed by Lawson indicated that they

⁶⁴Greene, p. 148.

⁶⁵Lawson, p. 80.

⁶⁶Greene, p. 148.

⁶⁷Lawson, p. 80.

⁶⁸Bronfeld, p. 104.

relied upon suggestions by the local administrative staff to contact candidates.⁶⁹

One area in which similar practices were reported in two studies was in preferential treatment of candidates presently employed within the system. Insiders were given preferences in ninety percent of the cities surveyed by Greene. In this same study superintendents in fifty percent of the cities indicated that they did not accept applications from "out-of-towners."⁷⁰ Howard reported that ninety-one percent of the superintendents responding stated a preference for recruiting principals from among persons presently employed.⁷¹

Of those school districts searching for candidates outside their systems, most confined their search within the states in which they were located. Superintendents surveyed in Indiana in 1958⁷² and in Pennsylvania in 1962⁷³ indicated that they confined their search within their respective states.

⁶⁹Lawson, p. 80.

⁷⁰Greene, p. 148.

⁷¹Howard, p. 90.

⁷²Stapley, p. 201.

⁷³Bronfeld, p. 104.

SELECTION OF ELEMENTARY SCHOOL PRINCIPALS

Selecting capable personnel for administrative positions is a recurring problem for school districts.

Commenting on the problem, the AASA stated:

. . . the selection of capable individuals who will be effective administrators for the schools presents a problem as great and probably more crucial than that of training them.⁷⁴

The necessity for selecting an effective principal is obvious when s/he is described as ". . . a type of catalyst who can stimulate more dynamic educational programs in school attendance centers."⁷⁵

Several persons have addressed themselves to the problem of ascertaining what makes a person an effective principal. Stogdill surveyed the literature relating to personal factors associated with leadership and concluded:

⁷⁴AASA, The Superintendent as Instructional Leader, Thirty-fifth Yearbook (Washington, D.C.: American Association of School Administrators, 1957), p. 52.

⁷⁵AASA Committee on the Selection of School Administrators, p. 6.

The findings suggest that leadership is not a matter of passive status, or of the mere possession of some combination of traits. It appears rather to be a working relationship among members of a group, in which the leader acquires status through active participation and demonstration of his capacity for carrying cooperative tasks through to completion.⁷⁶

The studies surveyed indicated that capacity, achievement, responsibility, participation and status were all factors found to be associated with leadership.⁷⁷

Six variables were selected by Lipham to discover which contributed to the make-up of an effective administrator. As identified by superintendents, an effective administrator was inclined to engage in a purposeful activity, held specific goals for further study, stressed better job performance as a goal, was secure in home and work environments, was high on social ability and possessed adequate emotional control.⁷⁸

High intellectual competence, a broad educational background and successful leadership experience were deemed by Anderson as desirable traits in a public school

⁷⁶Ralph M. Stogdill, "Personal Factors Associated With Leadership: A Survey of the Literature," The Journal of Psychology, XXV (January, 1948), 66.

⁷⁷Ibid., p. 64.

⁷⁸James M. Lipham, "The Personal Variables of Effective Administrators," Administrator's Notebook, IX (September, 1960).

administrator.⁷⁹

The above-mentioned traits or personal variables were thought to be important to the success of a principal. Three traits, however, were hypothesized by some as not necessarily being sufficient explanations for the success of a principal. In one study, Rousseau found that principals who scored higher on the Perception of Administrative Interaction, developed by William Schutz, exhibited a high degree of scholarship as undergraduate students, had taken a considerable amount of graduate training in educational administration and had had a considerable amount of administrative experience. Those principals who had majored in elementary education as undergraduates, those who had had a considerable amount of teaching experience and those who had had a considerable amount of training in curriculum and supervision courses scored lower on the PAI.⁸⁰

Different results relating to the influence of the number of years of teaching experience were obtained by Hoyle and Randall. They identified five categories of problem attack behavior—problem recognition, problem

⁷⁹Anderson, p. 49.

⁸⁰Alan J. Rousseau, "The Elementary School Principal: What Training and Experience Factors Relate to His Success?" Oregon School Study Council Bulletin, XIV (May, 1971), 19-22.

analysis, group participation, administrator-action and administrator evaluation—and concluded that principals with more years of elementary school teaching experience were described as behaving more often on all five of these categories than principals with fewer years of elementary school teaching experiences.⁸¹

Gross and Herriott conducted an extensive study to determine the Executive Professional Leadership of elementary school principals. EPL was defined as:

. . . the efforts of an executive of a professionally staffed organization to conform to a definition of his role that stresses his obligation to improve the quality of staff performance.⁸²

They concluded that neither elementary or secondary school teaching experience nor the number of years of previous teaching experience discriminated among principals as to their EPL. No relationship was found to exist between previous administrative experience and EPL. Negatively related to EPL was the number of graduate courses completed

⁸¹John R. Hoyle and Robert S. Randall, "Problem-Attack Behavior and Sex, Prior Teaching Experience, and College Preparation of Elementary School Principals," The Journal of Experimental Education, XXXVI (Winter, 1967), 32.

⁸²Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, Inc., 1965), p. 22.

in educational administration.⁸³ If EPL were the criterion, the authors suggested that there were four personal attributes which had some predictive value in the selection of principals who promised a high degree of professional leadership: a high level of academic achievement in college, a high degree of interpersonal skills, the motive of service and the commitment of off-duty time to one's job.⁸⁴ Referring to the first of these four, it was found that the greater the intellectual ability of the principal, the greater his EPL.⁸⁵

Although the previous studies were conducted exclusively in education, somewhat similar results were obtained in a study conducted in business management. Livingston stated that the number of degrees held, the grades received in school and the formal management education programs were not accurate predictors of a manager's performance on the job.⁸⁶

After studying the literature and interviewing authorities in the field of education, Drake concluded that no

⁸³Ibid., p. 156.

⁸⁴Ibid., p. 157.

⁸⁵Ibid., p. 147.

⁸⁶J. Sterling Livingston, "Myth of the Well-Educated Manager," Harvard Business Review, XLIX (January-February, 1971), 79.

single characteristic, trait or talent considered alone could be used to identify general leadership success. Rather, success depended on the whole person and not his/her separate traits and abilities.⁸⁷

Criteria Recommended
in the Literature

Although it was important to search for candidates possessing desirable traits, another factor was crucial. Miner recognized this when he stated ". . . the road to successful selection . . . requires intensive analysis of individual districts."⁸⁸ Panush and others suggested that a diagnosis of the school's needs could be accomplished by using the Organizational Climate Index.⁸⁹ The realization that there are several reference groups which hold different expectations of the role of the principal prompted Ostrander and Dethy to suggest that the selection of a principal

⁸⁷Drake, p. 816.

⁸⁸John B. Miner, The School Administrator and Organizational Character (Eugene: University of Oregon, 1967), p. 83.

⁸⁹Louis Panush, Samuel A. Moore II, and Edgar A. Kelley, "Conceptual Change and the Role of the Principal," The National Association of Secondary School Principals Bulletin, LV (April, 1971), 66.

should be based, in part, on his/her fitness for the position.⁹⁰

Buckley castigated school districts using partially or totally unsatisfactory selection methods and procedures. He observed that inertia would not be dispelled if school districts selected administrators who buttressed the status quo.⁹¹

Regardless of the direction in which a district decided to move, it had to decide what kind of principal it needed.⁹² Those doing the selecting had to decide what qualities they would give priority.⁹³ A word of admonition was offered by Newell. Claiming that the selection process would be no better than the persons doing the selecting, he cautioned those persons to be cognizant of their tendencies to be biased toward symbolization of the family.⁹⁴ This

⁹⁰Raymond H. Ostrander and Ray C. Dethy, A Values Approach to Educational Administration (New York: American Book Company, 1968), p. 154.

⁹¹Buckley, pp. 361-62.

⁹²"How to Locate the Best Principal for Your District," School Management, VI (February, 1962), 54.

⁹³Richard C. Spitzer, "What Kind of Principal Do You Want?" The American School Board Journal, CXV (November, 1947), 29.

⁹⁴Clarence A. Newell, "Selection for Leadership," Educational Leadership, XX (December, 1962), 179.

problem, he stated, was manifested when the person who was hired was from the hirer's alma mater or came from his/her state.⁹⁵

Related closely to the discussion of the necessity of ascertaining what kind of person the district needed were the methods of assessing the qualities of candidates. Several assessment techniques have been recommended, but few have been found to have adequate predictive validity. McVey suggested the construction of objective instruments to assess personality.⁹⁶

A requisite for a principal, according to Goldman, was that s/he ". . . enjoy a high level of professional competency."⁹⁷ Concurring, Griffiths stated that, "Probably the most important single characteristic of a successful school administrator is high mental ability."⁹⁸ Supporting this statement was Miner who recommended:

⁹⁵Ibid.

⁹⁶Richard C. McVey, "Personality: A Key to Administrative Success," Administrator's Notebook, V (April, 1957).

⁹⁷Samuel Goldman, The School Principal (New York: Center for Applied Research in Education, 1966), p. 97.

⁹⁸Daniel E. Griffiths, The School Superintendent (New York: Center for Applied Research in Education, 1966), p. 63.

. . . that a minimum cut-off score on some measure of general intelligence or verbal ability may be used in selecting individuals for positions in educational administration.⁹⁹

Hall and McIntyre viewed the usage of a composite score on two or three tests as a negative screening device through the establishment of a reasonable cut-off point.¹⁰⁰ Assessment procedures tested in a study by Huse were interviews, projective tests and pencil-and-paper tests. He concluded that the relative validity of predictor ratings based on the psychometric data appeared to be higher than ratings based upon the interview or projective tests.¹⁰¹

During the 1950's several studies were conducted which focused on the use of tests for selecting administrators. After engaging in a six-year study the staff of the Department of Educational Administration and Supervision at the University of Tennessee reached this specific

⁹⁹Miner, The School Administrator and Organizational Character, p. 82.

¹⁰⁰Roy M. Hall and Kenneth E. McIntyre, "The Student Personnel Program," Administrative Behavior in Education, eds. Roald F. Campbell and Russell T. Gregg (New York: Harper and Brothers, 1957), p. 422.

¹⁰¹Edgar F. Huse, "Assessments of Higher-Level Personnel: IV. The Validity of Assessment Techniques Based on Systematically Varied Information," Personnel Psychology, XV (Summer, 1962), 204.

conclusion relating to the use of psychological tests:

The arbitrary use of standardized psychological test scores for the selection of potential school administrators seems to be a highly questionable practice.¹⁰²

Also the staff stated that ". . . there is no single instrument which can serve as a best predictor of effectiveness as a school administrator."¹⁰³

Ebert,¹⁰⁴ James¹⁰⁵ and Boyce,¹⁰⁶ focused on the validation of a battery of five tests for the selection and identification of potentially successful school leaders. The instruments tested were: the Miller Analogies Test, the Minnesota Teacher Attitude Inventory, the Adorno F Scale, the Allport-Vernon-Lindzey Study of Values and the Edwards Personal Preference Schedule. These researchers concluded that the tests could be used as screening devices to

¹⁰²Michael Y. Nunnery, "How Useful are Standardized Psychological Tests in the Selection of School Administrators?" Educational Administration and Supervision, XLV (November, 1959), 349.

¹⁰³Ibid., p. 355. ¹⁰⁴Ebert, p. 2548.

¹⁰⁵Kenneth R. James, "An Empirical Evaluation of Five Tests for Administrator Selection in a Metropolitan School District," Dissertation Abstracts, 21:2556, March, 1961.

¹⁰⁶Richard D. Boyce, "An Empirical Evaluation of Five Tests for Administration Selection: The Composite Study," Dissertation Abstracts, 21:2546, March, 1961.

eliminate undesirable candidates.

The use of tests to determine eligibility for certification as an administrator in New York City was contested in a law suit filed by the NAACP Legal Defense and Educational Fund. The suit challenged the constitutionality of the system employed by the New York City School District to license principals.¹⁰⁷ Subsequently, the licensing system was replaced with an alternative system in which potential candidates were first named acting principals. An additional factor was the candidate's experience.¹⁰⁸

Another factor having implications for school districts regarding the continuation of the use of tests was the set of guidelines established by the United States Equal Employment Opportunity Commission. These guidelines stated specifically the definition of a test and the necessity of using tests that were valid predictors of performance.¹⁰⁹

Assessment techniques were not limited to the use of tests. Utilized more extensively was the interview. Downs

¹⁰⁷"Suit Seeks to Smash Standards," Saturday Review, November 21, 1970, p. 72.

¹⁰⁸Information obtained in a telephone conversation with M. Greenberg, attorney with the NAACP Legal Defense and Educational Fund, July 8, 1975.

¹⁰⁹"Guidelines on Employee Selection Procedures," p. 12334.

stated that the interview provided an opportunity to exchange vital information that would not be exchanged easily in another way.¹¹⁰ Ulrich and Trumbo suggested that the interview should be limited to the assessment of one or two specific areas.¹¹¹ Examples of areas cited were personal relations and career motivation.¹¹² Following a review of the research on the selection interview, Wright commented:

. . . the structured (or patterned) interview has demonstrated consistent reliability and, although its validity as a selection tool has not been conclusively demonstrated, it serves to control some of the most distorting influences (e.g., interviewer bias) that impinge on the use of the interview as a selection device.¹¹³

Palmisano and Bradford focused on the kinds of information that could be obtained from an applicant in an interview.¹¹⁴ They enumerated and discussed eighteen

¹¹⁰Calvin W. Downs, "What Does the Selection Interview Accomplish?" Personnel Administration, XXXI (May-June, 1968), 13.

¹¹¹Lynn Ulrich and Don Trumbo, "The Selection Interview Since 1949," Psychological Bulletin, LXIII (1965), 114.

¹¹²*Ibid.*, p. 100.

¹¹³Orman R. Wright, Jr., "Summary of Research on the Selection Interview Since 1964," Personnel Psychology, XXII (1969), 410.

¹¹⁴Gabriel T. Palmisano and Eugene J. Bradford, "Principalship Interview," The American School Board Journal, CXLIII (August, 1961), 9-10.

questions which were designed to provide data for the interview.

Negative aspects of the selection interview were reported by Webster. He found, when conducting experiments using personnel officers, enlisted men and recruits of the Canadian Army, that interviewers were influenced by unfavorable information, that interviewers developed a stereotype of a good candidate and sought to match interviewees with that stereotype, that favorable or unfavorable decisions resulted from biases which were established by the interviewers early in the interview and that interviewers sought data to support or deny hypotheses and, when satisfied, turned their attention elsewhere.¹¹⁵

In the literature recommendations were made concerning the various aspects of the selection of school principals. In addition to those relating to determining the district's needs, the preference for selecting those inside the district, and assessment techniques, were recommendations relating to sex nondiscrimination. The significance of the argument regarding sex discrimination was that women were not given an equal chance. Fishel and Pottker

¹¹⁵E. C. Webster, "Decision-Making in the Employment Interview," Montreal Industrial Relations Centre, McGill University, 1964, p. 124.

stated that since women comprised a majority of the teachers but a minority of the principals, the talent of two-thirds of the profession was being under-utilized or wasted.¹¹⁶

Continuing, they emphasized:

The time is now ripe for school boards and superintendents to move voluntarily to promote more women teachers to administrative positions and to actively encourage more women to seek these posts.¹¹⁷

Lyon and Saario recommended specifically, "That school districts publicly identify the elimination of discrimination against women in promotions to administrative positions as an organizational priority."¹¹⁸

All of the various aspects in the selection of school principals were considered by McIntyre when he recommended these guidelines to be followed in sequential order:

- 1) describe the job to be filled;
- 2) set up standards for selection;
- 3) locate outstanding prospects;
- 4) get routine information;
- 5) appraise each candidate's fitness for the position;
- 6) make a recommendation to the board of education;

¹¹⁶Andrew Fishel and Janice Pottker, "Women Lose Out: Is There Sex Discrimination in School Administration?" The Clearing House, XLVII (March, 1973), 390.

¹¹⁷Ibid.

¹¹⁸Catherine D. Lyon and Terry N. Saario, "Women in Public Education: Sexual Discrimination in Promotions," Phi Delta Kappan, LV (October, 1973), 122.

and 7) notify all candidates of the board's decision.¹¹⁹ McIntyre reached this succinct conclusion, "Unfortunately, even if the most elaborate and sound selection procedures have been used, the final choice involves a 'leap of faith' that time alone can appraise."¹²⁰

Criteria Recommended
by Organizations

Several education-oriented, as well as non education-oriented organizations, had formulated and published a set of criteria relevant to the recruitment and selection of elementary school principals. As early as 1948, the Editorial Committee of the Twenty-Seventh Yearbook of the Department of Elementary School Principals recommended:

1. That every school system should have a written statement of the basic personnel and professional standards to be required of all persons appointed to the principalship. These standards should be formulated by the superintendent and his staff in cooperation with local principals [sic] organizations.

2. That these standards should require at least two years of successful elementary-school experience, part of which includes direct classroom responsibilities.

3. That the professional preparation should not be less than the master's degree including special

¹¹⁹Kenneth E. McIntyre, "The Selection of Elementary School Principals," The National Elementary Principal, XLIV (April, 1965), 46.

¹²⁰Ibid.

preparation in educational philosophy, administration and supervision of elementary schools, child psychology and development, curriculum, and instructional methods.

4. That in selecting new principals [sic] discriminations should not be made on the basis of sex, residence, or other irrelevant factors. However, it is to be hoped that future local standards for the principalship will be so clearly stated and so courageously applied that the proportion of the young people who undertake the principalship as a life career will be greatly increased.

5. That there should be, in addition to physical examinations, a series of tests of emotional stability, intelligence, professional knowledge, and cultural interests. The minimum points on these tests, below which no appointments will be made, should be set in cooperation with the local principals [sic] association.

6. That likely candidates for the principalship should be interviewed by committees of principals as well as by the superintendent and his staff. These committees should have authority to indicate those candidates who, on the basis of the evidence, are qualified for listing in the records from which the superintendent makes his appointments.¹²¹

Thirteen years later, in 1961, the National Education Association Department of Elementary School Principals suggested these criteria;

1. Each board of education should have a job description of the elementary school principalship in its school.

2. The school board policy should specify minimum criteria for screening applicants, such as prior teaching experience in the elementary and/or other schools,

¹²¹The Elementary-School Principalship—Today and Tomorrow, pp. 148-49.

[sic] background in professional courses in elementary education, administration and supervision, and in general education; completion of an approved graduate program for the preparation of elementary school principals; desired personal qualities; evidence of leadership and administrative ability; intelligence and scholarship record.

3. Women should have equal opportunity with men for training and selection.

4. Principalship vacancies should be foreseen early so that selection procedures can be initiated well in advance of the time the vacancy must be filled.¹²²

The American Association of School Administrators Committee on the Selection of School Principals wrote a series of recommendations related to the search and selection of school principals.¹²³ Published in 1967, these guidelines were developed to aid school districts to utilize objective approaches to selecting school principals.¹²⁴

At least one non education-oriented organization had addressed itself to the problem of recruitment and selection of not only school administrators but employees in general. The Equal Employment Opportunity Commission, in 1970,

¹²²Better Principals For Our Schools (Washington: Department of Elementary School Principals, NEA, 1961), pp. 36-39.

¹²³For example, see Appendix Z.

¹²⁴AASA Committee on the Selection of School Administrators, p. 7.

enunciated mandatory guidelines:

. . . based on the belief that properly validated and standardized employee selection procedures can significantly contribute to the implementation of nondiscriminatory personnel policies. . . .¹²⁵

The Commission was concerned primarily with the potentiality of discriminatory practices regarding the use of tests as a selection criterion.¹²⁶ A guidebook containing recommendations for employers was published by the Commission.¹²⁷

Reported Practices in Selection

The practices reportedly used in the selection of elementary school principals were various. Included were those related to the mechanics of selection and professional and personal qualifications.

Mechanics of selection. Included in the mechanics of selection were written procedures of recruitment and selection. Other mechanical aspects were the involvement of various staff members in the selection process, the use of tests as screening devices for qualifying or being eligible, the use of letters of recommendation and the use of

¹²⁵"Guidelines on Employee Selection Procedures," p. 12333.

¹²⁶Ibid., p. 12334.

¹²⁷Idelson, Inside front cover.

interviews.

In 1948 the Department of Elementary School Principals conducted a survey in which it found that more than half of the superintendents responding did not list any specific procedures or describe any systematic plan for selecting elementary school principals.¹²⁸ Similar results were obtained by several other researchers. In a survey of superintendents in Pennsylvania school districts in 1971, Hronakes found that more than two-thirds of the respondents indicated they did not use written criteria.¹²⁹ Howard, in a 1972 survey of North Carolina school districts, found that only twelve percent reportedly used written plans to guide them in the selection of elementary school principals.¹³⁰ In Indiana very few school districts in 1973 reportedly had written policies for selection.¹³¹ Sixty-two percent of the respondents surveyed by Greene in 1954 indicated that no attempts were made to evaluate the procedures used.¹³²

Staff involvement in the selection process consisted

¹²⁸The Elementary-School Principalship—Today and Tomorrow, p. 142.

¹²⁹Hronakes, p. 107. ¹³⁰Howard, p. 151.

¹³¹Wood, p. 4776. ¹³²Greene, p. 149.

most frequently of membership on committees. Templeton,¹³³ Whitaker,¹³⁴ Read,¹³⁵ and Dunmire and Quigley¹³⁶ described the involvement of committees in the selection processes that were used in specific school districts. Committees comprising, for example, the superintendent, the assistant superintendent, elementary principals and teachers determined the qualities deemed desirable in candidates, and subsequently, interviewed candidates.

The practice of including staff members in the selection process, however, was not found to be widespread in Georgia and North Carolina. In 1965 Justice found that seventy percent of the superintendents surveyed in Georgia indicated that they selected elementary principals without the aid of their staffs.¹³⁷ Howard obtained results in a survey of North Carolina superintendents which showed that

¹³³Templeton, p. 61.

¹³⁴W. Earl Whitaker, "How the Committee Chose a New Principal," The School Executive, LXXIII (March, 1954), 78-79.

¹³⁵Lawrence F. Read, "Appointing a Principal," The American School Board Journal, CXXXIX (July, 1959), 14-15.

¹³⁶Edwin E. Dunmire and Paul J. Quigley, "Getting the Right Man for the Job," Nation's Schools, LXXXV (June, 1970), 52-53.

¹³⁷Justice, p. 166.

less than forty percent of the respondents indicated that they used a committee to interview candidates.¹³⁸ In the same study less than ten percent of the respondents stated that they used a committee to develop and define criteria for selection of elementary principals.¹³⁹

As early as 1925 school districts were determining the qualifications of candidates through written examinations.¹⁴⁰ Later, school districts required applicants to complete different kinds of examinations including written and physical. Forty-eight of sixty-three superintendents surveyed by the Department of Elementary School Principals in 1948 reported that the examination used was a physical examination.¹⁴¹ The completion of various types of written tests were required by superintendents in forty percent of the cities surveyed by Greene.¹⁴² Featherstone concluded that written examinations were a major factor in the

¹³⁸Howard, p. 154. ¹³⁹Ibid., p. 152

¹⁴⁰R. E. Pollich, "Superintendents' Standards and Policies in the Selection, Appointment, and Promotion of Elementary School Principals," The Elementary School Journal, XXVI (October, 1925), 108.

¹⁴¹The Elementary-School Principalship—Today and Tomorrow, p. 142.

¹⁴²Greene, p. 150.

selection process.¹⁴³

More recent surveys have produced data indicating a decrease in the use of tests. In Texas most superintendents surveyed in 1968 reported that they did not require written examinations.¹⁴⁴ Similar results were obtained by Hronakes¹⁴⁵ and Wood¹⁴⁶ in Pennsylvania and Indiana, respectively.

New York City, as well as several other large cities, required applicants for elementary school principalships to take a series of tests. An applicant's score on these tests was used to determine his/her eligibility for a principalship. As discussed earlier, this practice, challenged in a lawsuit brought against the school district by the NAACP Legal Defense and Educational Fund, was discontinued. Subsequent mandates by the Equal Employment Opportunity Commission have placed restrictions on the use of tests.¹⁴⁷

Another aspect of the mechanics of selection was the requesting of letters of recommendation from persons having some prior or present relationship with the applicant. As

¹⁴³Featherstone, p. 154. ¹⁴⁴Poteet, p. 3395.

¹⁴⁵Hronakes, p. 109. ¹⁴⁶Wood, p. 4776.

¹⁴⁷See for example, "Guidelines on Employee Selection Procedures," pp. 12334-12335.

an important aid in screening candidates, the practice of requesting letters of recommendation reportedly was utilized by sixty-five percent and eighty-five percent, respectively, of the superintendents who responded to surveys conducted by Howard in 1972¹⁴⁸ and by Hronakes in 1971.¹⁴⁹ Scott,¹⁵⁰ Wood,¹⁵¹ and Lawson¹⁵² investigated the extent of this practice in 1973 and reached similar conclusions.

In 1954 Whitaker described the interviewing of candidates, by a committee, for a principalship in the Redwood City School District in California.¹⁵³ Interviewing was a major factor in the selection process in school districts surveyed in 1955 by Featherstone.¹⁵⁴ In 1970 Dunmire and Quigley described the procedure of interviewing in the Shenendehowa Central School District of Elnora, New York, in which candidates were interviewed both by committees and the board of education.¹⁵⁵ Personal interviews reportedly were required state-wide in 1968 in Texas.¹⁵⁶ In both

¹⁴⁸Howard, p. 154.

¹⁴⁹Hronakes, p. 108.

¹⁵⁰Scott, p. 95.

¹⁵¹Wood, p. 4776.

¹⁵²Lawson, pp. 80-81.

¹⁵³Whitaker, p. 79.

¹⁵⁴Featherstone, p. 154.

¹⁵⁵Dunmire and Quigley, pp. 52-53.

¹⁵⁶Poteet, p. 3395.

Pennsylvania in 1971¹⁵⁷ and in North Carolina in 1972¹⁵⁸ more than ninety percent of the superintendents responding indicated the use of the interview. The interview reportedly was considered an important screening device in surveys conducted by Scott,¹⁵⁹ Wood¹⁶⁰ and Lawson in 1973.¹⁶¹

Professional qualifications. Many school districts had reported minimum requirements regarding academic preparation. In 1925 Pollich found that thirty-five of thirty-six superintendents who responded stated that graduation from normal school was imperative. In that same survey, forty-two percent of the superintendents indicated that they would not consider candidates who were not graduates of a four-year college course.¹⁶² A Master's degree and a high scholastic academic record reportedly were preferred by three-fourths and two-thirds, respectively, of the superintendents who responded to a survey conducted in 1962 by Bronfeld.¹⁶³ Fifty-eight percent of the superintendents surveyed by Justice in 1965 indicated a preference for

¹⁵⁷Hronakes, p. 108.

¹⁵⁸Howard, p. 154.

¹⁵⁹Scott, p. 95.

¹⁶⁰Wood, p. 4776.

¹⁶¹Lawson, pp. 80-81.

¹⁶²Pollich, p. 108.

¹⁶³Bronfeld, p. 107.

candidates with Master's degrees and twenty-six percent indicated that they required a six-year certificate or Doctorate.¹⁶⁴ Master's degrees were required by a majority of the superintendents surveyed in Texas in 1968.¹⁶⁵ Hronakes found that the majority of superintendents responding in 1971 considered a Master's degree in school administration to be important.¹⁶⁶ Similarly in 1973 Scott obtained results indicating superintendents' preference for candidates having a Bachelor's degree in elementary education and a Master's degree in administration.¹⁶⁷

A second requisite for candidates for elementary principalships had been successful teaching experience. Most superintendents surveyed by Pollich in 1925 stated that they required a minimum of two years experience as a teacher, supervisor or assistant principal.¹⁶⁸ The Department of Elementary School Principals reported in 1948 that eighty-four percent of the superintendents surveyed required the candidates to have some experience in education.¹⁶⁹ In all

¹⁶⁴Justice, p. 160.

¹⁶⁵Poteet, p. 3395.

¹⁶⁶Hronakes, p. 114.

¹⁶⁷Scott, p. 94.

¹⁶⁸Pollich, p. 108.

¹⁶⁹The Elementary-School Principalship—Today and Tomorrow, p. 136.

of the city school systems surveyed in 1954 by Greene, the superintendents required candidates for elementary principalships to have teaching experience.¹⁷⁰ Bronfeld found that superintendents in Pennsylvania in 1962 preferred candidates having five to ten years teaching experience.¹⁷¹ Similar results were obtained in Pennsylvania in 1971 by Hronakes.¹⁷² When these surveys were conducted, however, a minimum of five years experience was mandated in Pennsylvania. In Georgia ninety-one percent of the superintendents responding in 1965 indicated that they required candidates for the elementary principalship to have had teaching experience.¹⁷³ When focusing on the requirements for inner city principalships, Scott found that superintendents in 1973 indicated a preference for candidates having teaching experience in an inner city school or previous administrative experience or both.¹⁷⁴ Successful teaching experience was considered to be the most important criterion by superintendents surveyed in 1973 by Wood¹⁷⁵ and Lawson.¹⁷⁶

¹⁷⁰Greene, p. 149.

¹⁷¹Bronfeld, p. 107.

¹⁷²Hronakes, p. 108.

¹⁷³Justice, p. 161.

¹⁷⁴Scott, p. 94.

¹⁷⁵Wood, p. 4776.

¹⁷⁶Lawson, p. 80.

Personal characteristics. The sex and age of the candidates applying for elementary principalships have been influential in determining the degree of success the candidates have experienced in obtaining a position. Preferential consideration of male applicants was reported in two surveys. Thirty-six percent of the superintendents surveyed in 1948 by the Department of Elementary School Principals¹⁷⁷ and forty percent of the superintendents surveyed in 1971 by Hronakes¹⁷⁸ indicated a preference for male candidates.

The percentages of males and females being selected for elementary principalships have been increasing and decreasing respectively. The Department of Elementary School Principals presented statistics for 1928, 1948, 1958 and 1968. In these four years males occupied the principalships in 45, 59, 62 and 78 percent of the elementary schools. For the female principals the percentages were 55, 41, 38 and 22.¹⁷⁹

In addition to the sex of the candidate, age was

¹⁷⁷The Elementary-School Principalship—Today and Tomorrow, p. 136.

¹⁷⁸Hronakes, p. 107.

¹⁷⁹The Elementary School Principalship in 1968 (Washington: Department of Elementary School Principals, NEA, 1968), p. 11.

also an influential factor. Bronfeld concluded in 1962 that superintendents in Pennsylvania preferred candidates who were from thirty to fifty years of age.¹⁸⁰ An applicant whose age was between thirty-one and forty years was preferred by seventy percent of the superintendents surveyed by Hronakes in 1971 in Pennsylvania.¹⁸¹ In Indiana in 1973 the average age of principals recently hired was between thirty-six and forty years.¹⁸²

Personal characteristics deemed desirable included more than a preferred sex or age range. The ability to supervise, ability as a professional leader and culture and refinement were qualities deemed desirable in candidates as reported by superintendents in 1925.¹⁸³ Lawson questioned superintendents regarding qualifications considered to be important in applicants. One hundred percent of the school districts surveyed stressed the personal qualification of honesty. Considered highly important were the ability to communicate, self-control, personal enthusiasm and competency of judgment. Qualifications labeled fairly important were age, appearance and dress, academic achievement

¹⁸⁰Bronfeld, p. 105.

¹⁸¹Hronakes, p. 107.

¹⁸²Wood, p. 4776.

¹⁸³Pollich, p. 108.

educational preparation, the ability to speak in public, a democratic philosophy of education, tactfulness, extracurricular activities in college, the ability to make decisions quickly and physical fitness and health.¹⁸⁴

Focusing on inner city school districts, Scott questioned superintendents in 1973 regarding specific personal qualifications desired in candidates. Among those identified as most important were: freedom from racial prejudice, ability and experience in working with controversial issues and minorities, an awareness and knowledge of poverty, an awareness of stereotypes and myths about minorities and ability to communicate with minorities.¹⁸⁵

SUMMARY

The literature reviewed indicated that there was a wide gap between recommended criteria and reported practices in the recruitment of elementary school principals. It was emphasized that recruitment should be sufficiently extensive to provide a pool of candidates from which could be selected the one suited most appropriately for the specific position. Recruitment should involve administrators other than the superintendent and should be a continuing task. Persons not

¹⁸⁴Lawson, p. 81.

¹⁸⁵Scott, p. 96.

currently employed in the school district searching for a principal should not be excluded from consideration.

Reported practices, on the other hand, did not indicate adherence necessarily to the criteria recommended. For example, at least two studies found that superintendents reportedly preferred principals from among persons presently employed in their school districts.

There had been attempts to identify certain traits in individuals which would be indicative of their potential as future administrators. These attempts had resulted in much equivocalness. Few, if any, singular traits or characteristics served as valid predictors of the future success of aspiring administrators.

Careful study of the various factors involved in the success of a potential principal had caused some researchers to conclude that the needs of the school and the school district must be determined as a prerequisite to the selection of a principal for a principalship. Where these needs had been enunciated, efforts could be focused on selecting the applicant possessing the qualities required to meet the school's needs.

The selection process itself had been enshrouded in controversy. For example, one requirement in several of the

larger cities was to have the applicants complete a battery of tests to determine their eligibility. This requirement, recently scrutinized by a court in New York City, has subsequently been discontinued in that city. Another practice that had become subject to criticism, especially by women, was the preferential selection of men for elementary principalships. The proportion of women to men being hired had been decreasing for the past four decades.

Professional organizations which had published recommendations regarding recruitment and selection included the Department of Elementary School Principals and the American Association of School Administrators. The former published a set of recommendations in 1948 and 1961, and the latter published a set in 1967.

Specific practices reported to be widespread in the selection of elementary principals included the involvement of staff members, the use of letters of recommendation and the use of interviews. Most school districts reportedly adhered to specific requirements regarding academic preparation and teaching and administrative experience. And finally, superintendents and school districts searched for candidates possessing selected personal characteristics.

Chapter 3

DESIGN OF THE STUDY

The major purposes of the study were threefold: to identify the criteria recommended by national and state education-oriented and non education-oriented organizations, by college and university professors of educational administration and by local elementary principals' associations or local administrators' associations for utilization in the recruitment and selection of elementary principals in public school districts; to identify reported practices in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students; and to determine the correspondences, if any, that existed between the criteria recommended and the practices reported in the recruitment and selection of elementary principals in public school districts enrolling more than 20,000 students.

The type of research used in this study was descriptive survey research. According to Kerlinger:

Survey research studies large and small populations (or universes) by selecting and studying samples chosen from the populations to discover the relative incidence, distribution, and interrelations of sociological and psychological variables.¹⁸⁶

A sample was selected from which characteristics of the defined population were inferred.

POPULATIONS

Organizations in existence in the United States were summarized by Fisk.¹⁸⁷ During a perusal of the summaries of the national organizations, twenty-eight education-oriented and nine non education-oriented organizations were selected to receive and requested to respond to Questionnaire IA.¹⁸⁸ The United States Department of Labor, the United States Department of Health, Education and Welfare and the United States Equal Employment Opportunity Commission were included in the thirty-seven national organizations which were requested to respond to Questionnaire IA.

Determination of the population and sample for

¹⁸⁶Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 410.

¹⁸⁷Margaret Fisk (ed.), Encyclopedia of Associations, Vol. I, National Organizations of the United States (Detroit: Gale Research Co., 1973), pp. 459-553.

¹⁸⁸See Appendix A.

Questionnaire IB was made after the pilot study was conducted. The pilot study was designed to provide data regarding state level organizations which might have formal guidelines concerning the recruitment and selection of elementary school principals. An additional source of state level organizations, Education Directory—Education Associations 1974,¹⁸⁹ provided a list of state organizations and their addresses. When the state level organizations were identified, Questionnaire IB was sent to seventy-one organizations in the ten states selected for participation in the study.¹⁹⁰

The population and sample for Questionnaires IC and ID were the same as those selected to receive the Recruitment and Selection of Elementary Principals Survey (RASEPS). The population was those public school districts in the United States which had student enrollments greater than 20,000 in the 1973-74 school year. Another criterion was that the school districts included, but were not limited to, grades 1-8. School districts having one of the following organizational patterns were eligible: 1-8, 1-12, K-8, K-12,

¹⁸⁹Lois Lopez, Education Directory—Education Associations 1974 (Washington: Government Printing Office, 1974), pp. 46-73.

¹⁹⁰See Appendix F.

PK-8, PK-12 and PK-PG. Also the public school districts had to be located in the fifty states, excluding the District of Columbia, territories and possessions of the United States.

In the 1973-1974 school year there were 256 public school districts located in forty-two states which met the above stated criteria.¹⁹¹ Delaware, Maine, Montana, New Hampshire, North Dakota, South Dakota, Vermont and Wyoming did not have any public school districts which enrolled more than 20,000 students. The forty-two states having at least one district which enrolled more than 20,000 students were listed alphabetically and numbered from one to forty-two consecutively. Using a table of random numbers, ten numbers from one to forty-two were selected randomly.¹⁹² The ten states corresponding to the ten numbers were California, Connecticut, Florida, Georgia, Idaho, Indiana, Minnesota, Nebraska, New York and Texas. The selection of ten states for inclusion in the study represented 23.8 percent of the total of forty-two.

After the ten states were selected, all of the public school districts which enrolled more than 20,000

¹⁹¹Jeffrey W. Williams and Sallie L. Warf, Education Directory—1973-1974 Public School Systems (Washington: Government Printing Office, 1974), pp. 250-52.

¹⁹²Kerlinger, pp. 714-15.

students in the 1973-1974 school year in each state were listed alphabetically according to state. If there were less than four districts which qualified, all were included in the sample. If there were four or more districts which qualified, all were listed alphabetically. Subsequently, three were selected randomly. These twenty-seven districts thus selected comprised the sample surveyed by the researcher through Questionnaires IC, ID and the RASEPS.¹⁹³

For Questionnaires IE and IF the population was the colleges and universities in the ten states selected for participation in this study. To be included in this study the colleges and universities had to offer certificate or degree programs or both in elementary administration and the superintendency. These programs had to be accredited by the National Council for Accreditation of Teacher Education (NCATE).¹⁹⁴ In the five states that had less than four colleges and universities which offered programs accredited by NCATE, all of these institutions were included in the sample. In the five states which had four or more colleges

¹⁹³ See Appendix K.

¹⁹⁴ W. Todd Furniss (ed.), American Universities and Colleges (11th ed.; Washington D.C.: American Council on Education, 1973), pp. 84-93.

and universities that offered programs accredited by NCATE, all of these institutions were listed alphabetically according to the state in which they were located. Subsequently, from each of the five states, three colleges or universities were selected randomly for inclusion in the study. The total sample was comprised of twenty-one colleges and universities.¹⁹⁵

For the second segment of this study—a survey of reported practices in the recruitment and selection of elementary school principals—the population and sample were those described earlier in pages 64-66.

INSTRUMENTS

Developed for utilization in this study were Questionnaire I and the Recruitment and Selection of Elementary Principals Survey. Questionnaire I was divided into six forms and identified as IA, IB, IC, ID, IE and IF.

Questionnaire IA

Sent to thirty-seven selected national organizations, this questionnaire included only three questions.¹⁹⁶ The purpose of the questionnaire was to determine which

¹⁹⁵See Appendix R. ¹⁹⁶See Appendix C.

national level organizations had formulated and published a set of criteria relevant to the recruitment and selection of elementary school principals. Additionally, if an organization had established a set of criteria, it was requested to send the researcher a copy.

Questionnaire IB

Seventy-one state level organizations in the ten states selected for participation in the study were requested to respond to Questionnaire IB. Similar to Questionnaire IA, it was designed to ascertain which state level organizations had formulated and published a set of criteria relevant to the recruitment and selection of elementary school principals.¹⁹⁷ These organizations were requested to send the researcher a copy if they had formulated and published one.

Questionnaire IC

Questionnaire IC was sent to the superintendents of the twenty-seven public school districts selected to later receive the Recruitment and Selection of Elementary Principals Survey (RASEPS). Each superintendent was requested

¹⁹⁷See Appendix H.

to write the name and school address of the president of the local elementary principals' association or the local administrators' association.¹⁹⁸

Questionnaire ID

This questionnaire was sent to the presidents of the local elementary principals' associations or the local administrators' associations identified in Questionnaire IC. These presidents were requested to send the researcher a copy of the set of criteria, if there were one, which their associations recommended for utilization in the recruitment and selection of elementary principals.¹⁹⁹ Also, each association president was requested to write the name and school address of the person in his/her district who was responsible for recruiting, interviewing and selecting elementary school principals.

Questionnaire IE

Questionnaire IE, which was sent to the deans of the NCATE accredited colleges or schools of education in the ten states selected, included questions regarding whether or not a course in personnel administration or a course related to

¹⁹⁸See Appendix M.

¹⁹⁹See Appendix P.

personnel administration was offered in the institutions of which they were the administrative heads.²⁰⁰ The intention of the questionnaire was to determine the title of the course, if one were offered, and the name of the professor who currently was teaching it.

Questionnaire IF

This questionnaire was sent to the professors identified in Questionnaire IE. These professors were requested to send to the researcher a copy of the set of criteria, if there were one, for utilization in the recruitment and selection of elementary school principals which they presented to the students in the personnel administration or related courses they taught.²⁰¹ If the professor had not formulated a specific set of criteria, he was requested to send to the researcher a copy of the syllabus which he distributed to his students and the title of the textbook which was the primary source of content for the course.

Recruitment and Selection of Elementary Principals Survey

Developed for the second part of the study, the

²⁰⁰See Appendix T.

²⁰¹See Appendix W.

Recruitment and Selection of Elementary Principals Survey (RASEPS) consisted of several categories of items designed to identify reported practices in the recruitment and selection of elementary school principals in public school districts which enrolled more than 20,000 students during the 1973-74 school year. The two main parts in RASEPS were: Basic Information and Recruitment and Selection Methods. Categories of Recruitment and Selection Methods were: Recruiting Candidates, Utilizing Committees, Adopting the Selection Procedure, Investigating the Candidates and Selecting the Principal.²⁰²

PROCEDURE

When the populations and samples had been determined, Questionnaires IA-IF were formulated. These questionnaires were then sent to those organizations and persons as identified previously. The purpose of these questionnaires was to provide data regarding criteria that were recommended for utilization in the recruitment and selection of elementary school principals. The criteria recommended became the basis for the formulation of RASEPS. Comprised of several categories of items designed to identify reported

²⁰²See Appendix BB.

practices in the recruitment and selection of elementary school principals, RASEPS was sent to the personnel director, director of elementary education, assistant superintendent or superintendent in each of the twenty-seven randomly selected public school districts which had enrollments greater than 20,000 in the 1973-1974 school year.

Following a compilation and analysis of the data obtained in RASEPS, the researcher determined the correspondences that existed between the criteria recommended and the practices reported in the recruitment and selection of elementary school principals.

PRESENTATION AND ANALYSIS OF THE DATA

Following the identification of the organizations which recommended criteria and the identification of the criteria recommended, the organizations and the criteria were listed. Each criterion was identified according to the organization or organizations which recommended it.

From the criteria recommended, items were developed for RASEPS. Several criteria were changed from declarative to interrogative statements. In several instances one criterion was the basis for two or more items. In other instances two or more criteria were combined to form one

item.

The responses to the items in RASEPS were recorded by the frequency of response and the percentage of the total number of responses. These data were summarized and displayed in tables in Chapter 4.

The third segment of the study—the first and second segments were the identification of recommended criteria and the identification of reported practices in the recruitment and selection of elementary principals respectively—was the determination of the correspondences, if any, which existed between the criteria recommended and the practices reported. This was accomplished by discussing each criterion and the responses to the corresponding item or items in which the respondents indicated the practices as they existed in their school districts.

PILOT STUDY

Conducting a pilot study in Oklahoma to aid in the final formulation of Questionnaires IB, IC, ID, IE, IF and RASEPS was an integral part of this study. Copies of each questionnaire were sent to groups representative of those which were surveyed later in the major segment of the study. Organizations in Oklahoma that were requested to respond to

Questionnaire IB were: The Oklahoma State Department of Education, the Oklahoma Congress of Parents and Teachers, the Oklahoma State School Boards Association, the Oklahoma Association of Elementary School Principals, the Oklahoma Association of School Administrators, the Oklahoma Education Association and the state office of the American Civil Liberties Union. Questionnaire IC was sent to the superintendents of the four school districts in Oklahoma which had student enrollments greater than 20,000. When Questionnaire IC was completed and returned to the researcher, Questionnaire ID was sent to the presidents of the local elementary school principals' associations in these districts.

Questionnaire IE was sent to the Dean of the College of Education of Oklahoma State University, the University of Oklahoma and the University of Tulsa. When Questionnaire IE had been completed and returned to the researcher, Questionnaire IF was sent to the professor who taught the course in personnel administration in the College of Education in each of these universities.

By conducting this pilot study the researcher was able to collect data of two kinds. Suggestions for corrections and improvements in the questionnaire were received. Also, the pilot study provided an initial idea of the kinds

of criteria being recommended by the various groups.

The second phase of the pilot study occurred after the initial drafting of RASEPS. The researcher interviewed the personnel director, director of elementary education, or the assistant superintendent for instruction in these public school districts in Oklahoma that had student enrollments greater than 20,000: Lawton Public Schools, Oklahoma City Public Schools, Putnam City Public Schools and Tulsa Public Schools. During the interview the person interviewed was requested to respond to the items in the questionnaire and to the format of the questionnaire.

In addition to interviewing those mentioned above, several professors of educational administration and a graduate class in educational administration at the University of Oklahoma were asked to respond to the format of the questionnaire and the items contained therein. When the suggestions and criticisms had been received, the final draft of RASEPS was written and included appropriate revisions recommended by those requested to respond during the pilot study.

SUMMARY

Described in Chapter 3 were the design of the study,

the populations and samples, the instruments used by the researcher to collect data, the procedure followed to collect data, the method of presentation and analysis of data and the pilot study. Labeled as a descriptive survey, the study involved the collection of data through the utilization of two questionnaires, the first of which had six forms. The data obtained through Questionnaires IA-IF became the basis for the formulation of RASEPS. To increase the validity of the study, a pilot study was conducted.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

Various organizations were sent questionnaires and were requested to respond regarding what criteria, if any, they recommended to be utilized in the recruitment and selection of elementary school principals. Included were national and state organizations, college and university professors of educational administration and local elementary principals' associations or local administrators' associations. Collecting data from these sources comprised the first segment of the study.

The second segment involved the development of a questionnaire designed to provide data regarding reported practices in the recruitment and selection of elementary school principals. The criteria recommended were the basis for the formulation of the Recruitment and Selection of Elementary Principals Survey (RASEPS).

Questionnaire I was divided into six forms: IA-IE. Questionnaire IA was sent to thirty-seven national

organizations.²⁰³ Responses were received from twenty-seven of these organizations or 73 percent of the total.²⁰⁴ The national organizations were divided into two categories: non education-oriented and education-oriented. As shown in Table 1, responses were received from twenty-two national education-oriented organizations and from five national non education-oriented organizations.

Table 1

Number and Percent of National Organizations
Responding to the Questionnaire

National organizations	Number	Number Responding	Percent
Education-oriented	28	22	78.6
Non education-oriented	9	5	55.5

A very small percentage of the national organizations which responded had indicated that they recommended a set of criteria relevant to the recruitment and selection of elementary school principals. Twenty-five of the national organizations responding indicated that they had not

²⁰³See Appendix A.

²⁰⁴See Appendix E.

formulated and published a set of criteria. Table 2 shows that only two organizations had formulated and published a set of criteria.

Table 2

National Organizations Which Recommended Criteria Relevant to the Recruitment and Selection of Elementary Principals

National organizations	Number	Published a set of criteria	Percent
Education-oriented	22	1	4.5
Non education-oriented	5	1	20.0

Both of the national organizations which indicated that they recommended a set of criteria sent copies to the researcher as requested in question two of Questionnaire IA. The only national education-oriented organization was the American Association of School Administrators.²⁰⁵ The United States Equal Employment Opportunity Commission was

²⁰⁵The American Association of School Administrators, the National Association of Elementary School Principals, the Council of Chief State School Officers, and two similar organizations have established and sponsored the Educational Research Service, Inc. The set of criteria recommended by the AASA was sent by the ERS. For criteria recommended, see Appendix Z.

the sole national non education-oriented organization.²⁰⁶

These additional materials, determined by the researcher to be irrelevant regarding recommended criteria, were sent.

The University Council for Educational Administration sent

The Preparation and Certification of Educational Administrators: Summary of a UCEA Commission Report and the American Association of University Women sent Women Public School Teachers: "Second Class, Second Rank, Second Rate?"

Question three of Questionnaire IA asked the respondent to write the name(s) of any other organization(s) which, to his/her knowledge, had formulated and published a set of criteria relevant to the recruitment and selection of elementary school principals. Of the twenty-seven national organizations responding, thirteen did not write the name(s) of any other organization(s). Nine wrote the names of organizations which had already been sent questionnaires. The responses of the national organizations are presented in Table 3.

Copies of Questionnaire IB were sent to seventy-one state organizations located in the ten states identified earlier.²⁰⁷ All of these organizations were education-

²⁰⁶For criteria recommended, see Appendix Z.

²⁰⁷See Appendix F.

oriented. The average number of organizations contacted in each state was seven.

Table 3

Responses of National Organizations Regarding Additional Organizations to Contact Concerning Criteria Recommended

Responses	Education-oriented	Non education-oriented
Suggested organizations previously contacted	8	1
Suggested organizations later contacted	3	0
Suggested no organizations	10	3
Suggested non national organizations	1	1

Of the seventy-one state education-oriented organizations requested to respond, fifty-eight or 81.4 percent responded.²⁰⁸ Only two of the fifty-eight state education-oriented organizations which responded recommended a set of criteria relevant to the recruitment and selection of elementary school principals as requested in question two of Questionnaire IB. Both of these state organizations sent

²⁰⁸See Appendix J.

the researcher a copy of their recommendations.²⁰⁹ The Public Education Association stated very specific recommendations. The Minnesota Parents, Teachers, and Students Association listed recommendations specifically for their members regarding their roles in the recruitment and selection of school administrators.

The third question in Questionnaire IB asked the respondent to write the name(s) of any other organization(s) which, to his/her knowledge, had formulated and published a set of criteria relevant to the recruitment and selection of elementary school principals. Of the fifty-eight state organizations which responded, forty-two did not write the name(s) of any other organization(s). Sixteen wrote the names of organizations which had already been sent questionnaires.

Questionnaire IC was sent to the superintendent of each of the twenty-seven school districts selected to receive RASEPS. Responses were received from one hundred percent of the superintendents. Written responses were received from twenty-five of the superintendents. Information was obtained from the other two superintendents by telephone.

²⁰⁹For criteria recommended, see Appendix Z.

Included in Questionnaire IC were two questions concerning the existence, if any, of a local elementary principals' association or a local administrators' association. In two additional questions the superintendent was requested to write the name and school address of the person who was the president of the local association. One hundred percent of the superintendents provided the name and school address of the president of the local association. Table 4 shows the responses to the first two questions.

Table 4

Existence of a Local Elementary Principals' Association or a Local Administrators' Association as Indicated by the Superintendents of the School Districts

Association	Number	Percent
Local elementary principals'	15	55.6
Local administrators'	12	44.4

Following the identification of the presidents of the local associations, Questionnaire ID was sent to them. Responses were received from one hundred percent of the presidents. Written responses were received from twenty-four of the presidents. Information was obtained from the other three presidents by telephone.

In the first of three questions the presidents were asked if the associations of which they were the presidents had formulated and published a set of criteria relevant to the recruitment and selection of school principals, especially elementary school principals. Twenty-seven, or one hundred percent, indicated that their associations had not recommended a set of criteria. Because none of the associations had recommended a set of criteria, none sent a copy to the researcher as requested in question two of Questionnaire ID.

The third of three questions in Questionnaire ID was designed to identify the person employed in the school district and his/her school address who was responsible initially and primarily for recruiting, interviewing and selecting elementary school principals. All of the respondents provided the information requested.

Designed to identify professors who taught courses in personnel administration or related to personnel administration, Questionnaire IE was sent to the deans of the colleges of education in twenty-one colleges and universities.²¹⁰ Responses were received from nineteen deans or 90.5 percent of the total. Twelve respondents, as

²¹⁰See Appendix R.

shown in Table 5, indicated that a personnel administration course was offered in the college of education of which they were the dean. Four respondents indicated that a course related to personnel administration was offered. Three respondents indicated that neither a course in personnel administration nor a related course was offered.

Table 5

Personnel Administration Courses or Related Courses Offered

Course	Number	Percent
Personnel administration	12	63.2
Related to personnel administration	4	21.0
No course offered	3	15.8

In addition to being asked to indicate if a course in personnel administration or a course related to personnel administration was offered, the deans were requested to write the names of the professors who taught the courses. The names of the professors were provided by the deans of the sixteen colleges of education which offered either a course in personnel administration or a course related to personnel administration.

Following the identification of the professors who

taught courses in personnel administration or courses related to personnel administration, Questionnaire IF was sent to them. All of the sixteen professors who were sent Questionnaire IF returned them. The results are displayed in Table 6. Since two professors indicated that they did not teach either a course in personnel administration or a course related to personnel administration, they were not requested to respond to the remaining questions in the questionnaire.

Table 6

Responses of the Professors Regarding Courses Taught in Personnel Administration or Related to Personnel Administration

Courses	Number	Percent
Personnel administration	8	50.00
Related to personnel administration	1	6.25
Both a course in personnel administration and a course related to personnel administration	5	31.25
Neither a course in personnel administration nor a course related to personnel administration	2	12.50

With the exception of one professor, all of the respondents who stated that they taught a course in personnel

administration or a course related to personnel administration indicated that they did not recommend a set of criteria relevant to the recruitment and selection of elementary school principals. One professor responded that he did recommend a set of criteria but that it was not yet printed. Since no professor had a written set of criteria available, none was sent to the researcher.

Each professor was requested to send the researcher a copy of the syllabus he used in his classes. One professor indicated that he did not distribute a printed syllabus to his students. The researcher did not receive a copy of the syllabus used by six professors. A syllabus was enclosed with the questionnaire by eight professors. In each syllabus it was indicated that a segment of the course dealt with the aspect of recruitment and selection of school personnel.

In the final question of Questionnaire IF, the professors were requested to write the titles of the textbooks used and their authors. Ten professors responded to this question and four professors did not. Of the ten who responded, five indicated they used a book by W. B. Castetter, The Personnel Function in Educational Administration. The remaining five professors indicated that they used a total of four different books. In the book by Castetter,

two chapters or 44 pages out of a total of 366 pages were devoted to the recruitment and selection of personnel.

Assuming that one requirement in the personnel courses was the reading of the textbook, it would seem that Castetter's recommendations were given consideration.²¹¹

Following the identification of the criteria recommended, RASEPS was developed and sent to the superintendent, assistant superintendent, personnel director or director of elementary education in the twenty-seven randomly selected public school districts. Twenty-two of the respondents or 81.5 percent returned usable responses. A letter, received from one school district, indicated that it was the policy of that district not to respond to a questionnaire unless information pertinent to the school district would be provided. No completed questionnaires were received from four school districts as shown in Table 7.

Each respondent was requested to enclose with the completed questionnaire a copy of the application form for administrative positions used in his/her school district. Of the twenty-two respondents who returned a completed

²¹¹The data regarding criteria included in Castetter's book, discussed briefly here, will not be discussed further because of their relative insignificance to the survey.

Table 7
Responses to RASEPS

Responses	Number	Percent
Responded with usable returns	22	81.5
Responded but refused to complete questionnaire	1	3.7
Failed to respond	4	14.8

questionnaire, twelve enclosed a copy of the application form. Ten respondents failed to enclose a copy of the application form. After a separate letter requesting a copy of the application form was sent to these ten persons, seven sent a copy by return mail. As presented in Table 8, a copy of the application form was received from nineteen or 86.3 percent of the responding school districts.

The responding school districts were described in two aspects—organizational arrangements and student enrollments. Organizational arrangements were of four types: 1-12, K-12, PK-12 and PK-PG. There was one responding school district with a 1-12 arrangement and one with a PK-PG arrangement. Fifteen districts had a K-12 arrangement and

Table 8

Responses to the Request for a Copy of the Application Form

Responses	Number	Percent
Enclosed a copy of the application form with the completed questionnaire	12	54.5
Sent a copy of the application form when requested by a separate letter	7	31.8
Failed to enclose a copy of the application form with the questionnaire or when requested by a separate letter	3	13.7

five districts had a PK-12 arrangement.²¹² Recorded in

Table 9 is the number of school districts with each type of

Table 9

Organizational Arrangements of Responding School Districts

Organizational arrangement	Number	Percent
1-12	1	4.54
K-12	15	68.19
PK-12	5	22.73
PK-PG	1	4.54

²¹²See Appendix JJ.

organizational arrangement.

The second aspect described was student enrollments which ranged from a high of 63,473 to a low of 20,422. The mean student enrollment of the twenty-two responding school districts was 36,177.3. When categorized, the majority of districts had student enrollments in the 20,000-29,999 category. Included in this category were thirteen school districts. In the 30,000-39,999 category and the 40,000-49,999 category, there were one and two districts respectively. As summarized in Table 10, there were three school districts in each of the 50,000-59,999 and 60,000-69,999 categories.

Table 10

Categories of Student Enrollments
of Responding School Districts

Category	Number	Percent
20,000-29,999	13	59.10
30,000-39,999	1	4.54
40,000-49,999	2	9.10
50,000-59,999	3	13.63
60,000-69,999	3	13.63

The Recruitment and Selection of Elementary Principals Survey (RASEPS) was comprised of two parts—Basic Information and Recruitment and Selection Methods. Categories of Recruitment and Selection Methods included Recruiting Candidates, Utilizing Committees, Adopting the Selection Procedures, Investigating the Candidates and Selecting the Principal.

The first item in category A, item A1, was developed from criterion 27—formal identification and recruitment procedures for school principals should be developed in every school system. Criterion 27 was recommended by the EEOC, the AASA and the MPTSA.²¹³ As presented in Table 11, fifteen or 68.2 percent of the respondents reported that their school districts had developed formal identification and recruitment procedures. In 31.8 percent of the districts formal identification and recruitment procedures reportedly had not been developed. In this instance three of four organizations recommended the criterion and 68.2 percent of the respondents reported the corresponding practice.

²¹³The EEOC, the AASA and the MPTSA represent the United States Equal Employment Opportunity Commission, the American Association of School Administrators and the Minnesota Parents, Teachers, and Students Association respectively.

Table 11

**Development of Formal Identification
and Recruitment Procedures**

Item	Number		Percent	
	Yes	No	Yes	No
Formal identification and recruitment procedures had been developed	15	7	68.2	31.8

From criterion 31—objective measures should be established to analyze and monitor the recruitment process—item A2 was developed. Table 12 shows that eleven of the respondents or 50 percent reported that measures were established to analyze and monitor the recruitment process. Recommended by the EEOC only, the practice was reported by half of the respondents.

Table 12

Measures to Analyze and Monitor the Recruitment Process

Item	Number		Percent	
	Yes	No	Yes	No
Measures were established to analyze and monitor the recruitment process	11	11	50.0	50.0

Item A3 was based on criterion 32—an Affirmative Action file of minority and female applicants not hired who are potential candidates for future openings should be maintained—which was recommended by the EEOC and the PEA.²¹⁴ Fifteen or 68.2 percent of the respondents, as shown in Table 13, reported that their school districts maintained an Affirmative Action file. Fifteen of twenty-two school districts reported the practice as recommended by two organizations.

Table 13

Maintenance of an Affirmative Action File

Item	Number		Percent	
	Yes	No	Yes	No
An Affirmative Action file of minority and female applicants for future openings was maintained	15	7	68.2	31.8

Criterion 34—contact with minority, women's and community organizations should be developed and maintained—was recommended by the EEOC and the PEA and was the basis for item A4. Of the twenty-two responding school districts,

²¹⁴The PEA denotes the Public Education Association.

eight or 36.4 percent reported that contact with minority, women's and community organizations was developed and maintained. Contact with these groups was nonexistent in 63.6 percent of the school districts as disclosed in Table 14. In this instance two organizations recommended the criterion and only 36.4 percent reported the corresponding practice.

Table 14

Contact with Minority, Women's or Community
Organizations Regarding Recruitment

Item	Number		Percent	
	Yes	No	Yes	No
Contact with minority, women's or community organizations regarding recruitment was developed and/or maintained	8	14	36.4	63.6

The EEOC recommended that minorities and females should be utilized in the recruitment and entire personnel process. As criterion 35 it became the basis for item A5 which was divided into two parts. Individuals of minority groups reportedly were used in the recruitment and/or selection process in seventeen school districts. In eighteen school districts women reportedly were used in the recruitment and/or selection process. Individuals of minority

groups and women were utilized in 77.3 and 81.8 percent of the school districts respectively, as shown in Table 15. The correspondence that existed was one in which there was only one organization recommending the criterion and 77.3 and 81.8 percent of the respondents reporting the related practices.

Table 15

Utilization of Individuals of Minority Groups and Women
in the Recruitment and/or Selection Process

Items	Number		Percent	
	Yes	No	Yes	No
Individuals of minority groups were utilized	17	5	77.3	22.7
Women were utilized	18	4	81.8	18.2

Criterion 33—vacancies should be advertised in media directed toward minorities and women—was recommended by the EEOC and the PEA. After separating it into two parts, item A6 was formed. Reportedly 54.5 percent or twelve of the school districts advertised vacancies of elementary principalships in media directed toward minority groups. Almost 20 percent fewer respondents, 36.4, reported that elementary principalship vacancies were listed in media

directed toward women. From criterion 33, recommended by two organizations, two corresponding practices were developed and were reported by 54.5 and 36.4 percent of the respondents. Table 16 shows that 45.5 and 63.6 percent of the respondents indicated that vacancies were not listed in media directed toward minority groups and women respectively.

Table 16

Advertisement of Vacancies

Advertisement of vacancies	Number		Percent	
	Yes	No	Yes	No
Listed in media directed toward minority groups	12	10	54.5	45.5
Listed in media directed toward women	8	14	36.4	63.6

Item A7 was developed from criteria 42 and 43, both of which were recommended by the PEA. Criterion 42 stated that vacancies should be listed in staff bulletins, newspapers, magazines and professional journals. Criterion 43 stated that recruiting notices should be sent to selected college placement offices. Reported by nineteen respondents, vacancies were listed in system-wide bulletins. More than one fourth of the respondents, 27.3 percent, indicated

that vacancies were listed in newspapers. In only two school districts were vacancies listed in magazines. Vacancies were listed in professional journals as reported by five respondents.

Next to system-wide bulletins, the second most often reported place to list vacancies was college placement offices. Fifteen respondents indicated that vacancies in elementary principalships in their districts were listed in college placement offices. Five respondents checked Other, as displayed in Table 17.

Table 17

Listings of Vacancies in Elementary Principalships

Listing	Number	Percent
System-wide bulletins	19	86.4
Newspapers	6	27.3
Magazines	2	9.1
Professional journals	5	22.7
College placement offices	15	68.2
Other	5	22.7

It was stated in criteria 42 and 43 that vacancies should be listed in system-wide bulletins, newspapers,

magazines, professional journals and college placement offices. As revealed in Table 18, only two school districts listed vacancies in all five of the publications or placement offices. Vacancies were listed in four places as reported by two school districts. Five respondents indicated that vacancies were listed in three places. Vacancies were listed in two places as reported by six respondents.

Table 18

Places Vacancies Were Listed by the School Districts

Places.	School districts																									
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V				
System-wide bulletins	X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X				
Newspapers		X	X	X	X										X							X				
Magazines		X													X											
Professional journals		X	X	X											X	X										
College placement offices	X	X	X	X	X		X			X	X		X	X	X	X	X	X	X		X					
Other		X		X						X			X									X				

Six respondents indicated that vacancies were listed in one place only and five of these indicated that one place was

the system-wide bulletin. One respondent failed to indicate where, if any, vacancies were listed.

The recommendation was that vacancies be listed in all five places as shown in Table 18. However, vacancies reportedly were listed in five places by only two school districts and in four places by another two school districts. Thus, less than 20 percent of the school districts listed vacancies in more than three places.

The final item included in category A, Recruiting Candidates, was developed from criterion 36. Recommended by the EEOC, criterion 36 stated that all advertising should include the phrase, "Equal Opportunity Employer, M/F." The criterion was divided into two parts to form item A8. The phrase "Equal Opportunity Employer" reportedly was included in advertisements of vacancies by eight school districts. The symbol M/F was included in advertisement of vacancies by no school districts. Both the phrase "Equal Opportunity Employer" and the symbol M/F were included in advertisements of vacancies by seven school districts. Also, as shown in Table 19, seven respondents reported that neither the phrase nor the symbol was included in advertisements of vacancies. Only 36.4 percent included the phrase "Equal Opportunity Employer, M/F" as recommended by the EEOC. Another 31.8

Table 19
Advertisement Descriptions

Description	Number	Percent
Included "Equal Opportunity Employer" only	8	36.4
Included M/F only	0	0.0
Included "Equal Opportunity Employer, M/F"	7	31.8
Did not include "Equal Opportunity Employer, M/F"	7	31.8

percent included "Equal Opportunity Employer" only.

In category B, Utilizing Committees, the first item was designed to determine if the school districts established a committee to help recruit elementary principals. Item B1 was developed from criterion 7—committees which include parents should be established to recruit and select principals. From this criterion, recommended by the MPTSA and the PEA, two items were written. Item B1 requested the respondents to indicate whether or not a committee was established to help recruit principals. As reported in Table 20, eleven or 50 percent of the respondents indicated that such a committee was established.

Table 20

A Committee to Help Recruit Principals

Item	Number		Percent	
	Yes	No	Yes	No
A committee was established to help recruit principals	11	11	50.0	50.0

Also from criterion 7 a second item, B4, was written to ascertain what groups were represented on the committee to recruit principals. In addition to including parents in the list, as recommended by the MPTSA and the PEA, others listed were, presently employed elementary principals, the superintendent, other school administrators, teachers and school board members.

Of the eleven school districts which reportedly had a recruitment committee, ten indicated that presently employed principals were represented on the committee. The superintendent, other school administrators, teachers, school board members and parents were represented on the recruitment committee in five, eleven, four, one and two of the school districts respectively. The MPTSA and the PEA recommended that parents be represented on the recruitment committee. As shown in Table 21, however, only two or 18.2

percent of the school districts having a recruitment committee included representatives of parents on that committee.

Table 21

Groups Represented on the Recruitment Committee

Group	Number	Percent
Presently employed elementary principals	10	91.0
Superintendent	5	45.5
Other school administrators	11	100.0
Teachers	4	36.4
School board members	1	9.1
Parents	2	18.2
Other	0	0.0

Item B2 was developed from criterion 6—representation on the committee which defines and develops criteria to be used in principal selection should be broadly representative of the entire system and include presently employed principals, other school administrators and teachers. From this criterion, recommended by the EEOC and the AASA, two items were written. First, item B2 was written to determine

if such a committee was established. If the respondent indicated there was a committee to define and develop criteria for use in principal selection, s/he was to check those groups in item B4, also written from criterion 6, which were represented on the committee. The response to item B2, as presented in Table 22, indicated that thirteen or 59.1 percent of the responding school districts had a committee to define and/or develop criteria to be used in the selection of elementary principals.

Table 22

A Committee to Define and/or Develop Criteria

Item	Number		Percent	
	Yes	No	Yes	No
There was a committee to define and/or develop criteria to be used in the selection of elementary principals	13	9	59.1	40.9

Of the thirteen school districts which reportedly had a committee to define and/or develop criteria to be used in the selection of elementary principals, twelve checked which groups were represented on the committee. One respondent failed to check the groups represented. Eight indicated that presently employed elementary principals were

represented on the committee. As shown in Table 23, the superintendent, other school administrators, teachers, school board members, parents and other were represented on the committee in eight, eleven, two, two, one and one of the responding school districts respectively. The respondent who checked Other wrote the word supervisor in the space provided.

Table 23

Groups Represented on the Committee
to Define and/or Develop Criteria

Group	Number	Percent
Presently employed elementary principals	8	66.7
Superintendent	8	66.7
Other school administrators	11	91.7
Teachers	2	16.7
School board members	2	16.7
Parents	1	8.3
Other	1	8.3

The EEOC and the AASA recommended that the committee to define and develop criteria be broadly representative and include presently employed principals, other school

administrators and teachers. The respondents indicated that presently employed elementary principals, other school administrators and teachers were represented on this committee in 66.7, 91.7 and 16.7 percent of the school districts. However, as presented in Table 24, only two of thirteen school districts had a committee with presently employed elementary principals, other school administrators and teachers represented on it. Thus, the specific

Table 24

Membership of the Committee to Define
and/or Develop Criteria

Groups	School districts											
	A	B	C	D	E	F	G	H	I	J	K	L
Presently employed elementary principals	X	X		X	X	X	X		X		X	
Superintendent		X		X			X	X	X	X	X	X
Other school administrators	X	X	X	X		X	X	X	X	X	X	X
Teachers	X										X	
School board members					X						X	
Parents											X	
Other					X							

recommendation of the EEOC and the AASA was practiced by only 16.7 percent of the school districts.

Related to item B2 and the second part of B4 were items B6a-e. If the respondent indicated in item B2 that a committee to define and/or develop criteria for the selection of elementary principals was established, s/he was to respond to items B6a-e. The items B6a-e were written from several criteria recommended by the AASA.

Item B6a was written from criterion 8—the committee to define criteria should be separate and distinct from other committees or groups concerned with implementation of the selection procedures. Criterion 9 was the basis for item B6b. The AASA and the EEOC recommended that the committee concerned with the development of recruitment and selection criteria should convene periodically to review the validity and effectiveness of existing standards. Item B6c was written from criterion 12—no person in the school system, other than the superintendent, should be given permanent membership on any committee for the development of criteria or procedures for the identification, screening and selection of principals. Criterion 13 was the basis for the development of items B6d and B6e. It stated that a term of office on a committee for the development of criteria

should be a maximum of three to five years, and no person should be appointed to more than one term of service.

Of the thirteen school districts which reportedly had a committee to define and/or develop criteria to be used in the selection of elementary principals, five indicated that the committee operated separately from other committees concerned with the implementation of the selection process. Seven indicated that the committee convened periodically to review the validity of existing standards. Five indicated that the committee had permanent members, excluding the superintendent. In two of the school districts, the committee had members which served for a term of more than five years. The committee had members which were appointed to more than one term of office in five of the school districts as displayed in Table 25.

The recommendations were that the committee operate separately from other committees, convene periodically to review the validity of existing standards, have no permanent members excluding the superintendent, have no members which serve for a term of more than five years and have no members which were appointed to more than one term. The respective percentages were 38.5, 53.8, 61.5, 84.6 and 61.5. Thus, with the exception of only one item, more than half of the respondents of school districts having a committee to define

and develop criteria for use in the selection of elementary principals, indicated that their practices were in accordance with those recommended.

Table 25

Operation and Membership of the Committee to
Define and/or Develop Criteria

Operation and membership	Number		Percent	
	Yes	No	Yes	No
The committee operated separately from other committees concerned with the implementation of the selection process	5	8	38.5	61.5
The committee convened periodically to review the validity of existing standards	7	6	53.8	46.2
The committee had permanent members, excluding the superintendent	5	8	38.5	61.5
The committee had members which served for a term of more than five years	2	11	15.4	84.6
The committee had members which were appointed to more than one term of office	5	8	38.5	61.5

Recommended by the EEOC, the AASA, the MPTSA and the PEA, criterion 10—members of the committee concerned with actual screening and evaluation of candidates for the principalship should possess the experience, preparation

and insights necessary to discharge such responsibilities in an effective manner—was the basis for item B3.

Fifteen of the respondents indicated that such a committee to evaluate candidates for the principalship existed in their school districts. As shown in Table 26, this represented 68.2 percent of the total number of respondents.

Table 26

A Committee to Evaluate Candidates

Item	Number		Percent	
	Yes	No	Yes	No
There was a committee to evaluate candidates for the principalship	15	7	68.2	31.8

The respondents were requested to indicate in the third part of item B4 which groups were represented on the committee to evaluate candidates. As shown in Table 26, fifteen school districts had such a committee. However, one respondent failed to check which groups were represented.

Presently employed elementary principals in nine of the school districts were represented on the evaluation committee. In eight school districts the superintendent was represented on the evaluation committee. Other school

administrators, teachers, school board members, parents and other were represented on the evaluation committee in fourteen, five, five, three and one of the school districts, respectively, as shown in Table 27.

Table 27

Groups Represented on the Committee to Evaluate Candidates

Group	Number	Percent
Presently employed elementary principals	9	64.3
Superintendent	8	57.1
Other school administrators	14	100.0
Teachers	5	35.7
School board members	5	35.7
Parents	3	21.4
Other	1	7.1

The EEOC, the AASA, the MPTSA and the PEA, in criterion 10, recommended that the members of the committee concerned with evaluation of candidates for the principalship should possess the experience, preparation and insights necessary to discharge such responsibilities in an effective manner.

indicated that only one group was represented on the committee.

Related to items B3 were items B3a and B3b. Item B3a was written from criterion 50—a weighting chart could be used if several groups of people are involved in the selection process. This criterion was recommended by the PEA and was practiced reportedly by six of the fifteen school districts having an evaluation committee. This represented 40 percent as given in Table 29.

Table 29

Use of a Weighting Chart by the Committee to Evaluate Candidates

Item	Number		Percent	
	Yes	No	Yes	No
The committee used a weighting chart	6	9	40.0	60.0

Item B3b was developed from criterion 11—the committee concerned with actual screening and evaluation of candidates for the principalship should have access to consultants and other special resource persons from within or outside the district. Criterion 11 was recommended by the AASA, the MPTSA and the PEA. Of the fifteen school districts which had an evaluation committee, eleven

districts, as shown in Table 30, reportedly had access to consultants and other special resource people within or outside the district.

Table 30

The Evaluation Committee's Accessibility to Consultants

Item	Number		Percent	
	Yes	No	Yes	No
The committee had access to consultants and other special resource people	11	4	73.3	26.7

Item B3a was developed from a criterion recommended by one organization and the practice was reported by 40 percent of the respondents. Item B3b was developed from a criterion recommended by three organizations and the practice was reported by 73.3 percent of the respondents.

All committees should be recognized as advisory bodies only. As criterion 5, it was recommended by the AASA. Table 31 shows that, of the fifteen school districts which indicated that committees were utilized, fourteen reported that the committee or committees was/were advisory only. Recommended by only one organization, the related practice was reported by 93.3 percent of the respondents.

Table 31

Status of the Committee(s)

Status	Number		Percent	
	Yes	No	Yes	No
The committee(s) was (were) recognized as advisory only	14	1	93.3	6.7

Category C contained items related to the selection procedures utilized in the school districts. The first item in category C, C1, was developed from criterion 1—every board should establish policies to guide the superintendent in the selection of principals. Criterion 1 was recommended by the AASA and the PEA. In the corresponding item, C1, eleven or 50 percent of the respondents, as shown in Table 32, reported that the school board had written policies to guide the superintendents in the selection of elementary principals. In this instance half of the organizations recommended the criterion and half of the respondents reported the related practice.

Criterion 2, recommended by the AASA and the PEA, was the basis for item C2. It was recommended that the school board should declare unequivocally that it shall be the responsibility of the superintendent to select persons

Table 32

**Written Policies to Guide the Superintendent in
the Selection of Elementary Principals**

Item	Number		Percent	
	Yes	No	Yes	No
The school board had written policies to guide the superintendent in the selection of elementary principals	11	11	50.0	50.0

for recommendation to appointment as principal. Fourteen or 63.6 percent of the respondents, as shown in Table 33, reported that the superintendent had the responsibility to select persons for recommendation to appointment as principal.

Table 33

**Person with Final Responsibility to Select Persons
for Recommendation to Appointment as Principal**

Item	Number		Percent	
	Yes	No	Yes	No
There was a person other than the superintendent who had the final responsibility to select persons for recommendation to appointment as principals	8	14	36.4	63.6

Criterion 16 was expanded to provide the basis for the development of item C3. Recommended by the AASA, criterion 16 stated that each district should recognize that the principalship is a cluster of functions which are best realized through the efforts of many administrators and supervisors rather than only one person.

No respondents indicated that the principalship was recognized as one primary function best realized through the efforts of many administrators and supervisors or through the efforts of the principal only. Seven respondents indicated that the principalship was recognized as a cluster of functions best realized through the efforts of the principal. Fifteen respondents indicated, as recommended by the AASA, that the principalship was recognized as a cluster of functions best realized through the efforts of many administrators and supervisors. Displayed in Table 34 are the responses to item C3.

The AASA, MPTSA and PEA recommended in criterion 17 that what a district expects of a principal should be incorporated in its written policies so that individuals can be selected in terms of well-defined specifications. From this criterion item C4 was developed. When surveyed, seventeen or 77.3 percent of the responding school districts

Table 34

Recognition of the Function of the Principalship

Function of the principalship	Number	Percent
A cluster of functions which are best recognized through the efforts of many administrators and supervisors	15	68.2
A cluster of functions which are best realized through the efforts of the principal	7	31.8
One primary function which is best recognized through the efforts of many administrators and supervisors	0	0.0
One primary function which is best recognized through the efforts of the principal	0	0.0

reportedly had written policies in which were incorporated what was expected of a principal. Five or 22.7 percent, as shown in Table 35, had not incorporated into written policies what was expected of a principal.

Item C5 dealt with the school district's effort to anticipate the future needs for principals. Developed from criterion 19—future needs for principals should be anticipated through a careful study of turnover and retirement patterns of principals as well as the potential increase in the number of attendance units within—item C5 was designed

Table 35

Written Policies of Expectations of Principals

Item	Number		Percent	
	Yes	No	Yes	No
There was incorporated into written policies what was expected of a principal	17	5	77.3	22.7

to determine if future needs for principals were anticipated.

The AASA and the MPTSA recommended criterion 19.

Twelve respondents, or 54.5 percent, indicated that future needs were anticipated through a study of turnover patterns. A study of retirement patterns was conducted, reportedly, by thirteen or 59.1 percent of the respondents. A much larger majority, 90.9 percent, reported that future needs for principals were anticipated through a study of the potential increase or decrease in the number of schools.

Table 36 displays the responses to item C5.

The AASA and the MPTSA recommended in criterion 20 that all school systems should establish criteria of success in the principalship and state them, preferably in performance terms. In item 6C this criterion was divided into two parts. First, the respondents were requested to indicate if

Table 36

Anticipation of Future Needs for Principals

Techniques of anticipating future needs	Number		Percent	
	Yes	No	Yes	No
A study of turnover patterns	12	10	54.5	45.5
A study of retirement patterns	13	9	59.1	40.9
A study of the potential increase or decrease in the number of schools	20	2	90.9	9.1

criteria of success were established. Second, if criteria of success were established, were they stated in performance terms? As presented in Table 37, fourteen respondents indicated that criteria of success were established. Of these fourteen, ten indicated that they were stated in performance terms.

Table 37

Criteria of Success in the Principalship

Criteria of success	Number		Percent	
	Yes	No	Yes	No
Criteria were established	14	8	63.6	36.4
Criteria were stated in performance terms	10	4	71.4	28.6

Criterion 20 was recommended by two organizations. Almost 64 percent of the respondents reported the existence of the practice of establishing criteria of success in the principalship. Slightly over 71 percent of the school districts which had established criteria of success had stated them in performance terms.

Descriptions of situational factors likely to influence administrative behavior was the concern of criterion 21. Recommended by the EEOC and the AASA, criterion 21 stated that situational factors likely to influence effective administrative behavior should be described for the system as a whole and more specifically for each attendance unit. Item C7 was written from this criterion. As reported in Table 38, less than one-fourth of the respondents indicated that there were written descriptions of situational factors likely to influence administrative behavior. Thus,

Table 38

Existence of Written Descriptions of Situational Factors
Likely to Influence Administrative Behavior

Item	Number		Percent	
	Yes	No	Yes	No
There were written descriptions of situational factors likely to influence administrative behavior	5	17	22.7	77.3

in this instance, two organizations recommended the criterion and only 22.7 percent of the respondents reported the practice.

Criterion 29—systematic and carefully designed procedures should be designed to facilitate identification and selection of the best candidates—was recommended by the EEOC, the AASA and the PEA. Item C8 was written from this criterion. Three of four organizations recommended the criterion and 72.7 percent of the respondents, as shown in Table 39, indicated that systematic procedures were designed to facilitate identification and/or selection of the best candidates.

Table 39

Procedures Were Designed to Facilitate
Identification and/or Selection

Item	Number		Percent	
	Yes	No	Yes	No
Systematic procedures were designed to facilitate identification and/or selection of the best candidate	16	6	72.7	27.3

Items C9, C10 and C11 were developed from criterion 38—any test which adversely affects the employment status

of groups protected by Title VII of the Civil Rights Act of 1964 and amended by the Equal Employment Opportunity Act of 1972 should be professionally validated as an effective, significant predictor of effective job performance. Recommending criterion 38 were the EEOC and the PEA.

Item C9 dealt with the question of whether or not the selection of elementary principals involved the use of competitive examinations. Of the twenty-two respondents, only two indicated that competitive examinations were used as shown in Table 40.

Table 40

Selection of Elementary Principals on the
Basis of Competitive Examinations

Item	Number		Percent	
	Yes	No	Yes	No
Elementary principals were selected on the basis of competitive examinations	2	20	9.1	90.9

The kinds of tests utilized in these two districts were achievement tests and situational performance tests. Responses to item C10 are summarized in Table 41.

Item C11 was designed to determine if school districts reportedly validated tests as predictors of job

Table 41

Tests Used in the Selection of Elementary Principals

Tests	Number
Achievement test	1
Psychological test	0
Situational performance test	1
Intelligence test	0
Values test	0

performance. As shown in Table 42, both of the respondents which indicated the use of tests reported that the tests were validated as predictors of job performance.

Table 42

Test Validation

Item	Number		Percent	
	Yes	No	Yes	No
The test(s) was(were) validated as (a) predictor(s) of job performance	2	0	100.0	0.0

Criterion 38 stated that any test which adversely affected the employment status of groups should be

professionally validated as an effective significant predictor of job performance. The data obtained in the survey showed that only two school districts utilized competitive examinations and that both of these reported that the examinations were validated as predictors of job performance.

Criterion 40—any system of rating or "weighting" certain items in application forms, tests or interviews which may have a disparate effect on minorities or females should be reviewed—was recommended by the EEOC and was the basis for item C12. Item C12 was designed to determine if a system of rating or "weighting" certain items in application forms, tests or interviews existed. Table 43 shows that 45.5 percent of those responding reportedly used a system of rating or "weighting" certain items.

Table 43

Use of a System of Rating or "Weighting" Items

Item	Number		Percent	
	Yes	No	Yes	No
There was a system of rating or "weighting" certain items in application forms, tests or interviews	10	12	45.5	54.5

Designed to determine if the steps of the selection

process were reviewed and/or monitored, item C13 was developed from criterion 41—each step in the selection process should be reviewed and monitored. The responses to this item, developed from a criterion recommended by the EEOC and the PEA, are shown in Table 44. Almost 73 percent of the respondents reported that, in their school districts, the steps of the selection process were reviewed and/or monitored.

Table 44

Reviewing and/or Monitoring the Selection Process

Item	Number		Percent	
	Yes	No	Yes	No
The steps of the selection process were reviewed and/or monitored	16	6	72.7	27.3

The final item in category C, Adopting the Selection Procedures, dealt with the practice of requiring candidates to have a medical examination. Criterion 49—a medical examination shall be required—was recommended by the PEA and was the basis for item C14. Table 45 shows that 40.9 percent of the school districts required candidates to have a medical examination as recommended by the PEA.

Table 45

Candidates Required to Have a Medical Examination

Item	Number		Percent	
	Yes	No	Yes	No
Candidates were required to have a medical examination	9	13	40.9	59.1

In RASEPS, category D contained items regarding the investigation of candidates. The first two items, D1 and D2, were written from criterion 14—the personnel office in each school system should be the central repository for all applications, credentials, written notices and files of applicants for principals. All of the respondents reported that their school districts had a personnel office as recommended by the AASA and as shown in Table 46.

Table 46

Existence of a Personnel Office

Item	Number		Percent	
	Yes	No	Yes	No
There was a personnel office	22	0	100.0	0.0

The second item developed from criterion 14, D2,

dealt with the personnel office also. The respondent was requested to indicate if the personnel office was the central repository for applications, credentials, written notices and files of applications. Presented in Table 47 are the responses to the items. Twenty-one, twenty-two, eighteen and twenty respondents reported the personnel office to be the central repository for applications, credentials, written notices and files of applications respectively.

Table 47

Items for Which the Personnel Office
Was the Central Repository

Item	Number	Percent
Applications	21	95.5
Credentials	22	100.0
Written notices	18	81.8
Files of applications	20	90.9

Although only one organization, the AASA, recommended the existence of a personnel office, 100 percent of the respondents reported the existence of a personnel office in their districts. It was recommended also that the personnel

office be the central repository for applications, credentials, written notices and files of applications. The percentage of respondents reporting these to be the practices ranged from a low of 81.8 percent to a high of 100 percent.

A third item dealt with the personnel office but it was written from criterion 15—the personnel office should be responsible for administering whatever instruments of evaluation may be used in the selection process. The responses to this item, developed from a criterion recommended by the AASA, indicated that, in 72.7 percent of the responding school districts, the personnel office had the responsibility for administering the instruments of evaluation used in the selection process. Table 48 shows that sixteen respondents reported this practice.

Table 48

**Responsibility of the Personnel Office for
Administering Instruments of Evaluation**

Item	Number		Percent	
	Yes	No	Yes	No
The personnel office had the responsibility for administering whatever instruments of evaluation may be used in the selection process	16	5	72.7	27.3

Item D4 requested the respondent to indicate if preference was given to a candidate because of his/her sex. Criterion 23—no person should be excluded from consideration as principal on the basis of sex alone—was recommended by the EEOC and the AASA. As presented in Table 49, 86.4 percent reported no preference. However, 4.5 percent indicated a preference for males and 9.1 percent indicated a preference for females.

Table 49

Male-Female Preference

Preference	Number	Percent
Male	1	4.5
Female	2	9.1
No preference	19	86.4

Criterion 24—unusually long periods of teaching experience should not be required—was recommended by the AASA and became the basis for item D5. Zero to 3 years of teaching experience was preferred by 4.5 percent of the respondents. Candidates having 4-6 years of teaching experiences were preferred by 50 percent of the respondents. Slightly more than 9 percent indicated a preference for

candidates having more than six years of teaching experience. Eight of twenty-two respondents, or 36.4 percent, reportedly preferred candidates having no minimum number of years of teaching experience. As summarized in Table 50, the reported practice was not to prefer candidates who had unusually long periods of teaching experience.

Item D6 was developed from criterion 25 recommended by the AASA—a year of graduate study, or its equivalent, at a duly accredited institution of higher learning should be the absolute minimum for consideration for selection as a principal, with post master's work in school administration, particularly a doctorate, being given a high order of preference.

Table 50

Preferred Number of Years of Classroom Teaching Experience

Years of teaching experience	Number	Percent
0-3 years	1	4.5
4-6 years	11	50.0
More than 6 years	2	9.1
No minimum number	8	36.4

In item D6 the respondents were requested to number

from 1-4 (1 was high and 4 was low) the order of preference regarding educational experience of elementary principalship candidates. Seven respondents marked their responses in such a way as to render their responses unusable. Fifteen respondents provided usable responses.

Nine respondents indicated highest preference for candidates with doctorates. Candidates having a master's degree and additional graduate work were given highest preference by five respondents. One respondent indicated highest preference for candidates with a master's degree. Highest preference for candidates having only a bachelor's degree was indicated by no respondents. Candidates possessing a bachelor's degree only were given lowest preference by all fifteen respondents. Table 51 presents data which indicated that school districts, reportedly, were practicing recommendations regarding educational experience of elementary principalship candidates.

Items D7 and D8 were developed from criterion 26—no person should be excluded from nor be given special consideration in recruitment and selection because of race, religion, socioeconomic status, nationality background or political influence—which was recommended by the EEOC and the AASA. The criterion was divided so that item D7 dealt with the aspect of persons being excluded because of one or

Table 51

Preferences Regarding Educational Experiences of Candidates

Educational experience	Number			
	1	2	3	4
Bachelor's degree	0	0	0	15
Master's degree	1	3	11	0
Master's degree and additional graduate work	5	9	1	0
Doctor's degree	9	3	3	0

more of the five factors. Item D8 dealt with the aspect of persons being given special consideration because of one or more of the five factors.

All of the respondents, as shown in Table 52, reported that persons were not excluded because of race, religion, socioeconomic status, nationality background or political influence. All of the respondents reported a practice that was recommended by two of the four organizations.

Item D8 was similar to D7 with the exception that the respondent was requested to indicate if candidates were given special consideration in recruitment and selection because of one or more of the five factors. Nine respondents reported that candidates were given special

Table 52

**Factors Involved in the Exclusion of Candidates from
Consideration in Recruitment and Selection**

Factor	Number		Percent	
	Yes	No	Yes	No
Race	0	22	0.0	100.0
Religion	0	22	0.0	100.0
Socioeconomic status	0	22	0.0	100.0
Nationality background	0	22	0.0	100.0
Political influence	0	22	0.0	100.0

consideration because of race. All of the respondents indicated that, on the other four factors, special consideration was not given to candidates. Presented in Table 53 are data which indicate that, with the exception of race, school districts reportedly were practicing what was recommended.

Data regarding the operation and function of interviews were requested in items D9, D10, and D11. These three items, although they were related to one specific area, were developed from three separate criteria—39, 46 and 47.

Recommended by the EEOC, criterion 39 stated that interviews and interviewers' actions should be carefully monitored. One respondent reported that the use of the

Table 53

**Factors Involved in the Giving of Special Consideration to
Candidates in Recruitment and Selection**

Factor	Number		Percent	
	Yes	No	Yes	No
Race	9	13	40.9	59.1
Religion	0	22	0.0	100.0
Socioeconomic status	0	22	0.0	100.0
Nationality background	0	22	0.0	100.0
Political influence	0	22	0.0	100.0

interview to select elementary principals was nonexistent. Of the twenty-one school districts which reportedly used the interview, eight reported that the interviews and/or interviewers' actions were monitored. Table 54 shows that interviews and/or interviewers' actions were not monitored in 61.9 percent of the school districts. In this instance, the

Table 54

Monitoring of Interviews and/or Interviewers' Actions

Item	Number		Percent	
	Yes	No	Yes	No
Interviews and/or interviewers' actions were monitored	8	13	38.1	61.9

criterion was recommended by one organization and the corresponding practice was reported by 38.1 percent of the respondents.

Criterion 46—the interviewer should guide the interview so that the candidate does the most talking—was the basis for the development of item D10. Recommended by one organization, the PEA, less than half, or 47.6 percent of the respondents, reported the practice of the candidate or interviewee doing most of the talking. Eleven of the twenty-one respondents reporting the use of the interview indicated that talk time was divided evenly between the interviewer(s) and the interviewee. The data presented in Table 55 show no respondent indicated that the interviewer did most of the talking.

Table 55

Amount of Talk Time by Interview Participants

Participants' talk time	Number	Percent
Interviewer(s) primarily	0	0.0
Interviewee primarily	10	47.6
Talk time was divided evenly	11	52.4

The PEA recommended in criterion 47 that the

interviewer should use a checklist of questions to be covered. Based on this criterion, item D11 was developed. Twelve respondents reported the use of a checklist of questions to be covered. However, almost 43 percent, as shown in Table 56, reportedly did not use a checklist of questions. The criterion was recommended by one organization and the corresponding practice was reported by 57.1 percent of the respondents.

Table 56

Use of a Checklist of Questions During the Interview

Item	Number		Percent	
	Yes	No	Yes	No
The interviewer(s) used a checklist of questions to be covered	12	9	57.1	42.9

The final item in category D, Investigating the Candidates, dealt with the investigation of candidates employed in another school district. Item D12 was written from criterion 48—for candidates under serious consideration who work in a school, a visit to their present schools for observation and interviews of teachers, parents and students should be arranged before a firm commitment or final selection is made.

Eight respondents reported that it was a practice to observe candidates employed in other schools. Teachers, parents, students and other administrators in the school in which the candidate was employed were interviewed reportedly by seven, one, four and eight of the respondents respectively. The criterion was recommended by the PEA only and the corresponding practices regarding observing and interviewing candidates were reported by less than 37 percent of the respondents in all instances. These data are summarized in Table 57.

Table 57

Investigating Candidates Employed in Other School Districts

Investigation technique	Number		Percent	
	Yes	No	Yes	No
Observation	8	14	36.4	63.6
Interviews of teachers	7	15	31.8	68.2
Interviews of parents	1	21	4.5	95.5
Interviews of students	4	18	18.2	81.8
Interviews of other administrators	8	14	36.4	63.6

Category E, Selecting the Principal, comprised five items related to several aspects of the selection process.

Item E1 was developed from criterion 3—the school board, as a matter of policy, should elect only those persons recommended by the superintendent of schools for a principalship. With one exception, all of the respondents reported this practice as recommended by the AASA. Thus 95.5 percent of the school districts, as shown in Table 58, followed the recommendation.

Table 58

Recommendation for Appointment to a Principalship

Item	Number		Percent	
	Yes	No	Yes	No
The school board, as a matter of policy, appointed to a principalship only those persons recommended by the superintendent	21	1	95.5	4.5

The AASA and the PEA recommended criterion 4—the superintendent should execute his professional responsibility for the selection of principals with the consultation of professional administrators and/or instructional staff members—from which item E2 was developed. One hundred percent of the respondents indicated that, in their school districts, the superintendent consulted with professional administrators and/or instructional staff members when selecting

principals. Presented in Table 59 is a summarization of the responses to item E2.

Table 59

Superintendent Consulted with Professional
Administrators When Selecting Principals

Item	Number		Percent	
	Yes	No	Yes	No
The superintendent consulted with professional administrators and/or instructional staff members when selecting principals	22	0	100.0	0.0

The AASA, in criterion 28, was concerned about the flexibility or rigidity of promoting from within the district or searching outside the district. The basis for item E3, criterion 28 stated that flexible rather than rigid policies of promoting from within or searching outside the school system should be adopted in all systems.

Table 60 shows that a majority, or 77.3 percent, of the school districts reportedly give more consideration to candidates presently employed in the district. No respondent indicated that more consideration was given to candidates working outside the district. Less than one-fourth of the respondents indicated that equal consideration was given

to all candidates. The criterion was recommended by one organization and only 22.7 percent of the respondents reported the corresponding practice.

Table 60

Consideration Given to Candidates
Inside and Outside the District

Item	Number	Percent
More consideration was given candidates presently employed in the district	17	77.3
More consideration was given candidates working outside the district	0	0.0
Equal consideration was given to all candidates	5	22.7

Item E4 was developed from criterion 30—contributions and limitations of various selection devices should be analyzed to guard against overemphasis on any one test, interview or other selection device. Two organizations, the EEOC and the AASA, recommended this criterion. The item was written to ascertain what selection devices were used and to what extent each one was used. Twenty respondents provided usable data on item E4. Two respondents failed to respond to the item.

Displayed in Table 61 are data which indicate that

Table 61

Weight Given to Selection Devices

Selection device	School districts																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Single interview	60		30	30	33	25	80	30	50	100	50		50	10	60	40	40	10	40	25
Group interview	25										25									
Test				10																
Present performance	100																			
Past performance			50	30	33	75		60		25			40				30	30		
Superintendent contact	15																			
Education			20														30			
References				30			20						25							75
Credentials					33								25	20	20				60	

Table 61 (continued)

Selection device	School districts																			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
Certification								10						30						
Series of screening seminars												100								
On-school visits															20					
Personal characteristics																		60		
Other								50								60				

eighteen of twenty respondents reported the use of the interview as a selection device. The average weight given to the interview as a selection device was 42.4 percent with the greatest amount reported at 100 percent and the least amount at 10 percent. Seven respondents indicated that the interview was valued at 50 percent or more of the total weight given to all selection devices.

Of the twenty respondents, nine reportedly gave attention to past performances. The average weight given to past performances was 41.4 percent with the greatest amount at 75 percent and the least amount at 25 percent.

There were three school districts in which 100 percent of the value was placed on one selection device. The three different devices were the single interview, present performance and a series of screening seminars. There were six school districts in which 100 percent of the value was placed on a combination of two selection devices. Three selection devices were used reportedly in nine of the twenty school districts. Two districts reportedly used four selection devices when selecting elementary principals as shown in Chart 1.

Criterion 30 stated that contributions and limitations of various selection devices should be analyzed to

guard against overemphasis on any one test, interview or other selection device. As depicted graphically in Chart 1, three school districts used only one device, six districts used two devices, nine used three devices and two used four devices. Seventeen of twenty districts reportedly used two or more devices.

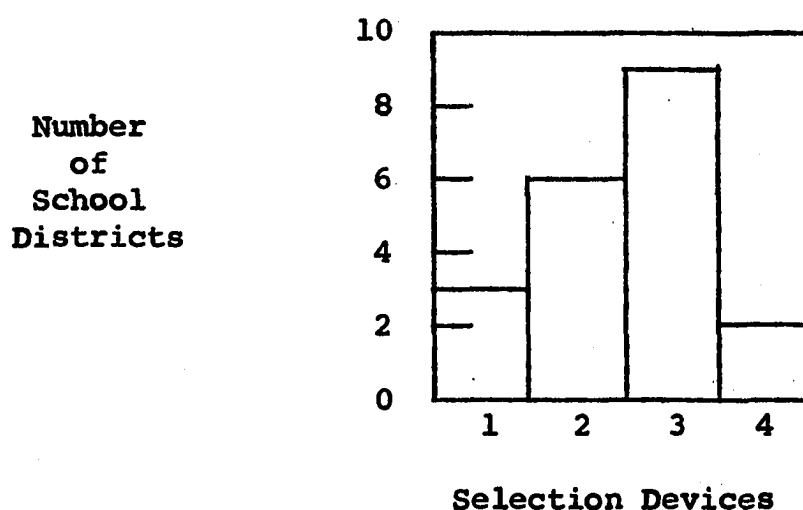


Chart 1

Number of Selection Devices Used
by the School Districts

The final item in category E and the questionnaire dealt with the practice of school districts notifying unsuccessful candidates of their elimination. Item E5 was based on criterion 45—candidates who are eliminated from consideration should be notified promptly in writing—which was recommended by the PEA. Item E5 was divided into two parts.

First the question asked if unsuccessful candidates were notified of their elimination. Secondly, if unsuccessful candidates were notified, what amount of time transpired between the selection of a candidate and the notification of elimination of unsuccessful candidates?

Nineteen, or 86.4 percent, of the respondents reported that unsuccessful candidates were notified of their elimination. Only three respondents, as shown in Table 62, indicated that it was not a practice to notify unsuccessful candidates of their elimination.

Table 62

Unsuccessful Candidates Receive Notification of their Elimination

Item	Number		Percent	
	Yes	No	Yes	No
Candidates who were eliminated from consideration received notification in writing	19	3	86.4	13.6

Those respondents who indicated that unsuccessful candidates were notified in writing were requested to check the length of time in which those candidates received notification. Unsuccessful candidates were notified within one week, two weeks, three weeks and after more than three weeks

as reported by eleven, four, two and two respondents respectively. Data displayed in Table 63 show that almost 80 percent of the respondents reported that unsuccessful candidates were notified of their elimination within two weeks after a candidate had been selected.

Table 63

Length of Time in Which Unsuccessful Candidates
Received Notification of their Elimination

Length of time	Number	Percent
Within one week	11	57.89
Within two weeks	4	21.05
Within three weeks	2	10.53
After more than three weeks	2	10.53

In an attempt to develop a questionnaire as concise as possible, a request was made to each respondent to enclose with the completed RASEPS a copy of the application form for administrative positions utilized in his/her school district. It was thought that to enclose a copy of the application form would require less time than responding to a list of questions about the application form.

Of the twenty-two persons responding to the RASEPS,

nineteen sent a copy of the application form. Table 64 shows that five school districts used a separate form with administrator applicants. Seven school districts used a combined administrator and teacher application form. A form, normally used with teacher applicants, was used also with administrator applicants in seven school districts.

Table 64

Kinds of Application Forms Used

Kind	Number	Percent
Administrator application form	5	26.32
Combined administrator and teacher application form	7	36.84
Teacher application form	7	36.84

Recommendations regarding information requested in application forms were presented by the PEA and the EEOC. The EEOC recommended in criterion 37 that major questions regarding race, national origin, religion, education, arrest and conviction records, credit rating, sex, marital status, family status, physical requirements, experience requirements, age, friends or relatives working for the school district and appearance should be eliminated from application forms and interviews or carefully reviewed to assure

that their use is job-related and non-discriminatory in effect.

The PEA, in criterion 44, presented a recommendation, part of which was in total disagreement with parts of the recommendation presented by the EEOC regarding information requested in application forms. In criterion 45 the PEA recommended that all applicants should submit the following information: full name, present address and telephone number, age, marital status, number of children, complete education and work history, interests, legal qualifications, published work, professional affiliations and personal and experience references.

Requested in all nineteen application forms received by the researcher was the applicant's full name. The applicant's age was requested in fifteen forms and was labeled optional in two other forms. In seventeen forms the applicant was requested to indicate his/her sex. The applicant's present address and telephone number were requested in seventeen application forms. Requested in fifteen forms and labeled optional in two others was the applicant's marital status. The applicant's race was requested in one form and his national origin in another. One's family status or number of children was requested in thirteen application

forms and labeled optional in two others.

Eighteen school districts required the applicant to list his/her educational preparation and training. A recent photograph was requested in seven forms and was considered optional in two others. Experience references were not requested in only one form. Personal references were requested in seven application forms.

The applicant was requested to respond to questions about physical requirements or physical defects in fourteen forms. In another form responding to these questions was considered an option. A response to a question regarding friends or relatives working for the district was not required in any application form, but it was optional in one. Questions concerning arrest and conviction records were included in nine forms. In eight of these the applicant was requested to respond. A response was optional in one form.

The applicant's religious preference was requested in three application forms. No school district's application form contained any questions regarding an applicant's credit rating. Eleven applications requested the applicant to list professional affiliations and eight requested a list of published work. The applicant was requested to list and/or discuss his interests in nine forms. An applicant's work

history, not related to education, was requested on nine forms. Prior teaching or administrative experience or both and certificates held were requested by eighteen school districts. Presented in Table 65 are the data regarding information requested on application forms.

One criterion recommended, but from which no items were developed, was criterion 22. In this criterion the AASA recommended that the research available on personal and professional factors should be utilized in selection. An attempt was made to address this criterion in a less direct manner than the criteria which were utilized to develop specific items in the RASEPS. Several items were selected which were pertinent to this criterion. These items—C9, C10, C11, C14, D4, D5, D6, D7, D8 and E3—were analyzed to determine if school districts were utilizing the research available on personal and professional factors.

Items C9, C10 and C11 dealt with the use and validation of competitive examinations. Only two of twenty-two respondents indicated that their school districts used competitive examinations and both of these indicated that the tests were validated as predictors of job performance.

Item C14 requested the respondent to indicate if applicants were required to have a medical examination as

Table 65 (continued)

Information requested	School districts																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q R S
Arrest and conviction records		X	X	X		X	X				X	X	X				X
Religion	X									X						X	
Credit rating																	
Professional affiliation	X		X	X						X	X	X	X	X	X		X X
Published work			X	X						X	X	X	X	X			X
Interests	X		X	X	X						X		X	X			X X
Teaching and/or administrative experience	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Work history	X	X	X		X						X	X	X				X X
Legal qualifications (certification)	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X

***Optional**

recommended by the PEA. Less than half, or 40.9 percent, of the respondents reported that their school districts required applicants to have a medical examination.

It was recommended by the EEOC and the AASA that candidates be selected without preference for sex. In item D4, nineteen respondents indicated that candidates were

selected without preference for sex. Thus 86.4 percent reported a practice as recommended.

Item D5 was designed to determine the length of classroom teaching experience which school districts preferred the candidates to have. Criterion 24 recommended that unusually long periods of teaching should not be required. Candidates having zero to three years, four to six years, more than six years and no minimum number of years were preferred by 4.5, 50, 9.1 and 36.4 percent of the respondents respectively. Less than 10 percent preferred candidates to have more than six years of classroom teaching experience.

Preferences regarding educational experiences of elementary principalship candidates were requested in item D6. Item D6 was based on criterion 25 which stated that a year of graduate study or its equivalent should be the absolute minimum for consideration as principal. Also, post master's work in school administration, particularly a doctorate should be given a high order of preference. Of the fifteen usable responses to item D6, nine reported highest preference for candidates having a doctor's degree. Five respondents reported highest preference for candidates having a master's degree and additional graduate work. Only

one respondent reported highest preference for candidates having a master's degree. Generally speaking, the school districts adhered to this recommendation presented by the AASA.

Items D7 and D8 were developed from criterion 26 which stated that no person should be excluded nor be given special consideration because of race, religion, socioeconomic status, nationality background or political influence. No respondents reported that persons were excluded from nor given special consideration in recruitment and selection because of religion, socioeconomic status, nationality background or political influence. No respondents reported that persons were excluded from consideration because of race. However, nine reported that persons were given special consideration because of race. With the exception regarding race, the recommendation was followed.

A final item related to criterion 22 regarding the utilization of research on personal and professional factors was item E3. The item dealt with the practice of following flexible rather than rigid policies of promoting from within or searching outside the school district. Seventeen respondents reported that their school districts gave more consideration to candidates presently employed in the system. The

remaining five respondents indicated that equal consideration was given to all candidates. Only 22.7 percent reported practices as recommended.

With the exceptions of the responses to items C14 and E3, the responses to the other items—C9, C10, C11, D4, D5, D6, D7 and D8—seem to indicate that the research available on personal and professional factors were used reportedly in the selection process.

SUMMARY

Presented in Chapter 4 were data regarding the criteria recommended, the organizations which recommended the criteria, the school districts surveyed, and the practices reported in the recruitment and selection of elementary school principals. A total of 50 criteria were recommended by these four organizations: the United States Equal Employment Opportunity Commission, the American Association of School Administrators, the Minnesota Parents, Teachers, and Students Association and the Public Education Association.

The criteria recommended were the basis for the development of items for inclusion in the RASEPS. Items were developed and divided into five categories: Recruiting

Candidates, Utilizing Committees, Adopting the Selection Procedures, Investigating the Candidates and Selecting the Principal.

Twenty-seven randomly selected public school districts located in ten states were sent the RASEPS. Usable responses were received from twenty-two school districts.

The data collected were summarized and presented in tables. The responses were analyzed in relation to the organizations recommending the criteria, the criteria recommended and the practices reported in the recruitment and selection of elementary school principals.

Chapter 5

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND IMPLICATIONS FOR FURTHER STUDY

SUMMARY

The purposes of this study were threefold: to identify the criteria recommended by national and state education-oriented and non education-oriented organizations, by college and university professors of educational administration, and by local elementary principals' associations or local administrators' associations for utilization in the recruitment and selection of elementary principals in public school districts; to identify reported practices in the recruitment and selection of elementary principals in public school districts which enrolled more than 20,000 students; and to determine the correspondences, if any, that existed between the criteria recommended and the practices reported in the recruitment and selection of elementary principals.

Data related to the criteria recommended were collected through the use of questionnaires sent to thirty-seven national and seventy-one state education-oriented

and non education-oriented organizations, to twenty-one college and university professors of educational administration and to the presidents of the local elementary principals' associations or local administrators' associations in twenty-seven public school districts. The criteria recommended became the bases for the development of the items included in the Recruitment and Selection of Elementary Principals Survey (RASEPS).

Data related to the practices reported were collected through the use of RASEPS which was sent to the superintendent, assistant superintendent, personnel director or director of elementary education in twenty-seven randomly selected public school districts.

Four organizations, one national education-oriented, one national non education-oriented, and two state education-oriented, sent to the researcher criteria they recommended regarding the recruitment and selection of elementary school principals. Usable responses regarding reported practices were received from twenty-two of the twenty-seven selected school districts.

CONCLUSIONS

Nowhere in the literature was there found a study

designed to determine what criteria were recommended and what organizations recommended criteria relevant to the recruitment and selection of elementary principals.

Several studies designed to survey reported practices in the recruitment and selection of elementary principals had been conducted on a state-wide basis and one was conducted on a regional basis. However, only one study was conducted at the national level and that occurred in 1954.

In his study in 1965 Justice found that only 23 percent of the superintendents surveyed reportedly used a formal recruitment plan. In 1973 Lawson found that only one of ten school districts had a written policy which contained specific guidelines for the recruitment of elementary principals. In the present study it was found that, on the national level, 68 percent of the school districts reportedly had developed formal identification and recruitment procedures.

In studies conducted by Greene in 1954 and Lawson in 1973 announcements of vacancies were made public in less than 50 percent of the school districts in the former study and were placed in school system bulletins in nine of ten school districts in the latter study. In the present study, 86.4 percent of the districts surveyed reportedly announced

vacancies in system-wide bulletins.

In 1962 Bronfeld collected data which indicated that the services offered by college and university placement bureaus were used more frequently and extensively than any other agency. Vacancies were listed in college placement offices by 68.2 percent of the districts surveyed in the present study.

Two earlier studies—Greene in 1954 and Howard in 1973—reported that 90 and 91 percent of the school districts surveyed, respectively, stated a preference for recruiting and hiring persons for the principalship who were presently employed in their districts. In the present national level study 77.3 percent indicated the same preference although it was recommended that equal consideration be given to all candidates regardless of their present place of employment.

In 1948 the Department of Elementary School Principals conducted a study in which it found that less than half of the superintendents responding listed any specific procedures or described any systematic plan for selecting elementary school principals. Hronakes, in 1971, found that more than two-thirds of the respondents indicated they did not use written criteria when selecting elementary

principals. Only 12 percent of the school districts surveyed by Howard in 1973 reportedly used written plans. In the present study 50 percent of the respondents on a nationwide basis reported that the school board had written policies to guide the superintendent in the selection of elementary principals. Systematic procedures were designed to facilitate identification and/or selection of the best candidate in 72.7 percent of the responding school districts.

The practice of including staff members and others in the selection process was not found to be widespread in earlier studies. Seventy percent of the superintendents surveyed in Georgia by Justice indicated that they selected elementary principals without the aid of their staffs. Less than 40 percent of the superintendents in North Carolina surveyed by Howard reported that they used a committee to interview candidates. In that same study less than 10 percent stated that they used a committee to develop and define criteria for the selection of elementary principals. In the present study 59.1 percent of the respondents reported that there was a committee to define and/or develop criteria to be used in the selection process. Also, 68.2 percent of the respondents reported that there was a committee to evaluate candidates for the principalship. In

comparison, there seemed to be an indication that the involvement of persons other than the superintendent was more extensive in the present nation-wide study than in earlier state-wide studies.

The studies conducted in the 1950's reported the widespread use of written examinations. Studies conducted in specific states in the late 1960's and early 1970's reported that most school districts did not require applicants for the elementary principalship to complete written examinations. It was found in the present nation-wide study that only 9.1 percent of the respondents indicated the use of tests in the selection process.

Minimum requirements regarding educational training and preparation were reported in the studies conducted earlier. In 1925 candidates were expected to be graduates of a normal school. In 1962 three-fourths of the superintendents surveyed by Bronfeld stated a preference for candidates having a master's degree. Justice found in 1965 that 26 percent of the superintendents indicated a preference for candidates having a six-year certificate or a doctor's degree. Similar results were obtained in several other surveys. The present survey collected data from school districts in ten randomly selected states which indicated that 60 percent of the school districts preferred

candidates having a doctor's degree and 33.3 percent preferred candidates having a master's degree and additional graduate work. The districts exhibited an appreciation for candidates who had advanced degrees.

Successful teaching experience, traditionally, had been a prerequisite to obtaining a principalship. Most superintendents surveyed in 1925 indicated that they required a minimum of two years experience. In 1948, 84 percent of the superintendents surveyed reportedly required candidates to have some experience in education. In Pennsylvania candidates were required to have five years of teaching experience. Ninety-one percent of the superintendents surveyed in Georgia indicated that they required candidates to have had teaching experience. In the present study 54.5 percent indicated a preference for candidates who had 0-6 years of teaching experience. No minimum number was preferred by 36.4 percent.

One criterion that had changed recently was that of preferential selection of male candidates. Thirty-six percent of the superintendents surveyed in 1948 by the Department of Elementary Principals and 40 percent of the superintendents surveyed in 1971 by Hronakes indicated a preference for male candidates. Compared to data collected

in state-wide studies, a small number or only 4.5 percent of those surveyed in the present nation-wide study indicated a preference for males. Slightly more than 86 percent indicated that candidates of both sexes were given equal preference.

There are several reasons proposed why some of the results obtained in earlier studies differ with those obtained in the present study. First, several earlier studies, with the exceptions of Greene and Lawson, were conducted at the state level and included school districts with student enrollments of various sizes. The present national level study surveyed only school districts with student enrollments greater than 20,000. Therefore, this might help to explain the differences between results obtained in earlier studies and this study.

Secondly, the intervention of the courts and the national legislature has made certain practices illegal and has placed restrictions in other areas. For example, guidelines for using tests in the selection process have been enunciated and mandated.

Of the criteria recommended by the four organizations, those recommended by the AASA reportedly were practiced by an average of 71.5 percent of the responding school

districts. The criteria recommended by the EEOC reportedly were practiced by an average of 67 percent of the responding school districts. Those recommended by the MPTSA and the PEA were practiced reportedly by an average of 58 and 52.4 percent of the responding school districts respectively.

With one exception the criteria recommended were consistent between and among the recommending organizations. The notable exception was criterion 37 and criterion 44 recommended by the EEOC and the PEA. The EEOC recommended that certain information not be requested on application forms or be carefully reviewed to assure that their use was job-related. The PEA recommended that this same information be included on application forms.

Criteria recommended by any one organization were practiced reportedly by an average of 58.9 percent of the responding school districts. An average of 68.3 percent of the responding school districts practiced those recommendations presented by any two organizations. Criteria recommended by any three organizations were practiced reportedly by an average of 71.4 percent of the responding school districts. An average of 54.63 percent of the responding school districts practiced those recommendations presented by all four organizations. Thus, criteria recommended by

a combination of any three organizations reportedly were practiced by an average of 71.4 percent of the school districts—an average higher than that found with practices related to recommendations presented by one organization, a combination of two organizations, and/or a combination of all four organizations.

The two national organizations recommended criteria reportedly practiced by a higher average of the respondents than the two state organizations. The criteria recommended by the AASA were practiced reportedly by an average of 71.5 percent of the responding school districts. The criteria recommended by the EEOC were practiced reportedly by an average of 67 percent of the responding school districts. Those criteria recommended by both the AASA and the EEOC were practiced reportedly by an average of 74.7 percent of the responding school districts. The conclusion drawn here was that criteria recommended by either one of the two national organizations or by the two national organizations jointly were practiced reportedly by a higher average of responding school districts than criteria recommended by the two state organizations separately and/or jointly.

It would seem logical for criteria recommended by national organizations to be more influential and pervasive

than criteria recommended by the state organizations. Many school administrators are members of the AASA and have access to materials published by the organization. Regarding the EEOC, school districts are expected to follow the guidelines mandated or be subject to enforced corrective measures.

Only two of fifty-eight responding state organizations recommended criteria. This seemed to indicate that state level organizations had made few attempts to influence the recruitment and selection of elementary school principals. The data collected indicated that school districts, when they utilized recommended practices, utilized those recommended by national organizations more frequently than those recommended by state organizations.

None of the twenty-seven local elementary principals' associations or local administrators' associations recommended a set of criteria regarding the recruitment and selection of elementary school principals. With the current emphasis on administrator negotiations in the larger cities, it would seem advantageous for administrator associations to recommend a set of criteria.

With one exception, all of the professors who taught personnel administration courses or related courses and who

were requested to respond to Questionnaire IF indicated that they did not recommend a set of criteria. However, all of the syllabi sent to the researcher by the professors included a section on the recruitment and selection of personnel. In light of the importance of using defensible procedures, professors of educational administration, especially those who teach personnel administration or related courses, should recommend criteria to their students.

RECOMMENDATIONS

It is recommended that school districts examine closely their recruitment and selection procedures to insure that they follow guidelines mandated by the Equal Employment Opportunity Commission. School districts should consider the recommendations presented by the AASA to determine their merit and relevancy for their districts. National and state organizations, local elementary principals' associations and/or local administrators' associations and professors who teach personnel administration courses should engage in a more active role in presenting criteria to school districts regarding the recruitment and selection of elementary school principals.

IMPLICATIONS FOR FURTHER STUDY

This study was restricted to a survey of the criteria recommended and the practices reported in the recruitment and selection of elementary school principals. Therefore, recommendations for further studies include:

1. A study could be conducted to survey the criteria recommended and the practices reported in the preparation, assignment and in-service education of elementary school principals.
2. A survey of reported practices in the recruitment and selection of elementary principals could be conducted, using a nation-wide sample of randomly selected school districts with student enrollments less than 20,000.
3. An analysis could be made of the administrator preparation programs offered in colleges and universities.
4. A case study of the recruitment and selection practices of a large city school district could be conducted in which both successful and unsuccessful candidates would be contacted.

5. A study regarding reported practices, similar to the present study, could be conducted but add the element of devising a method to check validity of responses.

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APPENDIXES

APPENDIX A

NATIONAL ORGANIZATIONS SELECTED FOR
PARTICIPATION IN THE STUDY

Education-oriented

Academy for Education Development
American Association of School Administrators
American Association of School Personnel Administrators
American Association of University Women
American Federation of Teachers
Association for Supervision and Curriculum Development
Associated Public School Systems
Center for Advanced Study of Educational Administration
Consortium for Educational Leadership
Council of Chief State School Officers
ESEA, Title V, Section 505 Project
National Association of Elementary School Principals
National Association of State Boards of Education
National Conference of Professors of Educational
Administration
National Congress of Parents and Teachers
National Council of Administrative Women in Education
National Council of State Consultants in Elementary
Education
National Council of State Education Associations
National Education Association
National Program for Educational Leadership
National School Boards Association
National Society for the Study of Education
National Study of School Evaluation
Phi Delta Kappa
Society for the Advancement of Education
United States Department of Health, Education and Welfare
United States Secretary for Education
University Council for Educational Administration

APPENDIX A (CONTINUED)

Non Education-oriented

American Civil Liberties Union
Bureau of Recommendations
Jobs Clearing House
National Association for the Advancement of
Colored People
National Organization for Women
National Urban League
Richard Clark Associates
United States Department of Labor
United States Equal Employment Opportunity Commission

APPENDIX B

COVER LETTER SENT TO NATIONAL ORGANIZATIONS

Dear Sir:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by national organizations provide guidelines for the recruitment and selection of elementary school principals. To determine to what extent such criteria are being recommended, I am requesting that, if your organization has formulated and published a set of criteria, you send me a copy.

Completing and returning the enclosed questionnaire will aid in my attempt to obtain the data necessary for my study. For your convenience a self-addressed, stamped envelop is enclosed in which you can return the brief questionnaire. The questionnaire and envelop are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX C

QUESTIONNAIRE IC

Please respond to the following:

1. Has the organization of which you are an administrative officer formulated and published a set of criteria relevant to the recruitment and selection of school administrators, particularly elementary principals?
(Yes, No)
2. If the answer to question 1 is Yes, would you please send a copy to me?
3. Would you please write the name(s) of any other organization(s) which to your knowledge has (have) formulated and published a set of criteria relevant to the recruitment and selection of school administrators, particularly elementary principals?

No. _____

APPENDIX D

FOLLOW-UP LETTER SENT TO NATIONAL ORGANIZATIONS

Dear Sir:

Approximately three weeks ago, you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by national organizations provide guidelines for the recruitment and selection of elementary school principals.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX E

NATIONAL ORGANIZATIONS WHICH RESPONDED TO QUESTIONNAIRE IA

Education-oriented

American Association of School Administrators
American Association of School Personnel Administrators
American Association of University Women
American Federation of Teachers
Association for Supervision and Curriculum Development
Associated Public School Systems
Center for Advanced Study of Educational Administration
Consortium for Educational Leadership
Council for Chief State School Officers
ESEA, Title V, Section 505 Project
National Association of Elementary School Principals
National Conference of Professors of Educational
Administration
National Congress of Parents and Teachers
National Council of State Consultants in Elementary
Education
National Council of State Education Associations
National Education Association
National School Boards Association
National Society for the Study of Education
National Study of School Evaluation
Phi Delta Kappa
Society for the Advancement of Education
United States Department of Health, Education and Welfare
University Council for Educational Administration

Non Education-oriented

Bureau of Recommendations
Jobs Clearing House
National Association for the Advancement of
Colored People
National Organization for Women
United States Equal Employment Opportunity Commission

APPENDIX F

STATE ORGANIZATIONS SELECTED FOR PARTICIPATION IN THE STUDY

California

Association of California School Administrators
Association of California School Districts
California Congress of Parents and Teachers
California Federation of Teachers
California School Boards Association
California Superintendent for Public Instruction
California Teachers Association

Connecticut

Connecticut Association for the Advancement of
School Administrators
Connecticut Association of Boards of Education
Connecticut Education Association
Connecticut State Department of Education
Connecticut State Federation of Teachers
Elementary School Principals Association of Connecticut

Florida

Florida Association of District School Superintendents
Florida Congress of Parents and Teachers
Florida Department of Education
Florida Education Association
Florida Elementary School Principals
Florida School Boards Association

Georgia

Georgia Association of Educators
Georgia Association of School Superintendents
Georgia Congress of Parents and Teachers
Georgia School Boards Association
Georgia State Superintendent of Schools
Georgia Teachers and Educators Association

APPENDIX F (CONTINUED)

Idaho

Idaho Association of School Superintendents
Idaho Department of Elementary School Principals
Idaho Education Association
Idaho Parent-Teacher Association
Idaho School Boards Association
Idaho Superintendent of Public Instruction

Indiana

Indiana Association of Elementary School Principals
Indiana Association of Public School Superintendents
Indiana Classroom Teachers Association
Indiana Congress of Parents and Teachers
Indiana Educators Inc.
Indiana Federation of Teachers
Indiana School Boards Association
Indiana State Superintendent of Instruction
Indiana State Teachers Association

Minnesota

Minnesota Association of School Administrators
Minnesota Congress of Parents, Teachers and Students
Minnesota Education Association
Minnesota Elementary School Principals Association
Minnesota Federation of Teachers
Minnesota School Boards Association
Minnesota Superintendent of Education

Nebraska

Nebraska Association of County Superintendents
Nebraska Association of Elementary School Principals
Nebraska Congress of Parents and Teachers
Nebraska Council of School Administrators
Nebraska State Education Association
Nebraska State School Boards Association
Nebraska Superintendent of Public Instruction

APPENDIX F (CONTINUED)

New York

New York Congress of Parents and Teachers
New York State Association of Elementary School
Principals
New York State Council of School District Administrators
New York State School Boards Association
New York State Teachers Association
New York State United Teachers
New York Superintendent of Public Instruction
Public Education Association
School Administrators Association of New York State

Texas

Texas Association of School Administrators
Texas Association of School Boards
Texas Classroom Teachers Association
Texas Commissioner of Education
Texas Congress of Parents and Teachers
Texas Elementary Principals and Supervisors Association
Texas State Teachers Association

APPENDIX G

COVER LETTER SENT TO STATE ORGANIZATIONS

Dear Sir:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made, that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by state organizations provide guidelines for the recruitment and selection of elementary principals. To determine to what extent such criteria are being recommended, I am requesting that, if your organization has formulated and published a set of criteria, you send a copy to me.

Completing and returning the enclosed questionnaire will aid in my attempt to obtain the data necessary for my study. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire. The questionnaire and envelope are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX H

QUESTIONNAIRE IB

Please respond to the following:

1. Has the organization of which you are an administrative officer formulated and published a set of criteria relevant to the recruitment and selection of school administrators, particularly elementary principals?
(Yes, No)
2. If the answer to question 1 is Yes, would you please send a copy to me?
3. Would you please write the name(s) of any other organization(s) which to your knowledge has (have) formulated and published a set of criteria relevant to the recruitment and selection of school administrators, particularly elementary principals?

No. _____

APPENDIX I

FOLLOW-UP LETTER SENT TO STATE ORGANIZATIONS

Dear Sir:

Approximately three weeks ago, you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made, that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by state organizations provide guidelines for the recruitment and selection of elementary school principals.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX J

STATE ORGANIZATIONS WHICH RESPONDED TO QUESTIONNAIRE IB

California

Association of California School Administrators
California Federation of Teachers
California School Boards Association
California Superintendent for Public Instruction
California Teachers Association

Connecticut

Connecticut Association for the Advancement of School
Administrators
Connecticut Association of Boards of Education
Connecticut Education Association
Connecticut State Department of Education
Elementary School Principals Association of Connecticut

Florida

Florida Association of District School Superintendents
Florida Congress of Parents and Teachers
Florida Education Association
Florida Elementary School Principals
Florida School Boards Association

Georgia

Georgia Association of Educators
Georgia Association of School Superintendents
Georgia Congress of Parents and Teachers
Georgia School Boards Association
Georgia State Superintendent of Schools

Idaho

Idaho Association of School Superintendents
Idaho Department of Elementary School Principals
Idaho Parent-Teacher Association

APPENDIX J (CONTINUED)

Idaho School Boards Association
Idaho Superintendent of Public Instruction

Indiana

Indiana Association of Elementary School Principals
Indiana Association of Public School Superintendents
Indiana Educators Inc.
Indiana Federation of Teachers
Indiana School Boards Association
Indiana State Superintendent of Instruction
Indiana State Teachers Association

Minnesota

Minnesota Association of School Administrators
Minnesota Congress of Parents, Teachers, and Students
Minnesota Education Association
Minnesota Elementary School Principals Association
Minnesota Federation of Teachers
Minnesota Superintendent of Education

Nebraska

Nebraska Association of County Superintendents
Nebraska Association of Elementary School Principals
Nebraska Congress of Parents and Teachers
Nebraska Council of School Administrators
Nebraska State Education Association
Nebraska State School Boards Association
Nebraska Superintendent of Public Instruction

New York

New York State Association of Elementary School Principals
New York State Council of School District Administrators
New York State School Boards Association
New York State United Teachers
New York Superintendent of Public Instruction
Public Education Association
School Administrators Association of New York State

APPENDIX J (CONTINUED)

Texas

Texas Association of School Administrators
Texas Association of School Boards
Texas Classroom Teachers Association
Texas Commissioner of Education
Texas Elementary Principals and Supervisors Association
Texas State Teachers Association

APPENDIX K

SCHOOL DISTRICTS SELECTED FOR PARTICIPATION IN THE STUDY

California

Riverside Unified School District
Sacramento City Unified School District
San Juan Unified School District

Connecticut

Hartford School District
New Haven School District
Stamford School District

Florida

Brevard County School District
Lee County School District
Okaloosa County School District

Georgia

Dougherty County School District
Fulton County School District
Gwinnett County School District

Idaho

Boise City Independent District 1

Indiana

Gary Consolidated School Corporation
South Bend Consolidated School Corporation
Vigo County School Corporation

APPENDIX K (CONTINUED)

Minnesota

Anoka-Hennepin Independent School District
Minneapolis Special School District
Robbinsdale Public Schools

Nebraska

Lincoln School District 001
Omaha School District 001

New York

Buffalo City School District
Rochester School District
Yonkers School District

Texas

Corpus Christi Independent School District
Garland Independent School District
Northside Independent School District (San Antonio)

APPENDIX L

COVER LETTER SENT TO THE SUPERINTENDENTS
OF THE SCHOOL DISTRICTS

Dear Superintendent:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by the local elementary principals' associations or local administrators' associations provide guidelines for the recruitment and selection of elementary school principals. To determine to what extent such criteria are being recommended, I am requesting that you complete and return the enclosed questionnaire.

For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire. The questionnaire and envelope are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX M

QUESTIONNAIRE IC

Please respond to the following:

1. Is there a local elementary school principals' association in the district in which you are the superintendent? (Yes, No)
2. If the answer to question 1 is Yes, would you write the name and school address of the person who currently is the president?
3. If the answer to question 1 is No, is there a local administrators' association comprised of elementary, secondary, and central office administrators? (Yes, No)
4. If the answer to question 3 is Yes, would you write the name and school address of the person who currently is the president?

No. _____

APPENDIX N

FOLLOW-UP LETTER SENT TO THE SUPERINTENDENTS
OF THE SCHOOL DISTRICTS

Dear Superintendent:

Approximately three weeks ago, you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by the local elementary principals' association or local administrators' association provide guidelines for the recruitment and selection of elementary school principals.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX O

COVER LETTER SENT TO THE PRESIDENTS OF THE LOCAL
ELEMENTARY PRINCIPALS' ASSOCIATIONS OR THE
LOCAL ADMINISTRATORS' ASSOCIATIONS

Dear Administrator:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by the local elementary principals' association or the local administrators' association provide guidelines for the recruitment and selection of elementary school principals. To determine to what extent such criteria are being recommended, I am requesting that you complete and return the enclosed questionnaire.

For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire. The questionnaire and envelope are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX P

QUESTIONNAIRE ID

Please respond to the following:

1. You have been identified by the superintendent of the district in which you are employed as the president of the local elementary principals' association or the local administrators' association. Has the association of which you are the president formulated and published a set of criteria relevant to the recruitment and selection of school principals, especially elementary school principals? Please circle. (Yes, No)
2. If the association has formulated and published such a set of criteria, would you send a copy to me?
3. Would you write the name and school address of the person in your school district who is responsible initially and primarily for recruiting, interviewing, and selecting elementary school principals? This person may be, for example, the superintendent or the director of personnel.

No. _____

APPENDIX Q

FOLLOW-UP LETTER SENT TO THE PRESIDENTS OF THE LOCAL
ELEMENTARY PRINCIPALS' ASSOCIATIONS OR THE
LOCAL ADMINISTRATOR' ASSOCIATIONS

Dear Administrator:

Approximately three weeks ago, you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, criteria recommended by the local elementary principals' association or local administrators' association provide guidelines for the recruitment and selection of elementary school principals.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX R

COLLEGES AND UNIVERSITIES SELECTED FOR
PARTICIPATION IN THE STUDY

California

Claremont Graduate School
Stanford University
University of California, Berkeley

Connecticut

University of Bridgeport
University of Connecticut

Florida

Florida State University
University of Miami
University of Florida

Georgia

University of Georgia

Idaho

University of Idaho

Indiana

Butler University
Indiana University
Purdue University

Minnesota

University of Minnesota

APPENDIX R (CONTINUED)

Nebraska

University of Nebraska

New York

Columbia University

Fordham University

State University of New York at Buffalo

Texas

North Texas State University

Texas Tech University

University of Texas

APPENDIX S

COVER LETTER SENT TO THE DEANS OF THE
COLLEGES AND UNIVERSITIES

Dear Sir:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, their educational administration certificate or degree programs have been extremely important. To determine to what extent recruitment and selection criteria are being recommended by professors, it would be beneficial to know if there is a course entitled Personnel Administration offered in the School of Education of which you are the Dean and, if there is, who is responsible for teaching it.

Completing and returning the enclosed questionnaire will aid in my attempt to obtain the data necessary for my study. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire. The questionnaire and envelope are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX T

QUESTIONNAIRE IE

Please respond to the following questions:

1. Is there a course entitled Personnel Administration offered in the School of Education of which you are the Dean? (Yes, No)
2. If the answer to question 1 is Yes, what is the professor's name who is currently responsible for teaching this course?
3. If the answer to question 1 is No, is there a course offered, part of which emphasizes personnel administration? (Yes, No)
4. If the answer to question 3 is Yes, what is the title of the course?
5. What is the professor's name who is currently responsible for teaching the course referred to in questions 3 and 4?

No. _____

APPENDIX U

FOLLOW-UP LETTER SENT TO THE DEANS OF THE
COLLEGES AND UNIVERSITIES

Dear Sir:

Approximately three weeks ago you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, their educational administration certificate or degree programs have been extremely important. To determine to what extent recruitment and selection criteria are being recommended by professors, it would be beneficial to know if there is a course entitled Personnel Administration offered in the School of Education of which you are the Dean.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope has been enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX V

COVER LETTER SENT TO THE PROFESSORS WHO TAUGHT PERSONNEL
ADMINISTRATION COURSES OR RELATED COURSES

Dear Professor:

Under the direction of Dr. Gene Shepherd, Professor of Education, University of Oklahoma, I am engaged in a doctoral dissertation study, a segment of which is to identify criteria that are recommended for utilization by public school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, their educational administration certificate or degree programs have been extremely important.

You have been identified by the Dean of the College in which you teach as a professor in educational administration. To determine to what extent recruitment and selection criteria are being recommended, I am requesting that you complete the enclosed questionnaire and return it to me.

For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire. The questionnaire and envelope are numbered to facilitate the collection and analysis of data.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX W

QUESTIONNAIRE IF

Please respond to the following:

1. Do you teach a course in personnel administration?
Please circle. (Yes, No)
2. Do you teach a course related to personnel administration? Please circle. (Yes, No)
3. If you teach a course in personnel administration or a course related to personnel administration, do you recommend to the students a specific set of criteria relevant to the recruitment and selection of school administrators, especially elementary school principals?
Please circle. (Yes, No)
4. If the answer to question 3 is Yes, would you send a copy to me?
5. If you teach a course in personnel administration or a course related to personnel administration but do not recommend to the students a specific set of criteria relevant to the recruitment and selection of elementary school principals, would you please send me a copy of the syllabus you distribute to the students? Also, would you write the title of the primary textbook used in the course and its author?

Text _____

Author _____

No. _____

APPENDIX X

FOLLOW-UP LETTER SENT TO THE PROFESSORS WHO TAUGHT
PERSONNEL ADMINISTRATION OR RELATED COURSES

Dear Professor:

Approximately three weeks ago, you should have received a letter requesting your assistance in a doctoral dissertation survey designed to identify criteria recommended for utilization by school superintendents and personnel directors in the recruitment and selection of elementary school principals. The assumption has been made that, as one of several factors influencing the behavior of school superintendents and personnel directors, their administration certificate or degree programs or both have been important.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope is enclosed in which you can return the brief questionnaire.

If the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my request.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX Y**ORGANIZATIONS WHICH RECOMMENDED CRITERIA****National Non Education-Oriented Organizations**

1. United States Equal Employment Opportunity Commission

National Education-Oriented Organizations

2. American Association of School Administrators

State Education-Oriented Organizations

3. Minnesota Parents, Teachers, and Students Association
4. Public Education Association

APPENDIX Z

CRITERIA RECOMMENDED FOR THE RECRUITMENT AND SELECTION OF
ELEMENTARY SCHOOL PRINCIPALS

1. Every board should establish policies to guide the superintendent in the selection of principals. (2), (4)
2. The school board should declare unequivocally that it shall be the responsibility of the superintendent to select persons for recommendation to appoint as principal. (2), (4)
3. The school board, as a matter of policy, should elect only those persons recommended by the superintendent of schools for a principalship. (2)
4. The superintendent should execute his professional responsibility for the selection of principals with the consultation of professional administrators and/or instructional staff members. (2), (4)
5. All committees should be recognized as advisory bodies only. (2)
6. Representation on the committee which defines and develops criteria to be used in principal selection should be broadly representative of the entire system and include presently employed principals, other school administrators and teachers. (1), (2)
7. Committees which include parents should be established to recruit and select principals. (3), (4)
8. The committee to define criteria should be separate and distinct from other committees or groups concerned with implementation of selection procedures. (2)

9. The committee concerned with the development of recruitment and selection criteria should convene periodically to review the validity and effectiveness of existing standards. (1), (2)
10. Members of the committee concerned with actual screening and evaluation of candidates for the principalship should possess the experience, preparation and insights necessary to discharge such responsibilities in an effective manner. (1), (2), (3), (4)
11. The committee concerned with actual screening and evaluation of candidates for the principalship should have access to consultants and other special resource persons from within or outside the district. (2), (3), (4)
12. No person in the school system, other than the superintendent, should be given permanent membership on any committee for the development of criteria or procedures for the identification, screening and selection of principals. (2)
13. A term of office on a committee for the development of criteria should be a maximum of three to five years, and no person should be appointed to more than one term of service. (2)
14. The personnel office in each school system should be the central repository for all applications, credentials, written notices and files of applicants for principals. (2)
15. The personnel office should be responsible for administering whatever instruments of evaluation may be used in the selection process. (2)
16. Each district should recognize that the principalship is a cluster of functions which are best realized through the efforts of many administrators and supervisors rather than only one person. (2)
17. What a school district expects of a principal should be incorporated in its written policies so that individuals can be selected in terms of well-defined specifications. (1), (2), (3)

18. The uniqueness of each of the school attendance centers should be recognized and defined with clarity. (1), (2)
19. Future needs for principals should be anticipated through a careful study of turnover and retirement patterns of principals as well as the potential increase in the number of attendance units within. (2), (3)
20. All school systems should establish criteria of success in the principalship and state them, preferably in performance terms. (2), (3)
21. Situational factors likely to influence effective administrative behavior should be described for the system as a whole and more specifically for each attendance unit. (1), (2)
22. The research available on personal and professional factors should be utilized in selection. (2)
23. No person should be excluded from consideration as principal on the basis of sex alone. (1), (2)
24. Unusually long periods of teaching experience should not be required. (2)
25. A year of graduate study, or its equivalent, at a duly accredited institution of higher learning should be the absolute minimum for consideration for selection as a principal, with post master's work in school administration, particularly a doctorate, being given a high order of preference. (2)
26. No person should be excluded from nor be given special consideration in recruitment and selection because of race, religion, socioeconomic status, nationality background or political influence. (1), (2)
27. Formal identification and recruitment procedures for school principals should be developed in every school system. (1), (2), (3)
28. Flexible rather than rigid policies of promoting from within or searching outside the school system should be adopted in all systems. (2)

29. Systematic and carefully designed procedures should be designed to facilitate identification and selection of the best candidates. (1), (2), (4)
30. Contributions and limitations of various selection devices should be analyzed to guard against overemphasis on any one test, interview or other selection device. (1), (2)
31. Objective measures should be established to analyze and monitor the recruitment process. (1)
32. An Affirmative Action file of minority and female applicants not hired who are potential candidates for future openings should be maintained. (1), (4)
33. Vacancies should be advertised in media directed toward minorities and women. (1), (4)
34. Contact with minority, women's and community organizations should be developed and maintained. (1), (4)
35. Minorities and females should be utilized in the recruitment and entire personnel process. (1)
36. All advertising should include the phrase "Equal Opportunity Employer, M/F". (1)
37. Major questions regarding race, national origin, religion, education, arrest and conviction records, credit rating, sex, marital status, family status, physical requirements, experience requirements, age, friends or relatives working for the school district and appearance should be eliminated from application forms and interviews or carefully reviewed to assure that their use is job related and non-discriminatory in effect. (1)
38. Any test which adversely affects the employment status of groups protected by Title VII of the Civil Rights Act of 1964 and amended by the Equal Employment Opportunity Act of 1972 should be professionally validated as an effective, significant predictor of effective job performance. (1), (4)
39. Interviews and interviewers' actions should be carefully monitored. (1)

40. Any system of rating or "weighting" certain items in application forms, tests or interviews which may have a disparate effect on minorities or females should be reviewed. (1)
41. Each step in the selection process should be reviewed and monitored. (1), (4)
42. Vacancies should be listed in staff bulletins, newspapers, magazines and professional journals. (4)
43. Recruiting notices should be sent to selected college placement offices.
44. All applicants should submit the following information: full name, present address and telephone number, age, marital status, number of children, complete education and work history, interests, legal qualifications, published work, professional affiliations, personal and experience references. (4)
45. Candidates who are eliminated from consideration should be notified promptly in writing. (4)
46. The interviewer should guide the interview so that the candidate does the most talking. (4)
47. The interviewer should use a checklist of questions to be covered. (4)
48. For candidates under serious consideration who work in a school, a visit to their present schools for observation and interviews of teachers, parents and students should be arranged before a firm commitment or final selection is made. (4)
49. A medical examination should be required. (4)
50. A weighting chart could be used if several groups of people are involved in the selection process. (4)

APPENDIX AA

COVER LETTER SENT WITH RASEPS

Dear Dr.

Under the direction of Dr. Gene Shepherd, Professor of Education, the University of Oklahoma, I am engaged in a doctoral dissertation study. A segment of this study involves conducting a survey of public school districts with student enrollments greater than 20,000 to ascertain what practices are reported in the recruitment and selection of elementary school principals.

Previously I have contacted the Superintendent of Schools and the president of the local elementary principals' association in your school district to obtain some related data. You have been identified by _____, president of the local association, as the person primarily responsible for recruiting and selecting elementary principals.

As the person with this responsibility, your cooperation in completing the enclosed questionnaire is requested. Realizing that your schedule is busy, especially at this time of the year, I have attempted to keep the questionnaire as concise as possible. The questionnaire will require approximately 15 minutes of your time. For your convenience a self-addressed, stamped envelope has been enclosed in which you can return the questionnaire. Also, would you please enclose a copy of the application form for elementary principalships that is utilized in your school district?

Thanks, in advance, for your consideration of my requests.

Sincerely,

A. Kenneth Stern

AKS:ls
Enclosures

RECRUITMENT AND SELECTION OF ELEMENTARY PRINCIPALS SURVEY

Part I

BASIC INFORMATION

- A. Name _____
- B. Title _____
- C. Name of school district _____
- D. Would you like to receive a copy of the results of this survey? ____ Yes ____ No
- E. Please enclose a copy of the application form for administrative positions that is used by your school district.

Part II

RECRUITMENT AND SELECTION METHODS

Several methods of recruiting and selecting candidates for the elementary school principalship are listed below. Place a ☒ in the space provided that is appropriate as related to your school district.

A. Recruiting Candidates

1. Have formal identification and recruitment procedures been developed? ____ Yes ____ No
2. Are measures established to analyze and monitor the recruitment process? ____ Yes ____ No
3. Is there maintained an Affirmative Action file of minority and female applicants for future openings? ____ Yes ____ No
4. Is contact with minority, women's or community organizations regarding recruitment of elementary principals developed and/or maintained? ____ Yes ____ No
5. In the recruitment and/or selection process are:
 - a. Individuals of minority groups utilized? ____ Yes ____ No
 - b. Women utilized? ____ Yes ____ No
6. Are advertisements for vacancies placed in media directed toward:
 - a. Minority groups ____ Yes ____ No
 - b. Women ____ Yes ____ No
7. Vacancies in elementary principalships are listed in:
(Check as many as are appropriate)

a. System-wide bulletins ()	d. Professional journals ()
b. Newspapers ()	e. College placement office ()
c. Magazines ()	f. Other ()
8. Does all advertising include:
 - a. "Equal Opportunity Employer" ____ Yes ____ No
 - b. M/F ____ Yes ____ No

B. Utilizing Committees

1. Is a committee established to help recruit elementary principals? ☐ Yes ☐ No
2. Is there a committee to define and/or develop criteria to be used in the selection of elementary principals? ☐ Yes ☐ No
3. Is there a committee to evaluate candidates for the principalship? ☐ Yes ☐ No

If YES, does the committee:

- a. Use a weighting chart ☐ Yes ☐ No
- b. Have access to consultants and other special resource people within or outside the district? ☐ Yes ☐ No
4. If the answer(s) to items B1, B2, and/or B3 is (are) YES, check which of the following groups are represented on the committee(s):

Groups	#B1 Recruitment Committee	#B2 Criteria Committee	#B3 Selection Committee
a. Presently employed elementary principals	☐	☐	☐
b. Superintendent	☐	☐	☐
c. Other school administrators	☐	☐	☐
d. Teachers	☐	☐	☐
e. School board members	☐	☐	☐
f. Parents	☐	☐	☐
g. Other _____	☐	☐	☐

5. Is (are) the committee(s) recognized as advisory only? ☐ Yes ☐ No

If the answer to B2 is NO, please go to C1.

If the answer to B2 is YES, please respond to items 6a-6e.

6. Does the committee to define and/or develop criteria to be used in principal selection (B2):
- a. Operate separately from other committees concerned with the implementation of the selection process? ☐ Yes ☐ No
- b. Convene periodically to review the validity of existing standards? ☐ Yes ☐ No
- c. Have any permanent members excluding the superintendent? ☐ Yes ☐ No
- d. Have any members which serve for a term of more than five years? ☐ Yes ☐ No
- e. Have any members which are appointed to ~~more~~ than one term of office? ☐ Yes ☐ No

C. Adopting the Selection Procedures

1. Does the school board have written policies to guide the superintendent in the selection of elementary principals? ☐ Yes ☐ No
2. Is there a person other than the superintendent who has the final responsibility to select persons for recommendation to appointment as principals? ☐ Yes ☐ No
3. The principalship is recognized as: (Check one).
- a. A cluster of functions which are best recognized through the efforts of many administrators and supervisors. ☐
- b. A cluster of functions which are best recognized through the efforts of the principal. ☐
- c. One primary function which is best recognized through the efforts of many administrators and supervisors. ☐
- d. One primary function which is best recognized through the efforts of the principal. ☐
4. Is there incorporated into written policies what is expected of a principal so that individuals can be selected for principalships in terms of well-defined specifications? ☐ Yes ☐ No

5. Are future needs for principals anticipated through:
- a. A study of turnover patterns ☐ Yes ☐ No
 - b. A study of retirement patterns ☐ Yes ☐ No
 - c. A study of the potential increase or decrease in the number of schools ☐ Yes ☐ No
6. Regarding criteria of success in the principalship,
- a. Are there any established? ☐ Yes ☐ No
 - b. Are they stated in performance terms? ☐ Yes ☐ No
7. Are there written descriptions of situational factors likely to influence administrative behavior for the system as a whole and more specifically for each school? ☐ Yes ☐ No
8. Are systematic procedures designed to facilitate identification and/or selection of the best candidates? ☐ Yes ☐ No
9. Are elementary principals selected on the basis of competitive examinations? ☐ Yes ☐ No

If the answer is NO, go to #12.

10. Which of the following is (are) used: (Check as many as are appropriate)
- a. Achievement test ☐
 - b. Psychological test ☐
 - c. Situational performance test ☐
 - d. Intelligence test ☐
 - e. Values test ☐
11. Is (are) the test(s) validated as predictors of job performance? ☐ Yes ☐ No
12. Is there used a system of rating or "weighting" certain items in application forms, tests, or interviews? ☐ Yes ☐ No
13. Are the steps of the selection process reviewed and/or monitored? ☐ Yes ☐ No
14. Are candidates required to have a medical examination? ☐ Yes ☐ No

D. Investigating the Candidates

1. Is there a Personnel Office? ☐ Yes ☐ No
2. If YES, for which of the following is it the central repository: (Check as many as are appropriate)
- a. Applications ☐
 - b. Credentials ☐
 - c. Written notices ☐
 - d. Files of applications ☐
3. Does the Personnel Office have the responsibility for administering whatever instruments of evaluation may be used in the selection process? ☐ Yes ☐ No
4. Other qualifications being equal, which would be preferred for an elementary principalship?
- a. Male ☐
 - b. Female ☐
 - c. No preference ☐
5. How many years of classroom teaching experience do you prefer the candidates for elementary principalships to have? (Check only one)
- a. 0-3 years ☐
 - b. 4-6 years ☐
 - c. More than 6 years ☐
 - d. No minimum number ☐
6. Number from 1-4 (1 is high and 4 is low) the order of preference regarding educational experience of elementary principalship candidates.
- a. Bachelor's degree ☐
 - b. Master's degree ☐
 - c. Master's degree and additional graduate work ☐
 - d. Doctor's degree ☐

7. Are persons excluded from consideration in recruitment and selection because of:
- | | | |
|---------------------------|------------------------------|-----------------------------|
| a. Race | ☐ Yes | ☐ No |
| b. Religion | ☐ Yes | ☐ No |
| c. Socioeconomic status | ☐ Yes | ☐ No |
| d. Nationality background | ☐ Yes | ☐ No |
| e. Political influence | ☐ Yes | ☐ No |
8. Are persons given special consideration in recruitment and selection because of:
- | | | |
|---------------------------|------------------------------|-----------------------------|
| a. Race | ☐ Yes | ☐ No |
| b. Religion | ☐ Yes | ☐ No |
| c. Socioeconomic status | ☐ Yes | ☐ No |
| d. Nationality background | ☐ Yes | ☐ No |
| e. Political influence | ☐ Yes | ☐ No |
9. Are interviews and/or interviewers' actions monitored? ☐ Yes ☐ No
10. In the interview(s), who talks? (check one)
- | | |
|--------------------------------|--------------------------|
| a. Interviewer(s) primarily | ☐ |
| b. Interviewee primarily | ☐ |
| c. Talk time is divided evenly | ☐ |
11. During the interview(s) does (do) the interviewer(s) use a checklist of questions to be covered? ☐ Yes ☐ No
12. For candidates under serious consideration who work in other school districts, does someone in your school district arrange a visit to their present schools:
- | | | |
|-------------------------|------------------------------|-----------------------------|
| a. For observation | ☐ Yes | ☐ No |
| b. For interviews of: | | |
| 1) Teachers | ☐ Yes | ☐ No |
| 2) Parents | ☐ Yes | ☐ No |
| 3) Students | ☐ Yes | ☐ No |
| 4) Other administrators | ☐ Yes | ☐ No |

E. Selecting the Principal

1. As a matter of policy, does the school board appoint to a principalship only those persons recommended by the superintendent of schools? ☐ Yes ☐ No
2. Does the superintendent consult with professional administrators and/or instructional staff members when selecting principals? ☐ Yes ☐ No
3. Please check one of the following:
- | | |
|---|--------------------------|
| a. More consideration is given candidates presently employed in the district. | ☐ |
| b. More consideration is given candidates working outside the district. | ☐ |
| c. Equal consideration is given to all candidates. | ☐ |
4. State the approximate weight given to each selection device. The total should be 100%.
- | | |
|---------------------------|------------------------|
| a. Interview(s) | <input type="text"/> % |
| b. Test(s) | <input type="text"/> % |
| Other selection device(s) | |
| c. _____ | <input type="text"/> % |
| d. _____ | <input type="text"/> % |
5. Do candidates who are eliminated from consideration receive notification in writing? ☐ Yes ☐ No
- If YES, when do they receive notification?
- | | | | |
|---------------------|--------------------------|--------------------------------|--------------------------|
| a. Within one week | ☐ | c. Within three weeks | ☐ |
| b. Within two weeks | ☐ | d. After more than three weeks | ☐ |

APPENDIX CC

FOLLOW-UP LETTER SENT WITH RASEPS

Dear Dr.

Approximately two weeks ago you should have received a letter requesting your assistance in a doctoral dissertation survey designed to ascertain what practices are reported in the recruitment and selection of elementary school principals. One criterion is that the school districts surveyed should have student enrollments greater than 20,000.

Previously I have contacted the Superintendent of Schools and the president of the local elementary principals' association in your school district to obtain some related data. You have been identified by _____, president of the local association, as the person primarily responsible for recruiting and selecting elementary principals.

As the person with this responsibility, your cooperation in completing the enclosed questionnaire is requested. Realizing that your schedule is busy, especially at this time of the year, I have attempted to keep the questionnaire as concise as possible. Completing the questionnaire will require approximately 15 minutes of your time.

I would appreciate your enclosing a copy of the application form for elementary principalships that is utilized in your school district. I have assumed that your enclosing a copy of the application form would require less of your time than responding to numerous questions regarding information requested therein.

The initial response to the request has been good. To make the survey as complete as possible, however, I need your cooperation in returning a completed questionnaire. For your convenience a self-addressed, stamped envelope has been enclosed in which you can return the questionnaire. If

the questionnaire you received earlier has been completed and is presently in the mail, disregard this reminder.

Thanks, in advance, for your consideration of my requests.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX DD

LETTER REQUESTING A COPY OF THE APPLICATION FORM
FOR ADMINISTRATIVE POSITIONS

Dear

Thank you for completing and returning to me the questionnaire regarding recruitment and selection procedures. I appreciate your cooperation in responding to my request.

There is one additional request. Would you please send to me a copy of the application form for administrative positions that is used by School District? The purpose of this request is to obtain some information from the application form for my dissertation survey.

Your cooperation has been and is appreciated.

Sincerely,

A. Kenneth Stern

AKS:ls

Enclosures

APPENDIX EE

INFORMATION REQUESTED BY SCHOOL DISTRICTS ON APPLICATION
FORMS FOR ADMINISTRATIVE POSITIONS

Information	Number	Percent
Full name	19	100.0
Age (date of birth)	17	89.5
Sex	17	89.5
Present address	17	89.5
Telephone number	17	89.5
Marital status	17	89.5
Race	1	5.3
National origin	1	5.3
Family status (number of children)	15	79.0
Education	18	94.7
Appearance (photograph)	9	47.4
Experience references	18	94.7
Personal references	7	36.8
Physical requirements (defects/health)	15	79.0
Friends or relatives working for the school district	1	5.3
Arrest and conviction records	9	47.4
Religion	3	15.8
Credit rating	0	0.0
Professional affiliation	11	57.9
Published work	8	42.1
Interests	9	47.4
Experience requirements (teaching and/ or administrative experiences)	18	94.7
Work history	9	47.4
Legal qualifications (certificates)	18	94.7

APPENDIX FF

CORRESPONDING CRITERIA AND RASEPS ITEMS

Criterion Number	RASEPS Item Number
1	C1
2	C2
3	E1
4	E2
5	B5
6	B2, B4
7	B1, B4
8	B6a
9	B6b
10	B3, B4
11	B3b
12	B6c
13	B6d, B6e
14	D1, D2
15	D3
16	C3
17	C4
18	C7
19	C5
20	C6
21	C7
22	C9, C10, C11, C14, D4, D5, D6, D7, D8, E3
23	D4
24	D5
25	D6
26	D7, D8
27	A1
28	E3
29	C8
30	E4
31	A2
32	A3

APPENDIX FF (CONTINUED)

Criterion Number	RASEPS Item Number
33	A6
34	A4
35	A5
36	A8
37	Information obtained from application form
38	C9,C10,C11
39	D9
40	C12
41	C13
42	A7
43	A7
44	Information obtained from application form
45	E5
46	D10
47	D11
48	D12
49	D14
50	B3a

APPENDIX GG

ORGANIZATIONAL ARRANGEMENTS AND ENROLLMENTS OF THE SCHOOL
DISTRICTS SELECTED FOR PARTICIPATION IN THE STUDY

State and School District	Organizational Arrangement	Enrollment
California		
Riverside Unified School District	K-12	26,685
Sacramento City Unified School District	K-12	53,056
San Juan Unified School District	K-12	55,255
Connecticut		
Hartford School District	PK-12	28,067
New Haven School District	PK-12	21,540
Stamford School District	PK-12	20,422
Florida		
Brevard County School District	K-12	61,653
Lee County School District	K-12	23,488
Okaloosa County School District	K-12	26,496
Georgia		
Dougherty County School District	1-12	22,159
Fulton County School District	1-12	34,036
Gwinnett County School District	K-12	20,889
Idaho		
Boise City Independent District I	K-12	21,956

APPENDIX GG (CONTINUED)

State and School District	Organizational Arrangement	Enrollment
Indiana		
Gary Consolidated School Corporation	K-12	41,688
South Bend Consolidated School Corporation	K-12	32,812
Vigo County School Corporation	PK-PG	21,280
Minnesota		
Anoka-Hennepin Independent School District	K-12	29,508
Minneapolis Special School District	K-12	59,703
Robbinsdale Public Schools	K-12	26,553
Nebraska		
Lincoln School District 001	K-12	29,619
Omaha School District 001	K-12	62,644
New York		
Buffalo City School District	PK-12	63,473
Rochester School District	PK-12	43,133
Yonkers School District	PK-12	29,140
Texas		
Corpus Christi Independent School District	K-12	44,152
Garland Independent School District	K-12	23,545
Northside Independent School District (San Antonio)	K-12	25,487

APPENDIX HH

SCHOOL DISTRICTS BY STUDENT ENROLLMENT WHICH WERE
SELECTED FOR PARTICIPATION IN THE STUDY

School District	Enrollment
Buffalo City School District	63,473
Omaha School District 001	62,644
Brevard County School District	61,653
Minneapolis Special School District	59,703
San Juan Unified School District	55,255
Sacramento City Unified School District	53,056
Corpus Christi Independent School District	44,152
Rochester School District	43,153
Gary Consolidated School Corporation	41,688
Fulton County School District	34,036
South Bend Consolidated School Corporation	32,812
Lincoln School District 001	29,619
Anoka-Hennepin Independent School District	29,508
Yonkers School District	29,140
Hartford School District	28,067
Riverside Unified School District	26,685
Robbinsdale Public Schools	26,553
Okaloosa County School District	26,496
Northside Independent School District (San Antonio)	25,487
Garland Independent School District	23,545
Lee County School District	23,488
Dougherty County School District	22,159
Boise City Independent District I	21,956
New Haven School District	21,540
Vigo County School District	21,280
Gwinnett County School District	20,889
Stamford School District	20,422

APPENDIX II**SCHOOL DISTRICTS WHICH RESPONDED TO RASEPS****State and School District****California**

**Sacramento City Unified School District
San Juan Unified School District**

Connecticut

**Hartford School District
New Haven School District
Stamford School District**

Florida

**Brevard County School District
Lee County School District
Okaloosa County School District**

Georgia

Dougherty County School District

Idaho

Boise City Independent District I

Indiana

**South Bend Consolidated School Corporation
Vigo County School Corporation**

APPENDIX II (CONTINUED)

State and School District

Minnesota

Anoka-Hennepin Independent School District
Minneapolis Special School District
Robbinsdale Public Schools

Nebraska

Lincoln School District 001
Omaha School District 001

New York

Buffalo City School District
Rochester School District

Texas

Corpus Christi Independent School District
Garland Independent School District
Northside Independent School District (San Antonio)

APPENDIX JJ

ORGANIZATIONAL ARRANGEMENTS AND ENROLLMENTS OF THE SCHOOL
DISTRICTS WHICH RESPONDED TO RASEPS

State and School District	Organizational Arrangement	Enrollment
California		
Sacramento City Unified School District	K-12	53,056
San Juan Unified School District	K-12	55,255
Connecticut		
Hartford School District	PK-12	28,067
New Haven School District	PK-12	21,540
Stamford School District	PK-12	20,422
Florida		
Brevard County School District	K-12	61,653
Lee County School District	K-12	23,488
Okaloosa County School District	K-12	26,496
Georgia		
Dougherty County School District	1-12	22,159
Idaho		
Boise City Independent District I	K-12	21,956
Indiana		
South Bend Consolidated School Corporation	K-12	32,812
Vigo County School Corporation	PK-PG	21,280

APPENDIX JJ (CONTINUED)

State and School District	Organizational Arrangement	Enrollment
Minnesota		
Anoka-Hennepin Independent School District	K-12	29,508
Minneapolis Special School District	K-12	59,703
Robbinsdale Public Schools	K-12	26,553
Nebraska		
Lincoln School District 001	K-12	26,619
Omaha School District 001	K-12	62,644
New York		
Buffalo City School District	PK-12	63,473
Rochester School District	PK-12	43,133
Texas		
Corpus Christi Independent School District	K-12	44,152
Garland Independent School District	K-12	23,545
Northside Independent School District (San Antonio)	K-12	25,487

APPENDIX KK

SCHOOL DISTRICTS BY STUDENT ENROLLMENT WHICH
RESPONDED TO RASEPS

School District	Enrollment
Buffalo City School District	63,473
Omaha School District 001	62,644
Brevard County School District	61,653
Minneapolis Special School District	59,703
San Juan Unified School District	55,255
Sacramento City Unified School District	53,056
Corpus Christi Independent School District	44,152
Rochester School District	43,133
South Bend Consolidated School Corporation	32,812
Lincoln School District 001	29,619
Anoka-Hennepin Independent School District	29,508
Hartford School District	28,067
Robbinsdale Public Schools	26,553
Okaloosa County School District	26,496
Northside Independent School District (San Antonio)	25,487
Garland Independent School District	23,545
Lee County School District	23,488
Dougherty County School District	22,159
Boise City Independent District I	21,956
New Haven School District	21,540
Vigo County School District	21,280
Stamford School District	20,422