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An Analysis of the High School Divisional Coordinator's Job Dimensions

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AN ANALYSIS OF THE HIGH SCHOOL
DIVISIONAL COORDINATOR'S JOB DIMENSIONS

by

James D. Steckel

A Dissertation Submitted to the Faculty of the
School of Education of Loyola University
of Chicago in Partial Fulfillment
of the Requirements for the
Degree of Doctor of
Education

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ABSTRACT

An Analysis of the High School Divisional Coordinator's Job Dimensions

by James D. Steckel

A dissertation submitted to the faculty of the School of Education of Loyola University of Chicago in partial fulfillment of the requirement for the Degree of Doctor of Education.

The division organizational structure is a plan that combines several similar subject matter areas into a larger instructional unit called a division. Each division is led by a division chairman or coordinator. Criticism of the department organizational plan has caused some administrators to become interested in other organizational plans. This study calls attention to the division concept as an organizational pattern in its own right rather than a replacement for the department plan.

This study was done for the purpose of identifying and analyzing the different types of division organizational structures, the various tasks performed and the conditions of employment of division coordinators. Data for the study were obtained by sending validated questionnaires to the principals of public high schools in the six county Chicago suburban area identified as utilizing a division organizational plan. Five high schools from five different districts were selected for more intensive study. Interviews were conducted with principals, division coordinators and teachers to determine their perception of the division coordinator's role, particularly in the areas of budgeting, planning and staffing.

Information obtained from the study was presented by discussing the similarities and differences among schools in the sample population, comparing the study findings and the literature and implications of the findings.

Data from the study provided a basis for the following conclusions:

1. The utilization of the division organizational concept by high schools in the six county Chicago suburban area is increasing but at a slow rate.
2. The division coordinator's position should be identified with the administration if it is to carry authoritative powers.

3. School districts interested in the division organizational plan should study it carefully before deciding to adopt it.
4. Job descriptions and organizational charts place the division coordinators under the direct line authority of the building principal.
5. A division coordinator's authority depends on the quality of administrative assertiveness, the size of the division, and the working relationship with teachers and other administrators.
6. The division coordinator's position is an effective link in the channel of communications between the teaching staff and the administration, as well as facilitating interaction with other divisions.
7. Decentralization of the principal's authority can be approached through the division organizational plan.
8. The division organizational plan facilitates democratic procedures as well as continuous and cooperative evaluation and redirection of the organization.

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It would be impossible to trace and properly acknowledge all of the high school administrators and teachers who supplied information that made this study possible. I am indebted to them.

I am especially appreciative for the courtesy, thoughtfulness and thoroughness provided me by members of my committee, Dr. Philip M. Carlin and Dr. Robert L. Monks. The author especially appreciates the professionalism and friendship extended to him by his advisor, Dr. Max A. Bailey. Dr. Bailey was always willing to discuss any questions I raised at any time.

Marion Thibideau, my secretary, is to be complimented and praised for the exceptional competence and responsibility of her secretarial services throughout the preparation of this study.

Finally, it is a pleasure to record the contributions of my wife, Margaret, who participated in the solution of countless problems that kept occurring at all stages of this study, from the initial planning to the finished product. I am extremely grateful for her support and understanding.

VITAE

James D. Steckel is a graduate of North Central College in Naperville, Illinois where he received a Bachelor of Science degree in biological science. He earned the Master of Education degree from DePaul University in Chicago, Illinois.

The writer has spent his entire professional career at Bloom High School in Chicago Heights, Illinois. He has taught and has served as a dean of students, guidance counselor and assistant principal.

In 1966 he was appointed the Principal of Bloom High School, a position he still holds. In 1972 he was selected as an administrative intern in the doctoral program at Loyola University in Chicago, Illinois.

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CHAPTER I

BACKGROUND - INTRODUCTION TO THE STUDY

The use of divisional coordinators for supervisory and administrative functions in the formal organizational hierarchy of secondary schools is a relatively recent development. The opportunity to study and evaluate the merits of such a plan compared to the more traditional concept of departmentalization should not go unheeded.

Historically, the position of department chairman is found in most organizational structures of secondary school districts in this country. The title of department chairman was conceived when administrators realized that they needed help in supervisory instruction and attending to details associated with instruction. The rapid growth of public education in the third quarter of this century has caused top echelon administrators to devote more of their time and attention towards problems of a district nature. As a result, close contact with the daily operation of an individual school has been lost. Building principals also have found it difficult to work with individual teachers due to pressures put on their time with increasing problems involving student discipline, vandalism, security, community pressures as well as meeting the demands of state, regional and federal regulations relating to the operation of their school. Realizing the need to provide supervisory leadership to their teachers, administrators turned to department chairmen. This position, therefore, became the

communication link between teachers and administrators and provided direct supervision of the individual teacher.

As now conceived, the department chairman is usually assigned responsibilities within a single subject area where he is considered a specialist and is required to evaluate teachers, plan for the operation of his department and develop the department's budget. He finds himself in a hybrid role, that of a master teacher with obligations of an administrative and supervisory nature.

Within the last ten to fifteen years, the department chairman plan has been subjected to evaluation and review concerning its usefulness in secondary schools. It has undergone examination and experimentation brought forth by pressures relating to teacher militancy, the need for a more effective and efficient administrative operation and in conjunction with this budget cutbacks resulting from taxpayer revolts.

Are department chairmen administrators or teachers? In New York State, the passage of the Public Employees' Fair Employment Act made it necessary to define the department chairman's supervisory capacity so that he may be placed in either the rank and file teacher negotiating unit or the administrator's negotiating unit. The law gave public employees in the state the right to form or join organizations for the purpose of collectively negotiating with the public employer.

In the matter of Board of Education of the Enlarged City School District of Troy, the Public Employment Relations Board ruled that the department heads had greater shared concerns with the administrators than they did with the teacher groups. In this case, the dispute involved the Administrative Negotiation Group, the Troy School Board and the Teachers' Association. Both the School Board and the admini-

strators sought a transfer of department heads to the Administrators' Unit. The six senior high school chairmen involved also expressed a desire to join the administrators.¹

James Verchota remarks that the high school department chairman has been expected to maintain organizational communication, secure services from faculty, formulate objectives, manage and help schedule. In performing these functions, he has usually been asked to be a teacher first and an administrator afterward. This has created a classical example of role conflict which usually produces frustration. The department chairman has been expected to perform both administrative and specialist functions. This places him in an untenable position. Therefore, confusion does or may exist.²

A frequent change in the department chairman position has been an expansion of the area of responsibility and influence assigned to him. The goal is to find ways in which to improve the effectiveness and efficiency of the chairman's work. In most organizational restructuring plans, several interrelated departments are combined into a larger unit supervised by a "Division Coordinator", "Division Head", or "Curriculum Director".

The uncertainty of obtaining funds for public school operations from state legislators, the taxpayers' revolts throughout the country and the numerous defeats of local school referenda have all contributed to a re-evaluation of the department chairman's traditional role and functions.

¹Richard K. White, "Legal Rulings in New York State Give Secondary School Department Heads a New Supervisory Look", High School Journal, 58,5 (February 1975), pp. 201-07.

²James W. Verchota, "The Department Chairman: Manager or Specialist", High School Journal, 55,3 (December 1971), pp. 128-32.

The need for a re-evaluation is usually explained in terms of a more effective and efficient administrative operation.

Purpose of the Study

Probably, the department plan became a feature in the organizational structure of secondary schools when principals realized a need for help in supervising instruction and the planning of details that are associated with such supervision. Departments were generally organized by subject matter areas and it became necessary to appoint department chairmen who were usually senior members of the faculty, had expertise in their subject area and had the respect of faculty members assigned to their departments. Accordingly, the responsibilities of the department chairman were defined and mechanisms were developed which narrowed his decision-making prerogatives. This is an unique position to the extent that one is assigned teaching as well as administrative and supervisory responsibilities. Is this a line or staff position?

Within recent years the department plan has come under criticism. Economic pressure due to the reluctance of taxpayers to pass referendas and the desire to try innovations for the improvement of the educational system has led educational theorists to re-evaluate the department plan of organization. One plan gaining attention is a "division" organization combining several similar subject matter areas into instructional units with each division headed by a division chairman or coordinator.

The use of Division Coordinators has gained momentum in the Chicago suburban area and in the State of California but has not yet

been a serious challenge to the department plan in other areas of the United States.

The present tendency for taxpayers to vote down referendas and demand better accountability of their tax money has caused school administrators to consider ways of conserving money as well as being more efficient.

Dr. Roosevelt Ratliff of the Association of Supervision and Curriculum Development is familiar with the divisional coordinator's concept. He states that, "Such consolidation is becoming more common during the present period of retrenchment caused by declining enrollments and funds."³

A precursory survey of related literature written by accepted authorities in the field of school administration and supervision and recently published doctoral dissertations indicates there has been little or no discussion or experimentation developed with the intention of analyzing the division coordinator's concept as a formal organizational structure for high schools.

Since the use of division coordinators seems to be gaining acceptance as an alternative to the department plan, an analysis of the position and its place in the organizational structure of a high school is desirable. The general purpose of this study was to identify and analyze the various tasks, organizational structures and conditions of employment regarding division coordinators. Findings from this study may be of assistance to boards of education and school administrators interested in adopting the divisional coordinator concept into their

³Personal letter ... Information in a letter to the author from Dr. Roosevelt Ratliff of the Association of Supervision and Curriculum Development in Washington, D.C., January 11, 1979.

school system's organizational structure.

Research of the division coordinator concept was done in the following manner:

1. Various conditions of employment regarding division coordinators was described including salary or wages, working hours, working conditions, number of months or weeks employed during the year and teaching loads.
2. The following were identified and described:
 - (a) The organizational patterns used in conjunction with the division coordinator plan; e.g., where are the division coordinators on the organizational chart?
 - (b) The procedures used for the selection of division coordinators.
 - (c) The administrative and supervisory functions being performed by division coordinators.
 - (d) The methods and procedures used to evaluate division coordinators.

The initial phase of the study provided data for the above items. The most important phase of the study was to analyze the results obtained in the first phase. The analysis was done as follows:

1. Compared and contrasted the results obtained with the literature and research.
2. Compared and contrasted the individual plans within the sample.
3. Analyzed the implications of the results in terms of budgeting, planning and staffing.

Austin, French and Hull suggest that some administrators and staff support the division organizational concept because it allows them to develop programs that will cut across subject matter lines and allow students to see problems as a whole rather than as isolated parts.

Another reason for abandoning the departmental organization is that the department head is under a great temptation to concentrate on building the vested interests of the subject rather than upon changing the behavior of students. There are several reasons for this tendency. In the first place, the departmental organization is a process rather than a purpose organization. Secondly, under the departmental plan, teachers have a strong tendency to become highly specialized often being insensitive to the interests of students and teachers in other fields or having little concern for general school objectives. Thirdly, the plan prevents flexible program pattern that will more readily permit the introduction of new ideas.⁴

In the mid-fifties and early sixties, some educational authorities and school administrators, searching for ways to improve the departmental organization, developed the division plan that cut across subject matter lines and allowed students to see problems as a whole rather than as isolated parts. Michael Callahan, in his book, The Effective School Department Head, describes two plans that were put into operation at Berkeley Unified High School District in the San Francisco area and Whittier Union High School in a suburb of Los Angeles.⁵

In the Berkeley plan, department chairmen were given greater areas of responsibility to provide a new kind of school-district leadership service. The department chairmen were now designated "Curriculum Associates" and were given dual assignments. They continued to serve as

⁴David B. Austin, Will French and J. Jan Hull, American High School Administrator, 3rd. Ed. (New York: Holt, Reinhart and Winston, 1966), p. 309.

⁵Michael G. Callahan, The Effective School Department Head, (New York: Parker Publishing Company, Inc., 1971), pp. 174-90.

heads of their respective subject area departments within the high school. In addition, they were made responsible for coordinating curriculum and improving instruction in their fields in the district's junior high schools, so as to improve articulation between the programs on the junior and senior high school levels. The purpose for establishing the curriculum coordinator's position was that master teachers, if given sufficient time, can make significant contributions toward the improvement of instruction in their schools.

Within two years, it became apparent that the curriculum associates were carrying such heavy loads that they were no longer able to provide adequate leadership within their own departments. As a result, the separate department positions at the high school were re-established. The curriculum associates were appointed for each department to take over many of the customary duties of the chairman within each area.

The role of curriculum associates now changed. One item in their job description now stated:

"The Curriculum Associate will have the administrative responsibility for the operation of the department in the school to which he is assigned. When the size and complexity of a department are such that one person cannot adequately perform the duties, there shall be a Department Chairman in addition to the curriculum associate in that department. The Curriculum Associate will be directly responsible to the principal of each secondary school in administrative affairs and to the Director of Secondary Education in curriculum planning and development."

To meet their increased responsibilities, curriculum associates were given reduced teaching assignments with no study halls or other responsibilities not clearly related to their work. They were also given salary increments which ranged substantially above the teacher's salary schedule.

Callahan questioned whether the Berkeley system's present experiment of a dual leadership with curriculum associates and department chairmen will continue to work in the future.

Callahan's description of the administrative organization at Whittier Union High School District indicated that it is similar to the curriculum associate's plan at Berkeley. "Curriculum Coordinators" worked entirely within their own high schools with no responsibilities in the district's junior high schools.

Three full-time curriculum coordinators' positions were authorized by each high school: One in English and social studies; one in foreign language, science and mathematics; and one in art, music, business and industrial arts.

Curriculum coordinators were released full time from classroom teaching responsibilities; in addition, they received a six percent salary differential above the regular teacher's salary schedule.

In both school systems, the associates or coordinators were responsible for curriculum development, teacher evaluation and improvement, budgeting and acted as adviser to the principal as members of his administrative council.

One benefit of the Whittier plan according to Callahan was that it gave an important intermediate step between department chairman and principal in the district's promotional ladder.⁶

Charles Wallace, an Assistant Superintendent of the Whittier School District, stated that their Administrative Organization was designed to improve instruction.

⁶Callahan, pp. 177-79.

"The function of the coordinator is to provide general leadership and direction to the development of the curriculum and instructional materials in the areas assigned. The coordinator is responsible to the assistant principal in charge of curriculum and instruction and works closely with the classroom teachers in each of the subject fields in his division. The coordinator shares the responsibility for visiting the classroom and assisting with the improvement of the instructional program as well as evaluating the teaching process."⁷

Several of the high schools in the Omaha, Nebraska public school system utilizes the division coordinator's concept. Jack Hallstrom, Principal of Northwest High School in Omaha, Nebraska provided a job description for the position of "The Curriculum Specialist".

There are four "Curriculum Specialists" at Northwest High School: Humanities, Practical Arts, Science/Mathematics, and Physical Education/Drivers' Training. Their role, as the positions now function, has been the upgrading of instruction through the involvement of the teacher, students, administration, community and all professional channels.

General responsibilities are as follows:

1. Responsibilities for Improving Instruction

Program Development
Classroom Instruction

2. Responsibilities for Professional Growth

Professional Growth in Staff
Personal Growth

⁷Charles E. Wallace, "An Administrative Organization Designed for Instructional Improvement", Bulletin of the National Association of Secondary School Principals, 45 (February 1961) pp. 32-35.

3. Responsibilities for Equipment, Supplies
and Facilities

Budget
Inventory

4. Advisory and Supervisory Responsibilities

Advisory -- Serves as a cabinet advisor to Principal
Supervisory

5. Responsibilities for Developing Good Community
Relations

Parent-Teacher-Student Relationships
Community Agencies

The "Curriculum Specialists" at Northwest High School work two weeks longer than the classroom teacher, have no classroom assignments, are selected for their position by interviews with the principal and are evaluated by the same methods as the regular staff. A full-time curriculum specialist is paid an additional ten percent of the regular teaching salary. They are also required to be on duty two hours more a day than the classroom teacher. Curriculum specialists are considered specialists and serve as a cabinet advisor to the principal on operational and policy questions and decisions.

No evaluation of the three organizational systems just described has been conducted. The systems have not been in operation long enough to further analyze the divisional coordinator's job dimensions.

Method and Procedure

To help in the research of this study and bring it to completion, an extensive review of literature was conducted including:

1. Research relating to the selection and evaluation of divisional coordinators.

2. Research to identify the organizational patterns relating to the divisional coordinator plan.
3. Research to identify and describe the administrative and supervisory functions being performed by division coordinators.
4. Research to identify conditions of employment regarding division coordinators.

A survey of public high school districts in the six county Chicago suburban area was conducted to determine which of them employ division coordinators in their organizational structure. Schools with such a structure were utilized to further evaluate division coordinators' job dimensions.

A questionnaire was developed and field tested for content and validity and sent to principals of schools identified as using division coordinators in their organizational structure.

The questionnaire was field tested by receiving input from five principals of school districts in the six county Chicago suburban area employing the division coordinator plan in their organizational structure as well as the principal of a high school functioning outside the metropolitan region. Their suggestions were utilized to refine the questionnaire. The principals selected represented unit and secondary public school districts.

The refined questionnaire was then sent to all high school principals involved in the division plan and they were asked to provide a copy of their organizational structure and job description and dimensions for divisional coordinators.

From those principals who returned the completed questionnaire and provided an organizational chart and job description, five of them from five different school districts were selected for more intensive study. Interviews were conducted with each of them along with their

division coordinators and one teacher from each division. Implications for planning, staffing and budgeting as they relate to the division coordinator's job responsibilities were examined.

Data obtained from the questionnaire and personal interviews were tabulated and analyzed.

The results of the study were analyzed in the following manner:

1. By comparing and contrasting the findings with the literature.
2. By analyzing the findings in terms of the implications for budgeting, planning and staffing.

Terminology

Department -- A position on the organizational chart of a school that is developed around single subject matter areas.

Department Chairman -- The person assigned the responsibilities for providing leadership to a department. He is a subject matter specialist who works closely with, and knows intimately, the relatively small group of teachers in his department. He is also an administrator required to budget, plan and staff for the needs of his department.

Division -- Schools utilizing an organizational structure that merges individual departments with related subject areas into a larger grouping shall be defined as employing the division plan.

Division Coordinator, Division Head, Curriculum Specialist and Curriculum Associate -- Are titles given a person who leads a division. Such individuals have a job description calling for (1) an

administrative certificate, (2) participation in an extended work year, (3) involvement in the budgeting, planning and staffing necessary to meet the needs of his division and (4) a major responsibility for evaluation of his teachers.

Decision-Making -- The process involved in the responsibilities of administration.

Budgeting -- Gauerke and Childress define a budget as a specific administrative plan for implementing organizational objectives, policies and programs for a given period of time. The process by which the budget is produced is referred to as budgeting, the major phase of which includes preparation, presentation, enactment and execution.⁸

Planning -- As defined by Hatch and Steffire simply means the preparation to act on some piece of work or problem. Several factors in logical sequence go together to constitute the planning process. The presence of a need, the analysis of the situation, a review of alternate possibilities, and finally, the choice of a course of action.⁹

Staffing -- The selection, development, assignment and retention of competent staff by school administrators.¹⁰

⁸Warren E. Gauerke and Jack R. Childress, The Theory and Practice of School Finance, (Chicago, IL., Rand McNally and Company, 1967), p. 209.

⁹Raymond N. Hatch and Buford Steffire, Administration of Guidance Services, (Englewood Cliffs, N.J., Prentice-Hall, Inc., 1968) pp. 44-5.

¹⁰Hatch, p. 59.

Summary

Even though the departmental organizational plan has been subject to close, critical inspection in recent years, because of obscured job descriptions for the department chairman, recent legal rulings, a need to make better use of human resources available to a school system and the need to find ways for a more efficient operation, it is still the most dominate organizational structure in the high schools of this country.

The division organizational structure is making progress but the trend is slow. It seems to be making more converts of schools located in the far west and particularly the Chicago suburban area than anywhere else in the country.

It is hoped that this study will call attention to the division concept that can be further studied as an organizational pattern in its own right rather than a replacement for the department plan.

CHAPTER II

A REVIEW OF RELATED LITERATURE AND RESEARCH

The purpose of this chapter was to present the information found in the literature relating to the expansion of the department chairman's administrative functions and areas of responsibilities. This increase in power and authority has been accompanied by a change in title -- "Division Coordinator", "Division Head", "Curriculum Specialist", or "Curriculum Associate".

The information presented was organized to provide an understanding of the department chairman's position as it developed historically in the organizational structure of a high school. Discussion then focused on the increasing complexity of the position's responsibilities and authority. Discourse then centered on the growth on the growth of the division coordinator's position. The chapter concludes with a review of the decision-making role of the division coordinator.

Development of the Department Chairman Position

Literature suggested that the departmental structure did not appear on public school organizational charts until principals realized they needed help in supervision of instruction and administrative planning.

Admire related that colleges and universities founded and operating during colonial times were without departments. Enrollments were small and professors taught many subjects.¹

Kidd, in an attempt to clarify understanding of the position of department head, felt that it was important to investigate the development and duties associated with the position. He believes the department chairman position was developed as a "necessary devise of the times". Soon after 1821, when the first free publicity supported high schools were established and compulsory attendance laws were formalized, they began to replace academies in popularity. As high schools grew in size and complexity, the position of the principal emerged. The principal soon became overburdened with the numerous responsibilities characteristic of a large organization and the department chairman position developed. Experienced teachers were used to supervise other teachers in the same subject field. There is also the possibility that the position grew in conscious invitation of the college departmental organization."²

In 1862 Congress passed the Morrill or Land Grant Act which granted every state 30,000 acres of land for each senator and representative it had in congress. The land was to be sold, the proceeds invested, and the income used to create and maintain a college for

¹J. Neil Admire, "An Analysis of the Administrative Decision Making Role and Responsibilities of Division Chairmen Within the Public Community Colleges of the State of Illinois", (Doctoral Dissertation, Loyola University at Chicago, 1978), p. 36.

²Jim L. Kidd, "The Department Headship and the Supervisory Role", National Association of Secondary School Principals Bulletin, (October 1965), p. 71.

agriculture and the mechanical arts. Men and women were anxious to be taught the finer points in these fields of learning. As a result of this Act, old colleges were able to expand and new colleges were created. The rapid growth in colleges after the Civil War resulted in an expansion of curriculums and an increased need for supervision and administration. As schools expanded it became increasingly impossible for principals to maintain close contact with the details of the program of instruction being carried out in the classrooms. This resulted in the development of departments and their overseer, the department chairman. The Morrill Act also aided in the growth of the secondary school both in numbers as well as an increase in the variety of course offerings. In high schools, dozens of new academic subjects, including English, modern languages, social science, and science, competed with the older studies of Latin, Greek, and mathematics. Vocational, technical and practical studies in shops and laboratories became available to students to prepare them for college. The department administrative organization of the high school soon followed the example of the colleges and universities.

For a long time secondary school departments were run by accident and mere chance by persons with teaching skills relating to a specific field of study. The chairmen were usually appointed by the principal. However, in some instances they were chosen by other teachers working within the department or the chairmanship position was shared by passing it around to one another on a yearly basis. Frequently the chairman served only as a custodian to distribute books and supplies. Gradually the potential of the department organization was reorganized.

Pointer asserts that:

"Common sense dictates that the talents and energies of any group of subject area teachers need leadership to focus their various efforts towards similar goals and objectives. Stability itself requires a constant figure amid mobile administration and faculty - someone who knows the nature of the community, understands its growth and change - someone who realizes that possibilities for genuine service to the present and future generations served by a particular school."³

The Department Chairman
His Qualifications, His Job
and His Duties and Responsibilities

The department chairmanship has gradually developed into a highly sophisticated and complex position beset with many administrative problems. Nevertheless, most chairmen still find themselves with the responsibility of teaching in the classroom.

Lombardi described the characteristics of the typical junior college department chairman as a white male who has a master's degree and a reputation as a good teacher. He was appointed to his position by the school administration, teaches one to three classes based on the number of teachers he supervises. He receives a stipend beyond the amount of money called for in his contract and has received non-existent or minimal training to prepare him for his position. He usually needs more time and clerical help to satisfactorily and efficiently carry out his responsibilities. There also seems to be an uncertainty as to his exact duties and responsibilities.⁴

³Lorene H. Pointer, "From Machiavelli to Martians: The Challenge of Department Chairmanship", Address presented at The Ontario Institute for Studies in Education, Ontario, April 1968 (ED 024685).

⁴John Lombardi, The Department/Division Chairman: Characteristics and Role in the Community College, (Los Angeles: ERIC Clearinghouse for Junior College Info., Topic Paper Number 40, ED 091 035, 1974).

These characteristics are also to be found in the secondary school's department chairman. Kidd related that most authorities recommend that the department head be appointed by the building principal and he must be a well trained and successful teacher in his subject matter. He must have rapport with adults and show leadership ability. He must be relieved of enough teaching responsibilities to do an effective job of supervising. He ought to be given on-the-job training as he prepares to take over his new tasks. It is necessary that he realize that his job exists primarily to improve instruction and close the gap between the classroom and the principal's office. Although salary considerations are such that it offers little inducement to assume the added responsibilities of a department head, most chairmen receive an extra stipend over their regular contract.⁵

An investigation of the duties and qualifications of a department chairman resulted in the following recommendations: (1) Better communications with principal and superintendent, (2) A written job description, (3) A chairman should have at least eight years of teaching experience before assuming the position, (4) Some previous administrative or supervisory experience is desirable, (5) Eighteen or more hours in education and thirty in subject area beyond the bachelor's degree, (6) A master's degree plus some additional training, (7) Should have both a teaching and supervisory certificate, (8) Method of selection should be made by the principal after first announcing the job vacancy, (9) Relieved of one-third of his teaching duties and be paid a minimum

⁵Kidd, p. 75.

of \$450 above his base teaching pay, (10) He must also have the very important ability to relate with other people.⁶

The duties and responsibilities of a secondary school department chairman are in many cases vague and in conflict with one another. In a paper presented recently at the 61st Annual Meeting of the NASSP, Gallagher related his experiences while working with department chairmen in schools throughout the Middle Atlantic States area. Many of these department chairmen are outstanding educators who were frustrated in their attempt to perform adequately in their positions. Their positions were not being used effectively. In some schools, job descriptions were not available. In others, the descriptions were so vague that the chairmen felt "left out" of the decision-making process. An example of one job description is: "The chairman should continue to do the work assigned to him by the principal in running his department in the best possible manner."⁷ The greatest confusion in describing the role of a department chairman is the disagreement by authorities as to whether he is in a line or staff position. As an example, Hammock and Owings feel the supervisory program can best be served by the department head because he is a teacher and one of the group with whom he is working.⁸

⁶Kenneth Easterday, "The Department Chairman - What Are His Duties and Qualifications?", National Association of Secondary School Principals Bulletin, (October 1965), p. 77.

⁷James M. Gallagher, "How to Make Better Use of Department Chairmen", Paper presented at the Annual Meeting of the National Association of Secondary School Principals, (61st, New Orleans, Louisiana, January 14-19, 1977), p. 4.

⁸Robert C. Hammock and Ralph Owings, Supervisory Instruction in Secondary Schools, (New York: McGraw-Hill, 1955), p. 316.

Jacobson, Reavis and Logsdon view the department head as supervisory but point out that the position does not allow enough time for supervision.⁹

A study of department chairmen's job descriptions by the Rochester, Minnesota Public School System done in 1959 and reported by Kidd lists the most frequently reported activities: (1) Selecting textbooks, (2) Scheduling department meetings, (3) Building courses of study, (4) Making annual requisitions for instructional materials, (5) Supervising classes, (6) Preparing the budget, (7) Advising new teachers, (8) Studying methods of teaching, (9) Advising principal, (10) Attending curriculum meetings, (11) Interviewing teacher candidates, (12) Attending coordination meetings of high school staff, (13) Helping in the assignment of teachers, and (14) Coordinating the work of the department.¹⁰

The duties of the department chairmen according to Knezevich involves participation in budget planning, supervision of instruction, organizing and conducting department meetings, recommendation of courses to be offered in the department, orientation of new teachers within the department, investigation and recommendation of texts and other instructional materials and procurement and distribution of department equipment and supplies.¹¹

⁹Paul Jacobson, William C. Reavis and James Logsdon, The Effective School Principal, (New York: Prentice-Hall, Inc., 1955), p. 617.

¹⁰Kidd, p. 72.

¹¹Stephen J. Knezevich, Administration of Public Education, second edition, (New York, Evanston and London: Harper and Row, 1962), p. 281.

Callahan describes the results of a survey sent out by a committee of administrators and department chairmen; all of which were members of the faculty of San Mateo Union High School District in California. Callahan was a member of this committee. When replies from the survey of department heads were tabulated, the responses were grouped under six major categories of responsibilities: Supervision of certified personnel, curriculum development, meetings and conferences, office operations, student activities and public relations. Later, after discussion, the committee refined their six areas into two major kinds of responsibilities: (1) Supervision of personnel and development of curriculum and (2) Administration of departmental services.¹²

A number of other authors researched in the literature also describe job descriptions very similar to those listed above. Condensation of these lists can result in classifying most of them under three main responsibilities: (1) Budgeting, (2) Planning, and (3) Staffing. All of these are categorized as administrative or supervisory functions.

Criticisms of the Department Plan

The department chairman's position has been a part of the secondary school's organizational structure for many years. In fact, most schools in this country still function with this type of traditional organization. Unfortunately, however, very little has been done to develop the potential of the department chairman since its original conception. This is evident by the lack of significant literature concerning the position.

¹²Callahan, p. 26.

Stephen Knezevich points out that:

"The position's usefulness is subject to debate. Communication difficulty owing to lack of coordination among departments is the most pressing problem. The formation of a principal's cabinet composed of department heads has been suggested to facilitate communication."¹³

"Departmental organizations may introduce more complexity and inflexibility if it exists where it is not needed."¹⁴

Other authorities have also expressed criticism of the departmental organization, citing a role that is still not well defined after years of existence; the common practice of not using the potential value of the chairmanship; and diminished effectiveness as schools have grown in size and complexity. Other criticisms say it is not economically feasible to maintain, teacher militancy has eroded its usefulness, and it has been described as an outmoded position because of its ineffectiveness. There is an apparent lack of coordination among teachers within a department.

Gallagher, in his presentation, describes the department chairman job descriptions as being so vague or non-existent that the people involved are left out on a limb and feel totally frustrated.¹⁵

Beck and Rosenberger look upon principals and other school administrators who fail to use the training and experimental qualifications held by most incumbents as criminals wasting valuable potential leadership abilities.

¹³Knezevich, p. 28.

¹⁴Ibid., p. 281.

¹⁵Gallagher, pp.50-1.

"If maximum value is to be realized through the departmental chairmanship, it must be formally elevated to a second or third echelon administrative position. The position has traditionally been an innocuous, poorly defined combination of routine errand boy and reward for longevity."¹⁶

The results of a survey of large senior high schools selected from forty-two areas with a population of 300,000 or more found that an organization based on a combination of a division and department organization was apparently evolving within large new schools.¹⁷

Pointer, in her presentation to the Ontario Institute for Studies in Education, remarked that:

"Consolidation practices leading to larger schools, the increasing complexity of curriculum possibilities and concern with providing more adequately for the various present and future needs of pupils have pressured to make the active secondary department head an academic necessity. However, a new role and image must be developed. With due respect to the immensity of the principalship minus supervision and the impossibility of expertness in all subject areas, with the issue of department chairmen the predicament of traditional administration, reminds one a bit of the French revolutionist who said, 'The mob is in the street I must find out where they are going, for I am their leader'. "¹⁸

It is the opinion of Verchota that certain social forces exerted during recent years have caused subtle changes in the traditional bureaucratic structure of the high school. In an era that has seen the rise of teacher militancy, with its questioning of the administrator's role and the development of curricula, which prohibits the principal from being

¹⁶William R. Beck and David S. Rosenberger, "The Department Chairman Where Does He Fit In?", Clearing House, 46, 1, (Sept. 71), pp. 50-1.

¹⁷Reho F. Thorum, "The Department Head in the Large Senior High School", The Clearing House, January 1969, 43, 5, p. 264.

¹⁸Pointer, p. 3.

the exclusive instructional leader in his school, it is unthinkable that the bureaucratic nature of the school organization has remained unchanged.¹⁹

Wrigg does not believe the restructuring of the departmental concept of organization is an innovation that will improve the administrative operation of a school. While he admits to a biased viewpoint, he questions the wisdom of moving away from the department chairman, or subject area specialist, as a supervisor at a time when state departments of education are demanding greater subject area specialization from the classroom teacher in newly revised requirements for state certification. Thus, while the trend toward more expertise in subject matter and content are being stressed in the classroom, many innovations for administrative restructuring are going in the diametrically opposite direction. He goes on to point out that effective supervision diminishes proportionately with the lack of expertise possessed by the immediate supervisor. Restructuring that requires the supervisor to be all things to all subject areas turns out generally to be poor supervision. Wrigg recognizes that restructuring has become an issue for debate among educators but asks the questions:

"Will those restructuring innovations, which eliminate the supervisory role of the department chairman, diminish considerably the factor of expertise in supervision? And how will such innovations replace the unique liaison function of the chairman by which classroom and supervision are linked together in closer harmony?"²⁰

¹⁹Verchota, p. 130.

²⁰William Wrigg, "A Case for Survival, Chairmen Should Not be the Victims of Restructuring", Clearing House, 47, 1 (Sept. 72), pp. 20-1.

A plan to revise the administrative structure for the Niles Township High Schools was presented to the Board of Education in 1971. It spells out a strong case for a division head system. The administrators were confident that by rearranging the administrative structure and redefining positions that the services performed by six administrators and fifteen department heads in each of the district's high schools would be performed as well as or better by a principal, a building manager and six full time instructional program directors.

For the most part, the move to consider a new type of organization was stimulated by the teachers union's insistence that the department heads remain in the bargaining group. In addition, there were five basic flaws in what was then their present administrative structure that would be eliminated in the division structure of organization.

First: The department head did not function with complete effectiveness because he too often insulated a teacher from the line administration in the school system. He was caught between and confused by a dual loyalty to the administration of the school and to the union which represented him as a member of the bargaining group. He found it difficult to represent the management point of view to teachers.

Second: The administrative needs of the district under the then present plan were being served by too many people whose roles were not clearly delineated.

Third: The span of control under the then present structure was too broad to be effectively managed. The involvement of twenty-one

people in the administrative process was neither administratively nor educationally sound.

Fourth: The lines of communication under the old system were much too complicated. By reducing the number of administrators involved and eliminating one administration level, communications should improve.

Fifth: The expectations of management under the old structure were most difficult to identify and the opportunities for management accountability were almost nil.

One seemingly negative aspect of the plan was that the technical expertise of the department head in his given discipline would be lost. Administrators at Niles Township High School District believed this to be a faulty assumption in that with the type of teacher attracted to Niles it would be a rare instance when they would need help with the technical aspects of their field of specialization. A person who has a genuine interest in students and understands the skills and interests and enthusiasm that always go into the instructional process can work well with teachers in any area of the curriculum.

Organization by Division

According to Callahan, criticism of the department plan seems to be increasing. If so, what new approaches are being suggested to replace the department chairman and his supervisory function?²¹ One plan gaining attention in California and the Chicago suburban area is a division form of organization where several departments with similar subject matter are

²¹Callahan, p. 175.

combined into entities such as area studies in Occupational Education composed of former departments of Business Education, Home Economics and Industrial Arts. Each division is headed by a "division head", "division coordinator", "curriculum specialist", or "curriculum associate".

Thomas stated in 1965 that such a plan although gaining momentum had not yet given serious widespread challenge to the department concept. The purpose of a study he conducted, in 1965, was to determine the extent to which department and division secondary school organizations met a predetermined criterion composed of fifteen principals of secondary school organizations. The principles contained such organizational ideas as to whether they allow the following: Supervision by a single administrative office, communication that promotes cooperative understanding, utilizes time and energy of every faculty and staff member effectively, has clear job descriptions, attains desired educational goals, recognizes the principal as the educational leader of this faculty and does not utilize supervisors, coordinators, or specialists as line officers. Line officers should be generalists with a broad area of responsibility that allows for continuous and cooperative evaluation of teachers and provides inservice training for the professional growth of all faculty members.²²

The results of the survey suggests that persons responsible for determining organizational changes must be very careful in their decision-

²²Donald Thomas, "Which Organization - Department or Division - For Your School?", National Association of Secondary School Principals Bulletin, 49, October 1965, pp. 49-58.

making. Many times the decision is based on size of staff, financial resources, or the recommendations of so-called organizational experts rather than by the desired outcome or predetermined values. It may be wise to first determine the kinds of behavior the school district values and wishes to attain and then choose the organizational pattern which will facilitate them.

Shuman also states that a school's organizational set-up must suit the purpose

"As the school has come to serve an ever-expanding spectrum of functions, so has the need increased commensurately for non-teaching personnel to administer and coordinate the multifaceted program ever undertaken on so broad a level."²³

Shuman believes that the department plan works better in schools where enrollment is more than 1,000 students since it would be feasible for each department to have at least four to five teachers to supervise. The problem arises in schools with less than 1,000 students. These schools will have a number of small departments which must be coordinated but it is not economically feasible to provide a chairman for each. In other cases, faculty members of a small department merely go their own way and no real coordination is apparent within the department. The division plan may be the answer to such a dilemma. The logical solution according to Shuman is to create divisions such as science, art, the humanities, physical education, foreign languages, and to designate for each division a head who would essentially assume the responsibilities which, in a large school, the department chairman would normally assume.

²³R. Baird Shuman, "Departmental Chairmen or Heads of Divisions?", The Clearing House, 40, (March 1966), pp. 429-31.

Once a division plan has become operational, the division heads should work as closely as possible with each other in order to bring about a maximum degree of interplay among the divisions. This type of harmony is easier to achieve with a division plan than in a school which is divided into departments, for each division head has a broader overview of the school program than the typical department chairman would be able to attain.

Rich Township High School in Park Forest, Illinois found it was able to increase coordination by replacing eleven department chairmen with four division heads; one each in mathematics and science, humanities, health and physical education and related arts.²⁴ It also found that, by merging, duplication of tasks was cut to a minimum and a more unified program was made possible. It should be noted that each of the three high schools in the Rich school district has more than 1,000 students.²⁵

Shuman supports the recommendations made from the findings of the Thomas survey. "The decision on whether to have a departmental chairman or a division head depends upon the nature of each individual school. One cannot postulate a set formula for reaching this decision." He goes on to state that in some situations it may be advisable to maintain a system of departmental chairmen within large departments but to have division heads administer the small departments which can logically

²⁴Shuman, p. 431.

²⁵Telephone conversation with Albert Sandefer, Principal, Rich East High School, Park Forest, Illinois, March 27, 1979.

be classified under a single division.²⁶

In summary, Shuman writes that:

"As improved communications among the departments of secondary schools become increasingly desirable, and as team teaching and other means are employed to bring about greater integration of learning materials, the argument in favor of organizing the school into divisions broader than those of individual departments becomes ever more compelling."²⁷

Callahan, in his study of schools in California and Oregon operating under the divisional organizational plan, found that some administrators saw many benefits to be derived from combining departments into divisions. It was pointed out that a school district might find it easier to provide released time for a division head than for the head of a small department. Also, divisions might provide for better curriculum planning and "cross-fertilization" of teacher talents, thus reducing the possibility that teachers would feel isolated within individual subject areas. There is also the possibility that divisions could encourage greater use of school libraries as resource centers for individualized, interdisciplinary study, since the contents of such libraries cut across departmental lines. Administrators further suggested that the divisional organizational pattern might help to individualize learning because students who are stronger in one of the subjects represented in a division could more easily apply this strength to help them in other areas in the division, where their talents might not be so great.²⁸

²⁶Shuman, p. 431.

²⁷Ibid.

²⁸Callahan, p. 190.

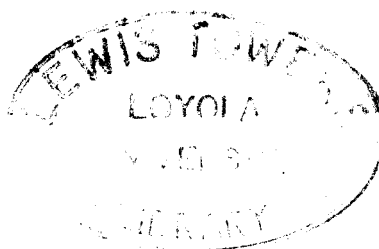
Some criticisms of the divisional plan include the feeling that only rarely can an individual be found to serve as a division head who has sufficient competency to work in more than one field. Without such competency, he will not be accepted as a real curricular and instructional leader by teachers in the division who work outside of his area of particular specialization.

As has been stated previously, one reason for considering the divisional plan is the recent trend for taxpayers to defeat local school referendums, cut backs in state aid, and the high cost of inflation. All are important when considering the school budget. Economy becomes a key word and a divisional plan of organization might be more efficient and thriftier than that of a department.

Another possible advantage of a divisional plan is the authority given to the "coordinator" to make administrative decisions and perform supervisory functions that tend to eliminate the uncertainties, conflicts and misunderstandings a department chairman sometimes experiences as to what his job entails within the realm of discretionary action. Is he an administrator or a teacher? A line or staff officer? Verchota states that in a study of various hierarchical positions in the operation or direction of a school, a decided break existed in the hierarchy with the department chairman being perceived as part of the faculty rather than as an administrator.²⁹

Beck and Rosenberger attempt to clarify the department chairman's role.

²⁹Verchota, p. 130.



"He cannot function in both a line and staff position. To do so makes his job untenable. A divisional coordinator or department chairman should be in a strictly line position. His role and function should be clearly administrative. This designation can be readily defended by the argument that almost all secondary school administrative structures are severely understaffed. Those who doubt this generally accepted postulate have only to compute the span of control for which any high school administrator is held responsible. That figure is a shocker! No military or industrial executive would dream of accepting the span of control regularly assigned the secondary school administrator."³⁰

The evaluation of teaching effectiveness for administrative purposes, i.e., promotion, transfer, dismissal, tenure, etc., is one of the most difficult and time consuming duties of a principal. Such duties can be delegated to a department chairman or divisional coordinator if he is qualified by an administrative certificate, personality and temperament. An administrative certificate must be a qualification for a divisional coordinator position. Evaluation is an absolute administrative necessity and the departmental chairman or divisional coordinator is in the strongest position possible for accurate evaluation of teacher effectiveness.

A department chairman or divisional coordinator cannot be both a supervisor and an administrator. If he is seen as an extension of the arm of the principal, he has greatly diminished effectiveness as a supervisor. The literature of supervision is replete with assertions that the operating base of a supervisor is his factual or technical mastery, consultative skill, and advisory persuasiveness.

Admire in his analysis of administrative responsibilities of division chairmen within the public community colleges of Illinois

³⁰Beck and Rosenberger, p. 48.

discovered when he researched the literature that their future role may become more important from the administrative viewpoint. The literature also suggests that the future of the division chairman's position in a community college's organization appears to be sound and moving from the department structure to the division structure.³¹

Teacher labor unions negotiating with Boards of Education for collective bargaining contracts have created a situation whereby department chairmen are unable to remain in the dual position of representing faculty and administration. Recently a ruling by the National Labor Relations Board indicated that department chairmen at Fairleigh University were a part of the faculty bargaining group. Later this ruling was reversed and department chairmen were excluded from the faculty group. The reason given was lack of administrative authority.³²

Legal rulings in New York State give secondary school department heads a new supervisory look. The Public Employment Relations Board found it necessary, after passage of the Public Employees' Fair Employment Act, to clearly define the chairman's supervisory role so that he could be placed in either the rank-and-file teacher negotiation unit or the administrative negotiation unit. After several hearings, the Board held that the department heads had greater shared concerns with the administrators than they did with the teacher group and were placed in the bargaining unit with administrative personnel. Furthermore, the Board involved a "principle of effective supervisory control" to differ-

³¹Admire, p. 52.

³²Ibid., p. 53.

entiate between supervisory positions and rank-and-file employee positions.

The basic elements of the "principle of effective supervisory control" dealt with the individual's ability to exert a significant degree of control over subordinates' working lives. If the chairman could hire, fire, evaluate, recommend teacher tenure, act on the employer's behalf in grievance procedures, and assign or transfer personnel, he was, obviously, carrying out supervisory functions.³³

Chairmen would now consider themselves less "hybrid" and more genuine supervisors. Cooperation between principals and chairmen could emerge from the establishment of a common set of working goals.

During the past few years the concept of the "administrative team" has been developed in the American Association of Secondary School Administrators (AASA) and in the National Association of Secondary School Principals (NASSP). This concept assumes that administrators and supervisors, from the top level down, have many common functions and goals in the local school district. It stresses the need for reducing confrontation between superintendents and principals, and between school boards and administrators. Up to this point, the "administrative team" did not include the department chairman. Perhaps with the legal trend toward inclusion of chairmen with administrative personnel, the team can be broadened to include department chairmen. However, a restructuring of their job responsibilities will be necessary before this can be done.

³³White, p. 201.

Some large urban school districts have tried to deal with the changing department head role by reclassifying it into a full time administrator role. In New York City schools, the chairmen are assistant principals in charge of supervision. This type of organizational change of status may be one of the answers to the elevation of the chairman's status in some school districts.

The role of the department chairman is changing. The position is becoming more important from the administrator's stand-point. The goal has been to find ways in which to improve the effectiveness of the chairman's work. One way has been an expansion of the area of responsibility and influence assigned to the chairman. In many instances this growth has been accompanied by a change in title -- "Divisional Coordinator", "Division Head", "Curriculum Specialist" and "Curriculum Associate" were the most frequently reported -- and a corresponding reduction of classroom responsibilities.

Little information was available in the literature that describes the tasks and responsibilities of a division coordinator. However, studies already cited in this dissertation indicate that the division coordinator is a member of the administrative team and is engaged in activities which could be described as the administrative process, while they are fulfilling the responsibilities of their position. Decision-making is a process found within each of the various functions of the administrator.

Fayol was the first to suggest that the administrative process could be defined in terms of administrative functions. He called these functions "elements of management" and characterized them as planning,

organizing, commanding, coordinating and controlling.³⁴

One of the earlier and better known analyses of administration as a process was reported by Gulick. His POSDCORB acronym detailed seven elements of the administrative process as follows:

- P - Planning, working out in broad outline the things that need to be done to achieve organizational purpose.
- O - Organizing, establishing the formal structure of roles, relationships, procedures, authority, etc., to achieve goals.
- S - Staffing, assessing needs and attracting competent staff.
- D - Directing, embodying decisions into specific orders and instructions.
- CO - Coordinating, interrelating the various elements into an integrated whole to achieve goals.
- R - Reporting, keeping those to whom the administrator is responsible informed as to what is going on.
- B - Budgeting, fiscal planning, accounting and control.³⁵

In a study conducted at New York University, a group of administrators reported that the most important responsibilities of school administrators could be summarized into five important areas of concern:

1. Working effectively with people.
2. Providing efficient business management.
3. Developing an adequate school plant.

³⁴Henri Fayol, "The Administrative Theory in the State", Trans. Sarah Greer in Papers on the Science of Administration, eds. Luther Gulick and L. Urivich (New York: Institute of Public Administration, 1937), p. 103.

³⁵Luther Gulick, "Notes on the Theory of Organization" in Papers on the Science of Administration, eds., Luther Gulick and L. Urivich (New York: Institute of Public Administration, 1937), pp. 1-45.

4. Improving the educational program.
5. Serving the profession.³⁶

The School Development Study at Ohio State University attempted to define areas of desirable administrative behavior in process terms.

Nine administrative process skills were seen as important:

1. Setting goals
2. Making policy
3. Determining roles
4. Coordinating administrative functions and structure
5. Appraising effectiveness
6. Working with committee leaders to promote improvements in education
7. Using the educational resources of the community
8. Involving people
9. Communicating³⁷

Perhaps the most significant precursor of the competency movement to view school administration in terms of the tasks that principals are commonly required to undertake was the work of the Southern States Cooperative Program in Educational Administration. In addition to defining the critical task areas of administration, they attempted to list discrete tasks in a way which closely parallels the competency concept. Eight critical task areas were seen as central to the role of administration:

1. Instruction and curriculum development
2. Pupil personnel

³⁶Walter A. Anderson, March Beauchamp and Quill E. Cape, Responsibilities of School Administrators, (New York: Department of Administration and Supervision, New York University, 1952).

³⁷John A. Ranseyer, Lewis E. Harris, Millard Z. Pond and Howard Wakefield, Factors Affecting Educational Administration, CPEA Series, (Columbus, Ohio: College of Education, Ohio State University, 1955), pp. 18-56.

3. Community school leadership
4. Staff personnel
5. School plant
6. School transportation
7. Organization and structure
8. School finance and business management³⁸

Within each of these areas, competency statements were detailed describing a range of skills thought to be significant in that task area. A typical competency statement was, "providing for the recruitment of staff personnel." A total of fifty-two such competencies were identified.

Another study conducted under the auspices of the Middle Atlantic CPEA attempted to answer the question, "What does the school administrator need to know and do about curriculum improvement?" Eighteen hypotheses were formulated by the research group and the hypotheses were tested by in-depth interviews with teachers, supervisors, citizens and superintendents.

Group process and human relations skills were perceived among the most important of the eighteen hypotheses tested. Educational values and technical curriculum know-how ranked in the bottom half of the eighteen.³⁹

³⁸Southern States Cooperative Program in Educational Administration, Better Teaching in School Administration, SSCPEA (Nashville, Tennessee; George Peabody College for Teachers, 1955), pp. 124 et. seq.

³⁹Vivieene Anderson and Daniel R. Davies, Patterns of Educational Leadership, (Englewood Cliffs, N.J.: Prentice Hall, Inc. 1956), pp. 48-54.

Fisk examines the tasks of educational administration under four major categories of responsibilities. He then details sub-responsibilities under each major category. The major categories are: Relating to the community; Improvement of educational opportunity; Obtaining, developing and improving personnel; and Providing and maintaining funds and facilities.⁴⁰

Erlandson has developed a model for a competency based program in which he defines the task dimension of school administrators into five categories:

1. Pupils
2. Staff
3. Organization
4. Community
5. Management⁴¹

The Kansas Committee of Professors of Educational Administration, through survey and screening procedures as well as literature review, developed a list of twelve task areas for "educational building administrators":

1. Instructional improvement
2. Curriculum development
3. Student services
4. Community relations
5. District orientation
6. Discipline procedures

⁴⁰Robert S. Fisk, "The Task of Educational Administration", Administrative Behavior in Education, eds., Roald Campbell and Russell Gregg, (New York: Harper and Brothers Publishers, 1957), pp. 203-27.

⁴¹David Erlandson, "Maintaining Program Identity and Meeting Individual Needs in a Competency-Based Curriculum in Educational Administration", CCBC Notebook, No. 4, Vol. 2, July, 1973, p. 2.

7. Fiscal management
8. Personal improvement
9. Legal monitoring
10. Staff support
11. Planning and development
12. Evaluation and assessment⁴²

Examination of the literature suggests that many studies of administrative tasks are expressed either in terms of process functions or task areas. These are discrete areas of investigation yet, operationally, they are inextricably interrelated. Process statements always are expressed with action words. They describe the active behavior of the administrator in much the same way as the verb component of a behavioral objective. Both Gulick and Fayol described what they meant by administrative functions in terms of process behaviors.

Gregg attempted to synthesize many of the overlapping expressions and action words used by different writers in describing the administrative process. He saw critical administrative behavior as reduced to: Decision-making, Planning, Organizing, Communicating, Influencing, Coordinating and Evaluating.⁴³

McCleary and McIntyre present a model of their idea of a competency based program which contains a dimension devoted to content and processes. Sixty competency statements were seen as central to the

⁴²Eddy J. VanMeter, Building Management Improvement Program, (Developed under the auspices of Project Kansas 76, An EPDA/WSOE sponsored cooperative project designed to promote educational leadership in Kansas; Manhattan, Kansas, 1973), pp. 12-3.

⁴³Russell T. Gregg, "The Administrative Process", Administration Behavior in Education, eds. Roald Campbell and Russell T. Gregg, (New York: Harper and Brothers Publishers, 1957), pp. 228-39.

school administrator's role. Twelve major task areas were identified as follows:

1. Working relationships with central office: Policy development for the district
2. Financial management
3. Community services and community relations
4. Pupil personnel: Counseling and guidance
5. Student activities
6. Pupil control: Discipline, attendance
7. School plant organization and control
8. Auxiliary services
9. Personnel administration
10. Personnel improvement
11. Evaluation and planning of the educational program: The development of curricula and instruction
12. Research and development projects: Investigation and testing of new techniques, innovations and change⁴⁴

Perhaps the most recent writer to examine the administrative process and express his views is Stephen Knezevich. He proposed sixteen tasks that are considered customary administrative responsibilities. They are:

1. Anticipating - planning, looking ahead beyond today's problems.
2. Orienting - familiarization of and adaptation of a schools' objectives.
3. Programming - planning, suggesting and selecting strategies.
4. Organizing - setting up the structural framework necessary to put plans into operation.

⁴⁴Lloyd E. McCleary and Kenneth E. McIntyre, "Competency Development and University Methodology", Where Will They Find It? (Eds. Thomas F. Kolmer and Martha A. Crawford), NASSP, Washington, D.C., 1970, p. 55.

5. Staffing - acquiring the people that are needed to meet the goals and objectives of the school and fulfill program demands.
6. Resourcing - acquiring and allocating the fiscal and material resources necessary to operate a school's program.
7. Leading - motivating personnel to action toward an objective.
8. Executing - day to day operations of a school that command an administrator's attention.
9. Changing - identifying the need for change, introduction of an innovation and the management necessary to produce benefits from the change.
10. Diagnosing-Analyzing Conflict - conflict or problem diagnosis and subsequent analyses are relatively new competencies demanded of administrators.
11. Deciding-Resolving - this function focuses on resolution of choices, that is, determining which of the many possible courses of action will be pursued.
12. Coordinating - administrator has the responsibility to unify the activities of people so that they will not be at cross purposes.
13. Communicating - the administrator makes sure that channels of communication are designed in such a way that information flows up or down and in and out of a system.
14. Politicking - administrators must be able to function within the various power configurations found in all institutions.
15. Controlling - monitoring progress toward objectives, keeping activities locked on to objectives.
16. Appraising - the administrator needs to access final results and to report them to all concerned individuals or groups.⁴⁵

⁴⁵Stephen J. Knezevich, Administration of Public Education, 3rd ed., (New York: Harper and Row, Publishers, 1975), p. 37.

Roelle in his description of Knezevich's functions noted that they are more attuned to present day administrative responsibilities. The terms "orienting" and "politicking" are words coined to represent present day responsibilities. "Orienting" described what other authors referred to as 'planning'. "Politicking" refers to the administrator's concern with both the informal and the formal organization and the factors affecting the organization, both internal and external.⁴⁶

Analysis of the studies researched in the literature which attempted to define the tasks and/or responsibilities of school administrators suggested that most, if not all, of the tasks and process statements could be fitted into a framework consisting of three broad areas: Budgeting, Planning and Staffing. This was arrived at by synthesizing what were perceived as overlapping expressions and descriptions. Therefore, from this point on, information relating to the administrative functions of Division Coordinators will be described in these three terms.

Decision Making Role of Division Coordinators

As stated earlier, very little information from published literature is available relating to the Division Coordinator's responsibilities, working conditions or position in the organizational structure of a high school. Only two job descriptions were gleaned from the literature. The most productive source was from principals of schools utilizing the Division Coordinator concept as part of their organizational structure.

⁴⁶Roelle, p. 32.

The Berkeley Unified School District and the Whittier Union High School District were the two school districts cited in literature as having an organizational structure consolidating similar subject area departments into a larger and more complex entity.⁴⁷ Both plans were discussed in Chapter I of this dissertation.

The Berkeley plan has a kind of dual leadership by the curriculum associates and the department heads. A curriculum associate was responsible for the operation of the department assigned to him. In addition, they were made responsible for coordinating curriculum and improving instruction in the fields in the district's junior high schools. This assignment tended to take them away from their high school a good deal of the time. If the size and complexity of the department was such that one person could not perform his duties adequately, a department chairman was appointed to assist him.

The functions and duties of the "curriculum associate" under this system of organization is as follows:

Budgeting

- A. Mainly the responsibility of the department chairman under the direction of the curriculum associate.

Planning

- A. Responsible for the logical and systematic sequence in course content.
- B. Work to secure articulation between the elementary and secondary schools.
- C. Present the views of his department to the administrator, the Board and the community.

⁴⁷Callahan, pp. 178-87.

- D. Make sure that there is a regular evaluation of the content of courses.
- E. Supervises the work of course revision and the development of new courses.
- F. Establish and maintain a systematic testing program.
- G. Keep abreast of textbook revisions and make recommendations for new adoptions when desirable.
- H. Develop projects and make applications for federal, state and other educational aid programs.
- I. Review and aid in the development of lesson plans and study guides.

Staffing

- A. Help teachers to keep abreast of new developments in his field.
- B. Observe classroom teaching.
- C. Participate in the evaluation of teachers, written evaluations will be prepared.
- D. Arrange for in-service training of teachers.
- E. Advise and assist in the selection and placement of new teachers.

"Curriculum Associates" have reduced teaching assignments in the high school but must teach at least one period a day. They have salary increments substantially above the teachers' salary schedule. In addition, they are directly responsible to the principal of the high school.⁴⁸

The plan established in the Whittier Union High School District offers all of the benefits in the Berkeley plan while avoiding its draw-

⁴⁸Ibid., pp. 179-80.

backs. "Curriculum Coordinators" work entirely within their own schools; a subject area department chairman works under the authority of the curriculum coordinator. The basic premise underlying this plan is to give master teachers sufficient time to be used towards the improvement of instruction.

Duties of curriculum coordinators were described as follows:

Budgeting

- A. As in the Berkeley plan, the responsibility for preparing this budget, supervising the use of equipment, materials and supplies and keeping an inventory is assigned to department chairmen. The curriculum coordinators do, however, coordinate the preparation and administration of budgets in their assigned areas.

Planning

- A. Coordinate the various curricular offerings within specific departments under his jurisdiction.
- B. Assist assistant principal in matters of liaison and communication.
- C. Consultant in developing new teaching techniques.
- D. Coordination of textbook distribution and supply.
- E. Coordination and implementation of curriculum development plans.
- F. Be a master teacher, with all its implications.

Staffing

- A. Assist teachers who are having instructional problems.
- B. Coordination and follow-up on in-service training needs of teachers.
- C. Consultant on teacher assignment and scheduling.
- D. Staff liaison between administration and teachers.
- E. Classroom visitation and supervision of instruction.

- F. Consultant for visiting teachers and other dignitaries.
- G. Methods and pedagogical techniques specialist for teachers.
- H. Professional consultant to teachers on all problems.⁴⁹

The curriculum coordinators at Whittier provided leadership and direction. All held masters' degrees and appropriate teaching and administrative credentials. Each coordinator was released full time from classroom teaching responsibilities; in addition, he received a six percent salary differential above the regular teachers' salary schedule.

Originally the Whittier plan had three full-time coordinators in each high school: One in English and social studies; one in foreign languages, science and mathematics; and one in art, music, business and industrial arts. Later, budgetary limitations required that the number be reduced to one in each high school.⁵⁰ The coordinators were not very closely involved with the day-to-day instruction in their schools but rather became "floating trouble-shooters".⁵¹

After analyzing the Berkeley and Whittier plans, Callahan is of the opinion that no savings were achieved in either district. The associates or coordinators did not render services which eliminated the need for department chairmen. They did, however, render services which were beyond the ability of department chairmen to perform. Good

⁴⁹Ibid., pp. 185-86.

⁵⁰Ibid., p. 183.

⁵¹Ibid., p. 185.

department chairmen, however, can render similarly broader services if the conditions under which they generally operate are improved.⁵²

A modification of the Berkeley-Whittier plans can be found at Northwest High School; a school belonging to the Omaha Public School District in Omaha, Nebraska.

The organizational structure at Northwest High School is the grouping of similar subject matter areas into four divisions: Humanities, Science-Mathematics, Practical Arts and Physical Education-Drivers' Education. The divisions are headed by "Curriculum Specialists", former classroom teachers who act as directors, coordinators and administrators. This divisional approach offers greater opportunities for coordination of the student areas within each division.

The Humanities Division includes those academic disciplines which attempt to make the student aware of his own humanity as well as his relationship to the family of man; English, foreign language, social studies, art and music.⁵³

Mathematics-Science Division offers programs for general education and college entrance. The courses are designed to develop the ability to think, rationalize and inquire.

The Practical Arts Division prepares students for employment at an entry level in the trades, industry, technical and service occupations. Courses are offered in the fields of business, homemaking, industrial arts, agriculture and military science.

⁵²Ibid., p. 188.

⁵³Omaha Public Schools, Northwest High School: Pamphlet 21665 (Omaha, Nebraska; 1978) p. 3.

The Physical Education-Drivers' Education Division offers courses that emphasize physical development and promote education of the whole man through physical activity.⁵⁴

The role of the "Curriculum Specialist", as the position now functions within the Omaha Public Schools at Northwest High School, has been the upgrading of instruction through the involvement of the teacher, students, administration, community and all professional channels. The results of the upgrading effort are being assessed by (1) The desired changes in the behavioral patterns of students as demonstrated in the development of salable skills, attitudes, usable knowledge, and abilities to solve problems; (2) The behavior patterns of teachers, as experienced by improved teaching methods and continued professional growth; (3) The cooperative effort and guidance displayed by administrators; and (4) The acceptance of the program by the community through enthusiastic support and a sharing of its resources.⁵⁵

Some of the more important responsibilities of the "Curriculum Specialist" are outlined as follows:

Budgeting

- A. Initiates orders for textbooks and other supplementary materials.
- B. Initiates orders for library materials used in library and resource centers.
- C. Plans annual order of supplies.

⁵⁴Northwest Senior High School, Husky Program Planning Handbook, Pamphlet (Omaha, Nebraska, 1978-79), pp. 5-31.

- D. Keeps budgeting record of supplies.
- E. Maintains inventory of all equipment and its location in the curriculum area of responsibilities.
- F. Arranges for repair and replacement of equipment.
- G. Secures instructional materials for staff.

Planning

- A. Responsible for developing good community relations.
- B. Works with other staff members in implementing the instructional program.
- C. Demonstrates new teaching techniques.
- D. Develops format for new courses.
- E. Coordinates student teacher program within own curriculum area.
- F. Initiates instructional change.
- G. Designs and writes new courses after first consulting with students in securing new ideas for new courses and determines need relative to the student.
- H. Works closely with the supervisors and coordinators of the Omaha Public School system in the introduction of new programs.
- I. Prepares examination schedules within the curriculum area.
- J. Serves as a cabinet advisor to the principal on operational and policy-making decisions.

Staffing

- A. Conducts orientation sessions for new teachers.
- B. Surveys current literature for new ideas and materials for use in the classroom.

- C. Serves as a resource person and lecturer in certain areas where qualified.
- D. Deals with "on-the-spot" problems that arise in the classroom that need immediate attention.
- E. Directs work of para-professionals.
- F. Conducts standardized testing program within the curriculum.
- G. Teaches in-service classes when the opportunity presents itself.
- H. Conducts periodic staff meetings.
- I. Counsels teachers.
- J. Prepares written evaluations of teachers in cooperation with the principal.
- K. Visits classrooms frequently for purposes of evaluation of the instructional program.
- L. Consults and advises teachers on matters of discipline not handled by the principal.
- M. Supervises work of substitute teachers.
- N. Prepares teaching schedule in cooperation with the principal.
- O. Supervises the arrangement and organization of the teacher planning areas.
- P. Encourages staff in active participation in professional groups.

The "Curriculum Specialist" does not have classroom teaching assignments but is expected to prepare and conduct in-service classes for teachers within the curriculum area. They must possess the necessary teaching and administrative certificates and display leadership ability. Selection of "Curriculum Specialist" is done by each building principal through personal interviews and having their job performance evaluated by the principal using the same methods employed

for the regular teaching staff. They begin their school year one week before the teachers begin theirs and ends one week after the last day of school. Salaries are based on a percentage figure above the teachers' salary schedule.⁵⁶

The divisional plan at Northwest High School in Omaha, Nebraska has been generally accepted and endorsed by the staff and community it serves. Possibly one reason for acceptance of the plan is that its inauguration coincided with the formal opening of the school's doors to students in 1971. Job descriptions of "Curriculum Specialists" indicate that they are rendering a need which is beyond the ability of department chairmen positions in most school districts. The divisional approach seems to offer greater opportunities for coordination of the student areas within each division. The plan also gives taxpayer a better accounting of their tax money as well as being more efficient. Four "Curriculum Specialists" are performing tasks that in other school districts required the services of a large number of department chairmen.

The Rich Township High School District in Park Forest, Illinois, a south suburb of Chicago, also has a divisional organizational structure consisting of six distinct divisions, an expansion of two more than originally reported by Callahan in his 1971 book.⁵⁷ They are: Fine and Applied Arts; Health, Physical Education and Drivers' Education; Language Arts; Math and Science; Social Studies and Foreign Language; and Pupil Personnel Services.

⁵⁶Personal letter; Information in a letter to the author from Jack E. Hallstrom, Principal; Northwest High School, Omaha Public School System; Omaha, Nebraska, December 8, 1979.

⁵⁷Callahan, p. 190.

The position description of "Division Chairperson" at all three schools are the same. Their duties are as follows:

Budgeting

- A. Responsible for creation of division budget including supplies, textbooks, necessary capital equipment and extra-curricular accounts related to the division.
- B. Responsible for administering divisional budget within allocated amount.
- C. Responsible for ordering and processing all divisional supplies, textbooks and other materials.

Planning

- A. Responsible for the development, organization, evaluation and revision of curriculum within district policy.
- B. Responsible for the development and revision of divisional and course goals and objectives.
- C. Responsible for evaluating and submitting proposals for textbook adoption.
- D. Responsible for articulation and co-ordination of curriculum with the counterparts at other campuses and elementary feeder schools through the Office of the Assistant Superintendent for Instruction.
- E. Is a member of the building and district administrative councils.

Staffing

- A. Responsible for the supervision and the evaluation of teacher effectiveness in the classroom through formal observation and performance reports throughout the school year, as prescribed in district guidelines.
- B. Responsible for student discipline as related to the classroom and the solution of serious discipline cases.

- C. Responsible for informing teachers of district school and contract policies, as well as the implementation of such policies.
- D. Supervises the teachers responsible for non-class activities relevant to the division.
- E. Orients and assists substitute teachers.
- F. Supervises and evaluates non-certified staff employed within the division.
- G. Assists principal in determining teaching assignments of division staff.
- H. Advises principal on curriculum and staff needs.
- I. Aids principal in interviewing and evaluating prospective teachers.
- J. Aids principal in the orientation of teachers.
- K. Creates division schedule of classes and offerings and co-ordinates this schedule with other division chairpersons.

Division chairpersons at Rich Township High School District are considered line officers at the administrative level. Their teaching load depends on the number of teachers they supervise -- Fifteen teachers or less: three classes out of a normal five; up to twenty teachers, two classes; and over twenty-five teachers, no teaching assignments.⁵⁸

The appraisal of teacher performance is quite extensive involving at least three written evaluations and five classroom observations per year for non-tenure teachers and one written evaluation and three observations per year for tenure teachers within the chairperson's division. Each division chairperson has a teaching and administrative

⁵⁸Donald Trimble, "Rich Township High School, Division Chairperson", Position Description: An unpublished paper, Rich Township High School, Park Forest, Illinois, July 1, 1975.

certificate, participates in an extended work year and has a salary that is based on a percentage above the teachers' salary schedule.

The Rich plan again shows a savings of the taxpayers' dollars and seems to operate in an efficient and effective manner. However, division chairpersons may have a difficult task in the performance of their responsibilities and successful classroom teaching. They do not seem to have enough time available to do competent work as administrators and classroom teachers. Research does show merit in a division chairperson teaching at least one class in that he is more likely to be accepted by teachers in his division as their curricular and instructional leader.

Bloom Township High School District in Chicago Heights, Illinois went to a divisional organization in 1976 when it expanded from one four year high school campus to two four year campuses. The administrators felt it was the appropriate time to make the change despite the disapproval of the teachers' union. The divisional plan calls for seven "Division Coordinators"; Communications, Humanities, Occupational Education, Math/Science, Special Education, Physical Education/Driver Education and Pupil Services.

Responsibilities assigned to "Division Coordinators" are:

Budgeting

- A. Develops division budget requests for submission to the principal.
- B. Provides a system of inventory of instructional materials and equipment.
- C. Leads in the selection for recommendations of the best possible instructional materials and equipment.

- D. Responsible for developing requisitions for materials and equipment within budget allowances.

Planning

- A. Responsible for being well informed about new educational ideas applicable to subject areas within the division.
- B. Helps plan overall school curriculum.
- C. Leads in division curriculum planning.
- D. Provides for evaluation of division program effectiveness in line with established objectives.
- E. Shares responsibility for evaluation of total school educational program effectiveness.

Staffing

- A. Assists Principal in the recruiting process.
- B. Responsible for orientation, in-service education and professional growth of teachers within the division.
- C. Chiefly responsible for the supervision and evaluation of teachers within his division.
- D. Makes recommendations as to teacher assignments.
- E. Helps secure substitutes for absent teachers within his division.
- F. Orients and supports substitutes assigned to the division.
- G. Supervises and evaluates any division non-certified staff.

"Division Coordinators" must have the appropriate teaching and administrative certificates, a Master's degree and demonstrate an ability to lead. They are responsible to the Building Principal and are required to be on duty for eleven months each year. Their salary is based on a

percentage of the teachers' salary schedule.⁵⁹ They are not a part of the teachers' bargaining unit.

Not enough time has elapsed to accurately evaluate the system but the Teachers' Union is no longer resisting the plan. There is a feeling among faculty members that the system is working satisfactorily. The Illinois Office of Education recently evaluated the school system for certification and complemented the district administrators for utilizing the divisional organizational pattern.⁶⁰

Copies of job descriptions and working conditions of "division coordinators" from other school districts were also examined. All are similar to the ones previously discussed in this chapter. There are some interesting variations. The Leyden High School District in Franklin Park, Illinois has a job description for the "Director of Careers and Practical Arts and Evening School", who supervises both the East and West Leyden High School departments associated with Vocational Education; (Business Education, Cooperative Work Program, Home Economics and Industrial Education) as well as the Adult Evening School.⁶¹

The J. Sterling Morton High School District in Cicero, Illinois was prompted to go to a division head system when a consulting service

⁵⁹Jesse Newlon, "Job Description-Division Coordinator", An unpublished paper, Bloom Township High School; Chicago Heights, Illinois, 1976.

⁶⁰Jesse Newlon, Assistant Superintendent for Curriculum and Instruction, Personal conversation, May 24, 1979.

⁶¹Author unknown, "Job Description: Director of Careers and Practical Arts and Evening School", An unpublished paper, Leyden Township High School District; Franklin Park, Illinois, January 1979.

consisting primarily of people from the University of Illinois recommended the division head system at the time Morton West High School was built and occupied. Their "Division Heads" were to serve both Morton East and Morton West. However, this arrangement only lasted a year or two and, in essence, both buildings now have their own divisions. It was discovered that when "Division Heads" served both schools, they would not be available to the staff sufficiently and that this would create moral problems. Also, time lost in travel was unproductive. Even with "Division Heads" serving only one building, a flight of stairs becomes an obstacle to communications.

When questioned about knowledge of the technical aspects of subject matters in which they are not trained, "Division Heads" felt that this was a problem, but knowledge is gained over the years by watching current trends and willingness to learn. They feel that the system is operating satisfactorily despite some staff resistance, especially concerning the division head's expertise in a specific subject matter area.⁶²

An interesting bit of information obtained from researching the literature is a description of "An In-Basket Simulation Exercise" for Secondary School Division Chairmen sponsored by The Ontario Institute for Studies in Education located in Toronto, Ontario. The exercise is a simulation and the materials in the booklet given to each person participating in the presentation are presented in the form of in-basket

⁶²G. Shaffer and Carl Henderson, "Visitation at Morton West Regarding Division Heads", An unpublished paper, Leyden Township High School District; Franklin Park, Illinois, January 10, 1979,

items taken from problems experienced by division or department chairmen in actual situations. The purpose of the exercise is to improve the administrative processes of decision making, supervision, planning and problem solving.⁶³ The Ontario Institute for Studies in Education could not supply the writer with bibliographical information used to prepare simulation exercises.

Other than job descriptions obtained from school systems employing the division concept, little information is available in the literature concerning this subject, however, common trends can be recognized.

First, "division coordinators'" tasks are all very similar with specific and detailed job descriptions relating to Budgeting, Planning and Staffing decisions.

Second, they are administrative line officers.

Third, they are not a part of the teachers' bargaining units but have a salary based on the teachers' salary schedule.

Fourth, their teaching load is reduced or eliminated entirely, depending on the size of the division they chair.

Fifth, they have an extended school year.

Dissatisfaction with old administrative structures was the catalyst that prompted administrators and boards of education to consider the division plan of organization.

⁶³Donald F. Musella and H. Donald Joyce, The Secondary School Division Chairman. An In-Basket Simulation Exercise, (Toronto, Canada; "The Ontario Institute for Studies in Education, 1974).

Summary

There was considerable information in the literature relating to the growth of the public school system in the United States and the development of the department organizational plan. When school officials realized that principals needed help in supervising instruction and attending to certain administrative details associated with that instruction, departments were formed. Research of the literature also provided an understanding of the administrative process and the tasks usually assigned to administrators.

Even the most casual perusal of the literature shows that the role of the department chairman has remained virtually unchanged over the years. However, within recent years, the department plan has been criticized by some educators and researchers for its limited view in the total educational process. Trends in the literature suggest that the roles of the department chairmen are ambiguous and the chairmen possess little authority to carry out their responsibilities. The division organizational plan was developed as an alternative to improve the effectiveness of school administration.

CHAPTER III

PRESENTATION OF DATA

A survey was conducted of all public high schools in the six county Chicago suburban area to determine which of them employ division coordinators. A letter explaining the purpose of the survey and defining a division administrative organizational structure and division coordinators was sent to each principal of one hundred and forty-five schools located in Cook, DuPage, Kane, Lake, McHenry and Will counties. The principals were to indicate on an enclosed self-addressed post card whether or not their school had such a structure. Thirty-eight of the principals responded as having a type of division coordinator organizational structure in their schools. Ninety-eight principals indicated that their schools did not have such a structure. Nine principals did not respond to the post card inquiry.

Sixty-one percent of the schools reporting a division organization structure are located in Cook County. Eighteen percent from Kane, thirteen percent from Lake, five percent from DuPage and three percent from McHenry. Will county was the only county that did not have a school reporting a division organization structure. Table One summarizes this information.

An attempt to locate schools in downstate Illinois with a division organization structure was unsuccessful. Dr. John Kemp, Illinois State Chairman for the North Central Association of Colleges and Schools, was not aware of a school outside the Chicago area that utilized such an

TABLE 1

Location of High Schools by Counties in the Metropolitan Area of Chicago and the Number Responding that Have a Division Organizational Structure

County	Number of High Schools in County	Number of High Schools Responding that Have a Div. Organ. Structure	Percent of Schools Responding that Have a Div. Organ. Structure
Cook	60	23(1)	38%
DuPage	23	2	9%
Kane	15	7(2)	47%
Lake	20	5	25%
McHenry	12	1	9%
Will	15	0	0%
TOTALS	145	38	--

() Number of schools in county that indicated a division organizational but did not answer questionnaire. Thirty-five schools responded.

organization.¹ He named ten school districts that could have such an organization. All of these schools, when contacted, stated their administrative functions were the responsibilities of principals and department chairmen. No additional contacts were made with downstate schools concerning this survey. This information serves to illustrate the slow but increasing acceptance of the Division organizational structure.

A questionnaire was developed and field tested for content and construct validity and sent to principals of five schools identified as using a division organizational structure. Principals of the thirty-eight schools that had been identified as using a division organizational structure were then sent a validated questionnaire and asked to complete and return it with a copy of their school's organizational structure as well as job descriptions for division coordinators. Thirty-five principals complied by answering all or part of the questionnaire. Twenty-five enclosed an organizational chart or job description. Five of these high schools from five different districts were selected for more intensive study. Oral interviews were conducted with the principal, a division coordinator, and a teacher in the same division from each of the five schools. Implications for budgeting, planning and staffing were discussed.

¹Telephone conversation with John Kemp, Illinois State Chairman for North Central Association of Colleges and Schools, August 23, 1979.

Chapter III presents the data that was obtained from the questionnaire, job descriptions, organizational charts and oral interviews. In order to present the information in an organized manner, it is divided into two sections:

1. Data from Questionnaires: A compilation of the data from the questionnaires returned by the principals.
2. Data from Oral Interviews.

SECTION I

DATA FROM QUESTIONNAIRE

The questionnaire was utilized to obtain information relating to various conditions of employment and job dimensions regarding the position of the division coordinator. Additional information was also sought in an effort to identify trends, similarities and differences. For the purpose of clarity in presenting the data, information obtained from the questionnaire was organized into the following sub-sections:

1. School Statistics - This information centers around student enrollment, type of district, and geographic location of participating schools.
2. Conditions of Employment for Division Coordinators - This sub-section reports on information relating to salary schedule, fringe benefits and working hours.
3. Working Conditions for Division Coordinators - Information in this sub-section relates to office space, secretarial help, teaching assignments, terms of employment and evaluation.
4. Training Requirements for Division Coordinators - Information in this sub-section relates to formal and informal training, certification and leadership abilities.
5. Organizational Structure - This sub-section contains information on the various types of divisional organizational structure found within the reporting schools.

6. Selection of Division Coordinators - This sub-section describes the various procedures used by the reporting schools.

7. Evaluation of Division Coordinators - This sub-section describes the various procedures and methods for evaluation.

8. Administrative and Supervisory Functions of Division Coordinators - This sub-section gives information relating to tasks and responsibilities in the areas of Budgeting, Planning and Staffing.

School Statistics

In order to facilitate the reporting of vital statistics, schools were divided into six groups according to student enrollment ranges. They were divided in the following manner:

Group A	-	501	-	1000
Group B	-	1001	-	1500
Group C	-	1501	-	2000
Group D	-	2001	-	2500
Group E	-	2501	-	3000
Group F	-	3001	-	3500

Twelve and one-half percent of the schools reporting were placed in Group A, fifteen and one-half in Group B, twenty-eight in Group C, forth-three in Group D and only one percent were in Groups E and F. Two-thirds of the schools reporting were from secondary school districts.

The schools varied in size from 523 to 3149. The mean enrollment for the thirty-five schools was 1979 students; while the median enrollment was 1929. The total enrollment of high schools in a district ranged from 570 to 17,759. The mean district student enrollment was 4535 and the median enrollment was 4068. The number of years a school has had a divisional organizational structure ranged from one year to twenty-six. The mean was 8.9 years while the median was 8.5 years. Not all schools in the same district began a division administrative structure at the same time. Three schools did not indicate the number of years they had worked under such an organization.

Table Two presents a consolidation of statistical information supplied by the principal of each school reported in this survey.

Conditions of Employment
for Division Coordinators

Research of the literature suggested some commonalities that relate to conditions of employment for division coordinators. Principals were asked to provide information on this subject as it pertained to their schools. A summary of the information will follow a restatement of each question in this area as it appeared in the questionnaire.

Question 1. How are the division coordinator's salaries determined?

Twenty-four, or 71% of the respondents indicated that division coordinators in their school have a salary schedule that is separate from that of the teachers. Twelve of these principals gave additional information by pointing out that a division coordinator's position on the salary schedule is determined by recommendations from the superintendent and principal. Six principals, or 17% of those reporting said that their division coordinators are paid a salary based on a percentage of the teachers' salary schedule. Three, or 8% of the respondents indicated that a division coordinator's salary is determined by the superintendent's recommendation. One school, or 3% reporting based division coordinators' salaries on the principal's recommendation. One principal stated he did not wish to answer the question. Table Three summarizes this information by presenting it according to school enrollment ranges as shown in Table Two.

TABLE 2

Vital Statistics of Schools Responding to Questionnaire

Enrollment Ranges	Name of School	County Location of School	Enrollment of School	Type of School District	Total Enrollment of High Schools in District	Number of Yrs. School has had a Division Organization
Group A (501-1000)	Hampshire	Kane	523	Unit	3882	12
	Waubonsie Valley	DuPage	570	Unit	570	5
	Johnsburg	McHenry	629	Unit	629	1
	Wauconda	Lake	989	Unit	989	2
Group B (1001-1500)	Elmwood Park	Cook	1002	Unit	1002	8
	Ridgewood	Cook	1010	Secondary	1010	20
	Rich East	Cook	1125	Secondary	4075	26
	Rich South	Cook	1350	Secondary	4075	8
	Stevenson	Lake	1400	Secondary	1400	3
Group C (1501-2000)	Elgin Larkin	Kane	1577	Unit	4942	17
	Niles East	Cook	1600	Secondary	5454	9
	Rich Central	Cook	1600	Secondary	4075	18
	Streamwood	Kane	1600	Unit	4942	2
	Victor Andrews	Cook	1655	Secondary	6171	3
	Elgin	Kane	1765	Unit	4942	2
	Niles North	Cook	1800	Secondary	5454	8
	Arlington	Cook	1925	Secondary	17759	10
	Waukegan West	Lake	1929	Unit	40194	--

TABLE 2 (Con't)

Enrollment Ranges	Name of School	County Location of School	Enrollment of School	Type of School District	Total Enrollment of High Schools in District	Number of Yrs. School has had a Division Organization
Group D (2001-2500)	Niles West	Cook	2054	Secondary	5454	9
	Deerfield	Lake	2066	Secondary	5443	-
	Wheeling	Cook	2086	Secondary	17759	15
	Waukegan East	Lake	2090	Unit	4019	-
	Prospect	Cook	2100	Secondary	17759	15
	John Hersey	Cook	2100	Secondary	17759	11
	Naperville North	DuPage	2108	Unit	4068	10
	Elk Grove	Cook	2201	Secondary	17759	13
	Rolling Meadows	Cook	2209	Secondary	17759	17
	Buffalo Grove	Cook	2285	Secondary	17759	15
	St. Charles	Kane	2337	Unit	2337	3
	Bloom Trail	Cook	2400	Secondary	4844	4
	Bloom	Cook	2444	Secondary	4844	4
	Morton West	Cook	2497	Secondary	5582	22
Group E (2501-3000)	Palantine	Cook	2550	Secondary	12000	7
	Alan Shepard	Cook	2600	Secondary	6800	8
Group F (3001-3500)	Homewood-Flossmoor	Cook	3149	Secondary	3149	5

TABLE 3

Determination of Division Coordinators' Salaries
According to School Enrollment Ranges

Enrollment Range and No. of Schools in ()	No. of Schools with Separate Div. Coord. Salary Schedules	No. of Schools Where Div. Coord. Salary is based on % of Teachers' Salary Schedule	No. of Schools Where Div. Coord. Salary is Deter- mined by Supt. Recommendation	No. of Schools Where Div. Coord. Salary is Deter- mined by Principal Recommendation
GROUP A (4)	4	0	0	0
GROUP B (5)	3	0	2	0
GROUP C (9)	7	1	0	1
GROUP D (14) (No Answer-1)	7	5 0	1 0	0 0
GROUP E (2)	2	0	0	0
GROUP F (1)	1	0	0	0
TOTALS	24	6	3	1

Question 2. Do Division Coordinators have the same benefits as classroom teachers?

Thirty-four principals responded. One school, or 3% of the respondents have division coordinators with less benefits than classroom teachers. Twenty-two, or 65% replied that their division coordinators had the same fringe benefits as classroom teachers. Division coordinators of eleven schools, or 32%, do not have the same fringe benefits as classroom teachers. The principals of all eleven schools commented that coordinators have more benefits. Division coordinators in these schools have the same benefits plus additional ones offered only to administrators. These included additional sick leave, better insurance coverage, travel allowances, professional dues and annual physical examinations, all paid by the board of education. Two principals reported that in addition to their salary, division coordinators in their schools are given a stipend depending on the number of teachers in their division. The principals also commented that teachers have contractual benefits not available to division coordinators and improvement needs to be made in this area.

Table Four summarizes the responses to this question according to school enrollment groups.

TABLE 4

Salary Fringe Benefits for Division Coordinators
According to School Enrollment Ranges

Enrollment Range	Same Fringe Benefits as Classroom Teachers	Better Fringe Benefits than Classroom Teachers	Fewer Fringe Benefits than Classroom Teachers
GROUP A	1	3	0
GROUP B	4	1	0
GROUP C	7	2	0
GROUP D	9	3	1
GROUP E	1	1	0
GROUP F		1	0
TOTALS	22	11	1

Question 3. Are Division Coordinators a part of the teachers' bargaining unit?

Of the thirty-three principals responding to this question, twenty-nine, or 88% reported that their divisional coordinators are not members of the teachers' bargaining unit. Two principals whose schools are in the same district commented that the prime reason their board of education adopted the division organizational structure was to prevent department chairpersons from being represented in collective bargaining negotiations by the teachers' union. The department chairpersons were in the union and would not come out. They were supported by the union who would not release them from membership. Department chairpersons were more loyal to the union than to the board of education and management. This attitude is consistent with the literature that recommends that persons in a leadership role be identified with the administration

if they are to carry the authority of the organization and be held responsible for all or most of the functions within their realm.

Four principals, or 20% of the respondents indicated that their division coordinators are a part of the teachers' bargaining unit. One school is in Group A of the enrollment range. Another is in Group B and two in Group D. One of the schools is new and in its first year of operation with the division organizational structure. The principal of another school reported that his division coordinators are members of the teachers' union but only as associates with no voting privileges. Two principals commented that they did not wish to respond to this question.

Question 4. Does the Board of Education consider all division coordinators to be administrative line officers?

Answers to this question are in accord to the way principals responded to Question 3. All were consistent. Thirty principals, or 88% of the thirty-four responding indicated that their board of education does consider division coordinators to be administrative line officers. Four principals, or 12% of the respondents said their board of education does not consider division coordinators administrative line officers. One principal who did not wish to answer Question 3 did so in the affirmative for Question 4. Findings to this question are in agreement with the literature which recommends that division coordinators have a clear role identity and a clear affiliation with groups that represent supervisory interests.

Question 5. Do Division Coordinators receive merit pay? If they do, how is it determined?

Of the thirty-four principals responding to this question, twenty-four, or 70% replied that their division coordinators do not

receive merit pay. Ten, or 30% of the respondents said their division coordinators do receive merit pay. Of the ten principals who responded in the affirmative, nine explained how merit pay is determined. Five wrote that merit is given to a division coordinator when recommended by the principal. Two schools give merit pay when judged appropriate by the superintendent. Another gives merit pay when both the principal and superintendent make the recommendation. One principal said that to be given an increment is a form of merit pay. Some of the principals considered all raises given administrators or classroom teachers a merit pay. Two principals replied that all salaries are on merit but did not elaborate on how it is determined. There is no significant trend by school enrollment range which would indicate schools giving merit pay for division coordinators. Of the nine schools who give merit pay, one is from Group A, two from Group B, two from Group C, three from Group D and one from Group E.

Question 6. What are the working hours per day for Division Coordinators? Is this more than, less than, or the same as classroom teachers?

The questionnaire explained that a working day would include administrative, supervisory and classroom instruction responsibilities. Twenty-seven of the thirty-five questionnaires received had information on this subject. Working hours per day for division coordinators ranged from five hours minimum to a maximum of ten hours. The average working day for a division coordinator from the reporting schools is 8 hours and 36 minutes. Nine principals, or 33% of those responding said their division coordinators have a longer working day than the classroom teachers. The minimum number of extra hours per day was 30 minutes, while the maximum was three hours. The average time required was 1 hour

and 39 minutes more than the classroom teacher. One principal reported that his division coordinators are required to be at work for a minimum of only five hours. However, they remain longer than that because they cannot complete their work responsibilities in that length of time. Seventeen of the principals, or 63% of the sample, reported their division coordinators had the same working hours per day as the classroom teachers. Eight of them commented that even though the coordinators' hours per day are the same as a classroom teacher, they stay until their work for the day is finished. It is not required of them; they just do it.

Working Conditions for Division Coordinators

Question 7A. Do Division Coordinators have individual offices?

A large majority of division coordinators have their own offices. Twenty-nine, or 85% of the principals responded in the affirmative to this question. Five principals, or 15% said their division coordinators do not have individual offices. Two of the principals who answered, "Yes", to Question 7 commented that some division coordinators in their schools have individual offices and some do not. One said that some office space in his school was large enough to house two coordinators. The other indicated that office space was allocated according to the number of teachers assigned to a division. Reference is made to Column B in Table 4 for more information on this subject.

Question 7B. Do Division Coordinators have secretarial help? If there is no secretarial help, who does the "clerical tasks" for the division?

According to responses received through the questionnaire, most division coordinators have secretarial help available to them either on a full or part time basis. Column C in Table 4 gives information on

this data. Of the thirty-four respondents, thirty, or 88% of them indicated their division coordinators had such help. Seventeen schools offer full time secretarial help to each of their coordinators while thirteen provide part time help. Four schools, or 12% did not offer any secretarial help to coordinators. One principal commented that when secretarial help is needed by a coordinator, it is provided through the leadership of the principal. Other comments revealed that the amount of secretarial help given to a coordinator depends on the number of teachers in that person's division. Some principals said that their coordinators have access to secretarial help only through typing aides who are also available to classroom teachers, teachers aids and secretarial pools.

Question 7C. Are teachers assigned to a division scheduled to teach in classrooms located in the general area of the division coordinator's office? If they are not, does this cause a problem for the division coordinator to effectively carry out his responsibilities?

Responses to this question are summarized in Column D in Table Five. "Yes" and "No" answers are divided about equally. Eighteen or 53% of the thirty-four respondents indicated that teachers assigned to a division teach in a classroom located near the division coordinator's office. Sixteen, or 47% of the answers indicated they do not teach near their supervisor's office. Three principals commented that their schools were brand new and each had an opportunity to participate in the design of the building. The buildings were planned to accommodate the division organizational structure. Other respondents remarked that when a building is constructed before a division concept is organized, it is difficult to schedule all teachers in classrooms located near the division office. Two principals related that just one division in

their schools have classrooms located away from a coordinator's office but this does not seem to cause a problem; just an inconvenience. A principal of a school with a small enrollment thought that location of classrooms was not a problem because of the closeness of facilities in a small building and the small number of teachers on the faculty. Only one principal thought that distance was a problem because it caused communication breakdowns.

Question 7D. Do Division Coordinators serve more than one school in your district?

Most of the principals contributing data for this study are in charge of schools from districts where division coordinators are assigned responsibilities in only one building. Thirty-one, or 91% of the principals responding indicated that division coordinators serve only in one school building. Three, or 9% of the reporting schools have division coordinators with job responsibilities requiring them to serve more than one school in the district. Three of the principals with schools in this category commented that only one division coordinator in his school has responsibilities that required him to be in other school buildings. A unit district has a Fine Arts Coordinator serving an elementary and junior high building. One high school district has a Math/Science Coordinator with similar responsibilities in two of its schools. Two school districts have curriculum directors at the district level responsible for the operation of a division at each of their high schools. One has three schools in the district, the other two. Column E in Table Five will give additional information on this subject.

Question 7E. Are Division Coordinators supervised and evaluated by the superintendent, the principal, both or by others?

In the majority of the schools supplying information on this question, the principal is the person responsible for supervising and evaluating the division coordinators assigned to his building. Twenty-three, or 74% of the thirty-one respondents answered in this manner. Two respondents, or 6% identified the superintendent as the supervisor and evaluator of division coordinators. Six principals, or 20% said both the superintendent and principal are jointly responsible; the principal's recommendation is reviewed by the superintendent. One of the principals from a school in Group D did not answer this question but commented that an assistant principal supervises and evaluates division coordinators. Another principal said that the curriculum director at the district level is responsible for supervision and evaluation of coordinators. A third principal wrote that the principal and associate superintendent work together helping coordinators to become more effective administrators. Column F in Table Five summarizes this information.

Question 7F. Are division coordinators required to attend after hours meetings or activities when scheduled by the superintendent or principal?

Data for this question is summarized in Column G in Table Five. An overwhelming majority of the respondents said their division coordinators are required to attend after-hours meetings. Twenty-three, or 97% of the principals reporting answered the question in this manner. One principal, or 3% said coordinators are not required to attend such meetings. This is one of the principals from a Group D school that said his division coordinators are considered members of the teachers'

bargaining unit.

Three principals commented that division coordinators in their schools, along with the principal and assistant principals, make up the administrative team responsible for decision-making and implementing them once they have been approved. The team meets regularly every two weeks before the start of the school day.

Question 8A. Are Division Coordinators employed on a regular school year, eleven months, twelve months or other basis?

There were thirty-four replies to this question. Thirteen, or 38% of the schools have division coordinators employed the same length of time as a classroom teacher or ten months. Five schools, or 15% have division coordinators working one week more than the regular school year. Three, or 11% have them working an additional two weeks beyond the regular school year. One principal commented that they work one week after the end of school and one week before the start of the school year. Five schools, or 15% of the sample employ division coordinators on an eleven months basis. Job descriptions of division coordinators for two of the schools indicate they are not paid for the twelfth month as it is considered vacation time. Seven schools, or 21% employed division coordinators on a twelve month basis. Three of the principals commented that one of the twelve months is paid vacation time. One school has some of the coordinators employed on an eleven month basis and some on twelve months. No trend is noted between the size of a school and the number of months a division coordinator is employed.

Question 8B. During the school year, are Division Coordinators required to be at work when the district or school offices are open but students or faculty members are not present?

The principals' responses were equally divided. Seventeen replied affirmatively and a similar number responded negatively.

TABLE 5

Working Conditions of Division Coordinators
Relating to Facilities
and Relationship with Supervisors

Enrollment Range of Schools	Individual Office Space		Secretarial Help			Div. Classrooms Located in General Area of DC's Office		Div. Coord. Serves More than one School		Div. Coord. Supervised and Evaluated by			Div. Coord. Required to attend "After Hours" Mtgs.	
	Yes	No	Yes	No	Part.	Yes	No	Yes	No	Supt.	Prin.	Both	Yes	No
GROUP A	2	2	2	2	2		4	1	3		3	1	4	
GROUP B	4	1	4	1	1	3	2	1	4		3	2	5	
GROUP C	9		9		5	6	3		9	1	7	1	9	
GROUP D	12	1	12	1	5	8	5		13	1	8	1	12	1
GROUP E	1	1	2				2	1	1		1	1	2	
GROUP F	1		1			1			1		1		1	
TOTALS	29	5	30	4	13	18	16	3	31	2	23	6	33	1

Certainly, no trends are indicated by these figures. Literature suggests that division coordinators be closely aligned with administrative functions and identified as a line officer. The above figures might reflect uncertainties on the part of some boards of education and district administrators as to the role identity of division coordinators.

Question 9. Are Division Coordinators assigned a reduced teaching load?

Thirty-four principals responded to this question. Twenty-nine, or 85% indicated their division coordinators are assigned a reduced teaching load. Five principals, or 15% do not have division coordinators with reduced teaching loads.

Question 9A. If Question Nine was yes, what are the number of classes taught by Division Coordinators?

Of the twenty-nine principals who said, "Yes", to Question 9, ten or 34% reduce a coordinator's teaching load depending on the number of teachers assigned to the division. Four, or 14% of the schools do not assign division coordinators any teaching responsibilities, three or 10% have them assigned to teach one class, seven or 24% have coordinators teach 2 classes, three or 10% of the schools have coordinators teach three classes, one or 3% have them teaching four classes and one or 3% have coordinators teach five classes.

Question 9B. If Question Nine was yes, is the reason division coordinators teach a partial schedule to "keep abreast" of the classroom situation and be more accepted by teachers in the division?

Schools with division coordinators employed at the district level and those that have coordinators with no teaching assignments were not involved in this part of the questionnaire. Twenty-six principals responded. Fifteen, or 57% assign coordinators to teach a partial teaching load for morale and political reasons. Several of them

explained that was only one of the reasons for making such assignments. Money and course coverage were also some of the reasons given. Eleven or 43% of the principals do not assign teaching loads to coordinators in order to "keep abreast" of the classroom situation.

Training Requirements for Division Coordinators

Literature proposes that the secondary school organization provides for line or authoritative functions such as evaluating the competency of teachers or the direction of school programs. If division coordinators are to perform these functions, they must have the necessary credentials. A section on training requirements for division coordinators was included in the questionnaire in order to obtain information on the minimum credentials necessary to qualify for the position.

Question 10. Are Division Coordinators required to have the following minimum credentials: master's degree, teaching certificate with teaching experience, administrative certificate, a major and teaching experience in one of the subject areas within the division, course work in other subject areas within the division and has demonstrated an ability to "lead"?

The principals of thirty-four schools responded by supplying information for this portion of the questionnaire. Twenty or 59% indicated a master's degree was a necessary requirement for the position of division coordinator. Thirty-two or 94% replied that a teaching certificate and teaching experience was required. Thirty or 88% of the schools reporting required division coordinators to have the appropriate administrative certificate, usually Type 75. This high percentage may reflect State of Illinois and North Central requirements. A major and teaching experience in a subject area within the coordinator's division

is required by twenty-three or 68% of the respondents. Only four schools or 12% require course work in other subject areas of the coordinator's division. A division coordinator must demonstrate the ability to lead in twenty-one schools or 62% of those reporting. No other credentials in addition to those mentioned in the questionnaire were suggested by the principals. Table Six is an attempt to consolidate the findings obtained from the six questions asked in this portion of the questionnaire.

It is interesting to note what credentials schools do not require of their division coordinators. Only four schools require division coordinators to have credentials in all six of the areas listed in Table Six. Thirteen schools do not require a master's degree. The principals of two schools in the same district indicated that their division coordinators do not need teaching certificates since they do not teach. Their coordinators have administrative certificates and degrees in business. Four schools do not request division coordinators to have an administrative certificate although required by the Illinois Office of Education. The coordinators meet the requirements of a grandfather's clause and are working towards certification. Three of the principals remarked that their schools do not require coordinators to have a major and teaching experience in a subject area of the division, but they would prefer to hire someone who did. One school requires a person in a position of leadership to have the ability to work well with others as a member of an administrative team.

A summary of the responses suggests that the ability to articulate, to speak and write effectively, to work well with others, to make critical evaluations and a broad knowledge of discipline are attributes

most strongly desired in a division coordinator.

Organizational Structure

A study of the answers on the questionnaire principals completed and copies of the organizational charts as well as the job descriptions they enclosed brings into focus well-defined types of division organizational structure.

Type One - Individual departments are merged with related subject areas into a larger grouping led by a person referred to as a division coordinator. The structure is distinctive to each school campus.

Type Two - This is a similar structure as Type One with another level of administrative positions being added to the organizational chart. An assistant coordinator is placed in charge of specific subject matter areas within a large size division.

Type Three - Division Coordinators and department chairmen are assigned administrative responsibilities within the same school. Persons in charge of a department with a large number of teachers is a division coordinator. A department with a small number of teachers assigned to it has a person in charge with the title of department chairperson.

Type Four - This structure is usually found in school districts where there are two or more schools. The division coordinator is a district administrator and usually has the title, Director of Curriculum. He has supervisory responsibilities for the division structure at each of the schools in the district. The person in this position reports either to an assistant superintendent or the superintendent.

TABLE 6

Training Requirements for Division Coordinators

A	B	C	D	E	F	G
Enrollment Range of Schools () No. of Schools	Master's Degree	Teaching Certificate	Appropriate Admin. Cert.	A Major and Teach. Exp. in a Subject Area of Div.	Course Work in Other Subject Areas of Div.	Demonstrates Ability to Lead
GROUP A (4)	2	4	3	4		4
GROUP B (5)	3	5	4	3		5
GROUP C (9)	4	7	8	5	2	7
GROUP D (14) (One school did not respond)	9	13	12	9	1	2
GROUP E (2)	2	2	2	2	1	2
GROUP F (1)		1	1			1
TOTALS (35)	20	32	30	23	4	21

Question 11. How is your school's division organization structured as to: Number of divisions, assignment of subject matter areas within each division, number of schools served within your district and to whom are divisional coordinators responsible?

Thirty-four principals completed this part of the questionnaire. Three of these principals were assigned to schools in a district that had a Type 4 division organizational structure. The division coordinator or Curriculum Director, as the position was called in their organizational charts, is a district officer and has responsibilities not only in several different high school buildings but junior high schools as well. One curriculum director had eleven different divisions to supervise. Another had three in three separate school buildings. There were three curriculum directors employed by the school district. Information supplied by the three schools described above was not averaged in the final analysis.

Two other schools had a Type 3 division organizational structure. Some subject areas in these schools were organized into divisions and others by departments. Both schools were from the same district and had only two divisions each. They were English/Math and Science/Social Studies. Information from these schools was not tabulated.

Only one principal reported that his school utilizes a Type 2 division organizational structure. An assistant coordinator is assigned responsibilities in the physical education/driver education/health division at this school.

The remaining twenty-seven principals reported a range of four divisions to a high of nine. One principal or 4% of the respondents reported four divisions. Four principals or 14% had five divisions, fifteen principals or 33% reported six divisions, five principals or

18% indicated seven divisions, two principals or 7% reported eight divisions and one principal or 4% wrote that he had nine divisions authorized for his school.

The average number of divisions in a school was six. Assignment of subject matter areas to a division did not show much variation. Although different titles were used to identify divisions, a summary of the assignments suggests that a majority of related subjects were placed together in the following manner:

1. Mathematics and Science courses.
2. Practical Arts - Including courses in Industrial Education, Home Economics and Business Education.
3. Physical Education, Drivers' Education and Health courses.
4. Student Services - Guidance, Nurse and Speech Therapist.
5. Communications - Including courses in English, Speech, Drama and Reading.
6. Fine Arts or Humanities - Including courses in Social Studies, Foreign Language, Music and Art.

There were differences of opinion as to the relationship of such subject areas as foreign language, social studies, music and art. Usually these subject areas were put together into one division and labeled Fine Arts or Humanities.

Some of the subject area groupings were difficult to understand; such as, foreign language and math. Another arrangement was English and art. Further inquiry revealed that the division coordinator assigned to these division had been employed by the school district for many years and when a division structure was adopted the division was constructed around his expertise.

Special Education, Public Relations, Building Manager, Learning Center and Media Center were some of the division titles mentioned by reporting principals.

Division Coordinators or the Director of Curriculum who are district administrators served more than one school. Thirty-one of the principals reporting wrote that all of their division coordinators are assigned responsibilities in only one building.

Thirty schools require the division coordinators to be responsible to their building principal. One school has an assistant principal supervising division coordinators. Three principals indicated that their division coordinators are responsible to the Director of Curriculum at the district level.

Selection of Division Coordinators

Information obtained from researching the literature reveals that administrators must have knowledge and expertise in many administrative areas. He must also be able to work well with others, communicate with them and display leadership ability. It is, therefore, most important that a procedure be developed by a school for selecting the best possible candidate for the position of division coordinator. All avenues for gathering information about the candidate's personal traits and background should be explored. The interview should be an extensive evaluation of the candidate involving more than one interviewer. Opinions from several people can be a more effective determiner of a person's abilities.

Question 12. What are the procedures used in your school for the selection of division coordinators?

An examination of the procedures used for the selection of division coordinators revealed that several schools had developed formal written procedures involving the time of several high echelon administrators. In fourteen of the thirty-two schools, formal systems were utilized for the selection of division coordinators. A procedure mentioned by many of the principals was the posting of the notification informing faculty members of the vacancy as required in the professional negotiation agreement with the teachers' union.

Thirty-one of the thirty-two principals reporting stated that there is a screening process done by the principal in concurrence with the superintendent and the successful candidates were interviewed by an individual administrator, usually the principal, or an administrative team. Once a decision was made, the recommendation was sent to the board of education through the superintendent for approval. In one school the superintendent did all the screening, interviewing and decision-making. In four schools the principal was the only administrator involved in the entire procedure used for selecting a division coordinator.

Three schools interview with a team comprised of the principal and assistant principal. Another school has a panel composed of the district's personnel director, the principal, the assistant principals and a teacher selected from the division where there is the vacancy. The statement was made that if a candidate could interview well with such an entourage asking him questions, it was an indication that he could work well under pressure.

A principal commented that his school assigns an experienced

division coordinator to the successful candidate. The purpose for such a procedure is to help him become adjusted to his new position. In addition, the school district is considering conducting in-service workshops for new administrators.

When all the different statements that were made by the principals on this topic are considered, the resulting composite suggests an excellent procedure, in the mind of this investigator, for the selection of a division coordinator. The steps would be as follows:

1. A notice of the vacancy outlining the necessary qualifications and job description should be posted in schools throughout the district and sent to college placement bureaus. A final date for applying should be a part of the notice.

2. Applications should be screened by a team of administrators; the principal, assistant principals and a district officer.

3. Those applicants surviving the screening process should again be interviewed by the same administrative team that did the initial screening. It was stressed that each member of the team be involved in the interviews of all the candidates.

4. When all interviews are completed, a consensus decision is made by the interview team. The candidates would then be ranked in order of preference.

5. When the chosen candidate accepts, a written recommendation giving reasons for selection should be sent to the superintendent. If approved, it is sent to the Board of Education for verification.

The importance of precise, well documented procedures for the selection of division coordinators was clearly demonstrated by principals through their emphasis of this function.

Evaluation of Division Coordinators

Evaluation of a division coordinator's actual performance on the job is an important course of action in any school program designed to produce effective division leaders. It is possible to conduct such

evaluations objectively and to involve division coordinators, principal and superintendent in the process.

The job description indicates the kinds of actions that are expected of a coordinator; evaluation then becomes a matter of determining whether these actions have been carried out effectively.

Question 13. What methods and procedures are used in your school to evaluate division coordinators?

The purpose for including this section in the questionnaire was to determine if there are any commonalities that can be recognized in the various types of procedures used by schools to evaluate division coordinators.

All of the principals reporting were in agreement that a formal procedure involving a written evaluation needed to be worked out mutually by the division coordinator and the evaluator. There was also the overwhelming view that more than one evaluator should be involved in the evaluation process, such as the principal and superintendent. It should be noted that one school has the division coordinators rated by the teachers in their division. Only one person reported that he is the only one who evaluates his division coordinators.

Thirty of the thirty-one principals responding reported that the division coordinators in their schools are evaluated annually. Many of the evaluation systems focused on management of objectives as a method of determining a coordinator's effectiveness. The process is not too much different than that used for members of the faculty.

As was noted previously, the main purpose for evaluating division coordinators was to provide a means to help them become more effective in carrying out their responsibilities. Another reason suggested

by a principal was the pressure put on Boards of Education by the teachers' union. One other principal commented that division coordinators want to be evaluated. Without a formal system they feel insecure and neglected.

The information pertaining to division coordinator evaluation was further examined to determine if there were common procedures in the evaluation process that could be used in developing an ideal model. Such trends were noted and are summarized by organizing them into a logical sequence as follows:

1. The procedure is in writing, well defined, and understood by all parties concerned.

2. The evaluation is done on an annual basis. At the beginning of each school year, the division coordinator establishes his goals and objectives based on the job description for his position and presents them to the principal at a goal setting conference where they are reviewed and agreed upon. A copy of the agreement is sent to the superintendent's office for information purposes. Several schools have an assistant principal working with the principal as a member of the evaluation team.

3. Formal and informal observations and conferences are held throughout the year with the division coordinator and principal. Goals and objectives can be changed by mutual consent. Written comments on evaluation of the coordinators is done by the principal. Copies are sent to the coordinator.

4. Late in the school year a final summation conference is held with the principal, the coordinator and the superintendent, or his representative, usually the Director of Curriculum. A written statement is prepared by the principal and a copy sent to the superintendent and division coordinator. The original is placed in the coordinator's file folder. If the coordinator disagrees with the principal on any of the items included in the statement, he may include a written statement explaining his concerns. Some schools require the coordinator to sign his name at the bottom of the principal's statement indicating he has read the document. It does not mean he agrees with it.

5. The final evaluation is reviewed by the superintendent and presented to the Board of Education. In most schools the evaluation plays a part in determining a coordinator's salary.

From the descriptions presented by the principals who participated in this part of the survey, a high degree of communication at all levels is necessary if any evaluation program is to be a success.

Administrative and Supervisory Functions of Division Coordinators

In the literature, Fayol, Gulick, Knezevich and others attempted to define the administrative process in terms of administrative functions. Fayol called these functions "elements of management". Most, if not all, administrative functions of school administrators can be fitted into a framework consisting of three broad areas: Budgeting, Planning and Staffing. Principals were asked to respond to a list of administrative functions or responsibilities that are generally considered a part of division coordinator's job descriptions. They were to indicate which tasks or functions are specified in the job description developed for their division coordinators. Each function was assigned to one of the broad areas according to a natural relationship. The list of administrative functions was a summary of those most commonly found in the literature. Each administrative function was generally a statement or series of statements indicating responsibilities in the various areas of administrative decision-making. They tended to be brief descriptions of responsibility with general implications for job performance.

Question 14. What are the administrative and supervisory functions being performed by division coordinators in your school?

The principals responded by checking each of the following administrative functions that are a part of their division coordinator's job description. Thirty-four principals completed this portion of the questionnaire. The first column of numbers in the left margin

of each statement represents the number of principals who have division coordinators in their schools performing that function as part of their job responsibilities. The number in the second column represents the percent of all the principals responding to this question. The definition at the beginning of each broad area function was placed in the questionnaire for a better understanding of the term. At the end of each administrative area, additional administrative functions performed by division coordinators in their school, but not listed, were requested from the reporting principals.

Budgeting - is a process defined as a specific administrative plan for financially implementing organizational objectives, policies and programs for a given period of time.

<u>Number</u>	<u>Percent</u>	
30	88	1. Develop division budget requests.
29	85	2. Provide a system of inventory for instructional materials and equipment of the division.
34	100	3. Lead in the selection of instructional materials and equipment for the division.
32	94	4. Arrange for repair and replacement of equipment.

An additional administrative function for budgeting was suggested by a reporting principal:

Authorizes all expenditures from the budget and prepares and signs all purchase orders.

- Develops projects and makes applications for federal, state and other educational aid programs.
- Apprises principal of custodial and maintenance requirements.
- Resolves daily conflicts and problems by conferring with students regarding serious classroom behavior when appropriate and aiding teachers with frequent and recurring discipline problems.

Staffing - is the selection, evaluation, supervision, development, assignment and retention or dismissal of staff by school administrators.

<u>Number</u>	<u>Percent</u>	
32	94	1. Assists principal in the recruiting process.
27	79	2. Responsible for the supervision and evaluation of teachers within the division. Makes recommendations for tenure, re-employment or dismissal.
34	100	3. Makes recommendations as to teacher assignments.
19	56	4. Secures, orients and supports substitutes assigned to the division.
29	85	5. Supervises and evaluates any division non-certified staff.
32	94	6. Makes recommendations for staffing needs.

Three additional administrative functions relating to staffing were reported by principals as part of their division coordinator's job description.

- Provides in-service training for division personnel.
- Orients new teachers to the school, the community, and department standards and practices.
- Supervises the teachers responsible for non-class activities relevant to the division.

The principals of nineteen of the thirty-four schools reporting checked all of the administrative functions outlined in the questionnaire. Further examination of these functions suggests that division coordinators exercise considerable influence over the operation and direction of the school and that they are a unifying center for those engaged in specialist activities.

When the nineteen functions which division coordinators are expected to perform were arranged in descending order, in terms of the number of schools requiring them as major responsibilities for their division coordinators, it is found that they have a high degree of authority. Table Seven arranges the administrative functions listed on the questionnaire in descending order.

TABLE 7

Nineteen Administrative Functions Arranged
in Descending Order of Number of Schools
Requiring them in Division Coordinator's
Job Description

1. Developing and implementing changes in curriculum.
2. Organizing and planning periodic department meetings with staff assigned to the division.
3. Assigning courses division staff members will teach.
4. Selecting instructional materials and equipment for the division.
5. Keeping informed about new educational ideas applicable to subject matter areas within the division.
6. Evaluating and submitting proposals for textbook adoption.
7. Membership in the Administrative Council for the school.
8. Assisting principal in recruiting process.

9. Arranging for repair and replacement of equipment.
10. Recommending staffing needs within the division.
11. Developing and revising divisional and course goals and objectives.
12. Developing division budget requests.
13. Establishing good community relations.
14. Supervising and evaluating any division non-certified staff.
15. Inventorying instructional materials and equipment for division.
16. Coordinating departments with other departments and schools in the district.
17. Supervising and evaluating teachers within the division.
18. Coordinating student teacher program in division.
19. Securing, orienting and supporting substitutes assigned to the division.

It is noted that the three broad areas of administrative functions had no apparent priority over each other. It is found that administrative functions have no apparent priority over those regarded as supervisory functions.

SECTION 2

DATA FROM ORAL INTERVIEWS

The second section of this study involved the findings from the information received through personal interviews. Five high schools from five districts were selected from those with a division organizational structure for more intensive study. A principal, a division coordinator and a teacher assigned to the same division as the coordinator

were interviewed to determine implications for budgeting, planning and staffing. All five of the schools involved had division coordinators with assigned responsibilities in one school and supervised by the principal of that school. There were no partial or district types of division structures involved.

The interview guide was designed to search for more detailed information about how faculty members perceive a division organizational structure and the job functions of division coordinators than could be determined by the questionnaire.

The schools selected for interview purposes were:

Bloom Trail High School
School District 206
Cook County
Chicago Heights, Illinois

Elgin High School
School District U-46
Kane County
Elgin, Illinois

Homewood-Flossmoor High School
School District 233
Cook County
Flossmoor, Illinois

Rich South High School
School District 227
Cook County
Richton Park, Illinois

St. Charles High School
School District 303
Kane County
St. Charles, Illinois

No school selected for personal interviews has been identified in reporting the findings. Each person interviewed was alone with the interviewer. They all indicated a willingness to speak freely and

openly. Each question was presented in the same order and in the same manner in order to insure better reliability of the participant's answers. No cues were given in order to solicit a desired answer.

The interview guide was organized into four areas: General information, an explanation of the interview's purpose, questions dealing with the division organization structure, and questions involving job responsibilities of division coordinators.

In the areas which involved budgeting, planning and staffing, a definition of each function was given to the person being interviewed before questions relating to the specific area was asked.

The results of the interview were used to compare the responses of the principal, the division coordinator and the classroom teacher.

The interview guide was first designed in a working form and was discussed with a superintendent, a division coordinator, and a teacher from different school districts. The guide was revised when the suggestions made were analyzed and again discussed. The results led to the final form.

Division Organizational Structure

Question 1. Do you know how your present division organizational structure evolved?

All fifteen persons interviewed stated that economy and efficiency were the two main reasons for going into this type of organization. Evolution started when one of three events took place; a new superintendent took office, a new school was constructed in the district, or when the board of education found it necessary to remove administrators from the teachers' bargaining unit.

Question 2. Do you prefer the division organization structure over some other plan?

There were differences of opinion to this question. One school was in its second year under the division structure and was forced to make the change by the superintendent because other schools in the district were already operating under the plan. None of the persons interviewed at this school liked the plan. The four other schools involved with this survey had operated under the division organization for a longer period of time. The principals and coordinators in these schools were in favor of continuing the division plan. However, three teachers were not in agreement. One who had also taught under the department plan could not see any difference and was not affected by the change. Another stated that he had never worked under a coordinator who was trained in his field. The other preferred a department structure because he felt close to the chairperson. He felt that combining two departments was like apples and oranges. People in his department were very close and resented outsiders coming in.

Question 3. What do you see as the inherent strengths in a division organizational structure such as the one in operation at your school?

The principals stated that it provided for greater administrative consistency in decision-making and performance of duties, an efficient administrative building team operation, more available supervisory time, teacher acceptance as leaders in their areas, better communications, and less cost to the school district. One principal made the point that economy should not be considered a strength if it takes away from the purpose of the school -- to educate youngsters.

Three principals were involved in the planning stage when their building was constructed. They believed in the division structure so

much that the building was planned to facilitate the division organization structure.

Division coordinators listed togetherness, more time to do their job, better understanding of the total operation of the school, and development of administrative skills.

Teachers listed unity in administrative decision-making, more opportunity to meet people in different departments, and greater interdisciplinary potential as inherent strengths.

Question 4. What do you see as flaws in your present organizational structure?

Principals were not as unanimous in answering this question as in previous ones. One stated that administrative authority is spread among too many people. The principal has delegated his authority to division coordinators, therefore, he is less able to take direct action and has less control over his school's operations. Two of the principals felt that subject matter expertise was lost in areas where coordinators were not trained. Teachers in these areas were inclined not to follow the coordinator's leadership. The structure sacrifices expertise for management skills. Two principals felt that divisions in their schools were too big to manage effectively. More divisions should be created. Another principal stated that division coordinators should be trained to be administrators before they are assigned to a division coordinator's position. There is a need for formal training as well as an apprenticeship under an experienced administrator.

Coordinators saw lack of time, less time working directly with students, location of facilities, less personal contact with individual teachers in the division, and adapting the division structure to meet

the problems faced by individual divisions as serious flaws.

Several teachers expressed concern that the division organization places people in authority where they are not qualified to supervise, especially in subject matter areas where they have no expertise. It was also said that less time is available for the division coordinator's individual attention than under a department structure. Another stated that as the student enrollment goes down, fewer teachers are needed but the administrative staff is getting bigger. If the school enrollment gets smaller, the department structure should be reinstated. One teacher had no feelings about the division organization; he could take it or leave it.

Teachers appeared to be more inclined to criticize the division structure as it is organized in their schools than were the principals or division coordinators. There was the general feeling that administrators are more out of touch with reality in the classroom and unaware of the special techniques and equipment needed to teach subject matter in areas where they are not trained. Two of the teachers thought there was more togetherness in a department organization. One teacher has worked under several division coordinators and has not found one yet that is trained in all the subject matter areas for which they are responsible. Teachers were hesitant about how to answer this question. It is not certain whether it was lack of knowledge about the division structure or an unwillingness to express their true feelings.

Job Responsibilities of Division Coordinators
Relating to Budgeting, Planning and Staffing

Budgeting - was defined for the person being interviewed as a process of a specific administrative plan for financially implementing organizational objectives, policies and programs for a given period of time.

Question 1. What role do you play in determining a division's budget?

The principal plays a very important role in determining a division's budget. They are the ultimate authority on budget decisions and none of them wish to delegate that authority.

In all five schools, the budgeting process is very similar. The superintendent allocates sums of money for the next year to schools in his district based on projected enrollment figures, educational program needs and funds available.

Once the sum of money becomes known to the principal, he requests the division coordinators to submit their budgets based on the same formula used by the superintendent. The principal schedules a conference with each division coordinator and requires him to justify each one of the proposed expenditures listed on the budget. The principal has the final decision. Usually the principal and division coordinator involves the democratic process if there is disagreement. A compromise is worked out. Even after agreement, the principal controls all requisitions for supplies and equipment and signs for them. Three principals stated that once the total amount of a division's budget is determined, the division coordinator can rethink his priorities at any time and make changes as long as the principal is aware of it and he does not go over the agreed budget figure.

The formula that division coordinators use for allocating sums of money to departments in their division is very similar to the one used by the superintendent and principal. Teachers must submit requests for the use of funds to the coordinator who determines priorities after a democratic discussion with all of them.

The teachers are aware that division coordinators get budget information from the principal and assumes he receives direction from the superintendent. One teacher was not aware of the amount of money budgeted for his department. Whenever he needed supplies he went to the coordinator who took care of it. Most teachers are informed of the sum of money available to their department and are aware of how it was determined.

Question 2. How much authority does a division coordinator have in determining a division's budget is to be spent?

All principals responded that division coordinators have wide latitude in how their division's budget is to be spent. They will usually accept a coordinator's recommendation since he is closer to the needs of his division than they are. There is a formal written agreement for allocations of money. If a coordinator wishes to change his priorities later on in the school year, the principal will approve as long as it does not go over the division's total budget. Principals are sent monthly reports on expenditures from the district business office.

The division coordinators recognized the fact that the principal has final decision over the budget and they only propose and recommend. They realize that the principal has delegated his authority to them and can reasonably expect the principal to honor their recommendations.

They do have authority because their job description states that they are responsible for preparing the budget for their division. Every month division coordinators receive a computer print-out of their monthly expenditures. One teacher believed the principal has carte blanche over the budget and can spend money in any way he chooses. The other teachers were much more aware of the principal's and division coordinator's limitations regarding the budget. They believe coordinators have much authority in determining how the division's budget is to be spent. They are aware of the coordinator's job description and realize they have the final decision on the line items to be listed on the division's budget request submitted to the principal. Division Coordinators keep teachers informed of budget expenditures for their division by making available to them the computer print-out which updates expenditures on a monthly basis.

Question 3. How are you kept informed on the current status of a division's budget?

Fourteen of the fifteen people interviewed are aware that the district business office sends out a monthly update of all expenditures. They know that the principal, assistant principals, and division coordinators all receive them and are available to all who wish to review them. In addition, principals and division coordinators can receive budget information concerning their school or division just by telephoning the business office.

Planning - means the preparation to act on some piece of work or problem. Several factors in logical sequence go together to constitute the planning process. The presence of a need, and finally, the choice of a course of action.

Question 1. Is planning an important part of the division coordinator's job function?

All the persons interviewed responded that planning is a very important function of the coordinator's job description. The teachers were more hesitant with their answers than were the administrators.

Principals believe their coordinators should not only be involved with plans for meeting future needs at the building level but also within the division. Division Coordinators must not only be aware of future needs but know the steps to follow in the planning process.

Division Coordinators responded that they did not have time for planning. The day to day emergency situations that demand immediate solutions take priority over planning strategies for some future action. The problem of time is difficult to solve.

One teacher said she did not have any experience as an administrator so she could not speak from personal knowledge but the job responsibilities of coordinators led her to believe that planning was very important. Someone must take the initiative for change and improvement. Division Coordinators, with their administrative skills and knowledge of needs in their division, are in the best position to take the lead.

Question 2. How much authority should division coordinators have in determining future courses of action for the school and division?

All respondents agreed that the division coordinator is responsible for being well informed about new educational ideas applicable to subject areas within his own division and should give input at the building level by being active members of the Administrative Council. Division Coordinators have authority to involve teachers within their division in planning future courses of action, but they first must

obtain permission from the principal. To recommend is considered a form of authority that carries power.

Question 3. Does your school have a written statement of goals and objectives? Do divisions have a similar statement?

All of the administrators and four of the five teachers answered, "Yes", to both parts of this question. Reference was made to the school's last North Central Association's Self Evaluation. Each school had organized a committee composed of board of education members, administrators, teachers, parents and students to develop a philosophy and a statement of goals and objectives. Once this document became official, each division and department within the division developed their own written statement of goals and objectives. The administrators and teachers who participated in the last self evaluation could remember the school's and division's goals and objectives very vividly.

Question 4. What role do you play in the decision-making process of a division?

Principals stated that they are not directly involved but want to be kept informed of the progress or direction the decision-making process is taking. They may suggest a change or a new idea but the members in the division, under the leadership of the coordinator, go through the decision-making process. The principal will also act as a resource person if needed. All of the persons interviewed are aware that the principal has the power of veto and the final authority.

Division Coordinators all agreed that they are the leaders of their division and the prime-movers for getting work done. They are concerned about changing, improving, and developing the educational system operating within their division.

Teachers believe they have the responsibility to be members of committees whose purposes are to plan for future courses of action. They should give input into the decision-making process and be willing to support the decision once it has been made.

Staffing - is the selection, evaluation, supervision, development, assignment and retention or dismissal of staff by school administrators.

Question 1. What authority does a division coordinator have in determining staffing needs?

Both the principals and division coordinators confirmed that they should both share the responsibility for meeting staffing needs. Both should work together to determine if there is a need. Both should be involved in the selection of candidates for interviews, do the interviewing and make final selections. The main responsibility for the supervision and evaluation of teachers within a division is given to the division coordinator. The principal becomes involved at the request of the coordinator. The decision for tenure, re-employment or dismissal is a joint responsibility.

Teachers accept the fact that division coordinators are their prime evaluators. They know he is in the best position to evaluate them because he is their immediate supervisor. The teachers interviewed did not object to being evaluated but looked forward to it. It gives them an opportunity to suggest changes and try out new teaching methods.

Question 2. What role do you play in assigning teacher schedules?

Principals have the responsibility to approve all schedules,

approve class size, and provide sufficient classes to meet student needs. The grand scheduling design for the school is decided by district administrators. The principal must operate within the parameters outlined by them. In turn, the division coordinator must do the same. The coordinator determines the teacher schedules, assigns courses, and has input on setting class size. Final approval comes from the principal. In most schools there was an understanding that the principal would accept his recommendation.

Teachers understood that division coordinators have responsibilities for recommending teacher schedules, assigning teacher loads and setting class size. They felt, however, that they had input into these decisions.

Question 3. How and by whom are you evaluated?

The principals are evaluated by a district administrator, either the superintendent or one of his assistants. Division coordinators are evaluated by the principal. The teachers in turn are evaluated by the division coordinator. In one of the schools, the principal works with the coordinator as a member of a team. He acts as a back up person if the division coordinator has a teacher who is not performing up to expectations. Principals, division coordinators and teachers are all evaluated by their immediate supervisors.

Question 4. Do division coordinators have regular meetings with faculty members assigned to their division?

There were various answers to this question. In some schools there is a clause in the professional negotiation agreement with the board of education and the teachers' union which requires teachers to meet with administrators after school hours if they are given sufficient advance notice. Division coordinators have regular meetings at these

schools. In other words, meetings are not on a regular basis but are usually scheduled for half-day workshops and Institute Days. If there is an urgent need for a meeting, the principal will free teachers from their classes so that they may meet during school time.

One question not on the interview guide but asked on an informal basis to division coordinators was their perspective about the position they held. Did they consider themselves administrators with the authority of a line officer? All five of them replied that they did have authority. The teachers did not challenge that authority and they were supported by the principal and district administrators. They did not consider themselves as a part of the teachers' negotiation unit and would not go out on strike in support of the teachers' union.

A summary of the data presented in Chapter III shows the position of department coordinators as one which exercises a considerable degree of influence on the operation and direction of the high school. Chapter IV will attempt to compare and contrast the findings with the literature and to analyze them in terms of the implications for budgeting, planning and staffing.

CHAPTER IV

ANALYSIS OF DATA

The general purpose of this dissertation was to study and evaluate the division organizational structure of high schools utilizing such a plan in the Chicago suburban area. An investment of time in the gathering of information about the division concept as a formal organizational structure for high schools and the conditions of employment for its leader, the division coordinator, was judged worthwhile.

To achieve the purpose of this dissertation it was necessary to collect information through a questionnaire completed by thirty-five principals of high schools operating under a division plan. Demographic information relating to variations in the plan as well as the coordinator's position and his responsibilities were gathered and tabulated. Division coordinators' job descriptions were also requested. Interviews were conducted with principals, division coordinators and teachers in five high schools to determine implications for budgeting, planning and staffing as part of the coordinator's administrative functions.

In order to analyze the information gathered, this chapter is divided into three sections as follows:

1. An analysis of different division organizational plans.

2. The division coordinator's position and role.
3. The decision-making role of the division coordinator in budgeting, planning and staffing responsibilities. This area was given specific attention.

Discussion followed the same format in each of the sections:

- (1) Similarities and differences among schools in the sample population,
- (2) Comparison of the study findings and literature, and (3) Implications of the findings.

ANALYSIS OF DIVISIONAL PLANS

1. Similarities and differences among schools in the sample population.

Four distinct division organizational structures became apparent from the organizational charts and job descriptions that were obtained from principals of thirty-four schools that responded to the request for information.

The division plan most commonly found in the survey consolidated similar subject matter areas into larger instructional units led by a division coordinator who is considered a line officer with authority. These coordinators are under the immediate supervision of the principal and work entirely within their own high schools. They have no responsibilities in other district schools. Each coordinator is a member of the school's management team which meets regularly with the principal and his assistants.

Three schools in the survey employ division coordinators who operate out of the district office. They are sometimes referred to as area coordinators and are made responsible for coordinating curriculum and improving instruction in the district's schools. They are

under the direct supervision of the superintendent or an assistant superintendent and act as staff officers when working with the principal of each school building in the district. Many are subject area specialists and serve as members of the district's curriculum council.

Another adaptation of the division structure is a type of hybrid utilizing divisions and departments. Division coordinators administer larger divisions where it is logical to combine several similar subject matter areas into one administrative unit. Examples of such subject area combinations would be math and science or a division composed of courses in business, home economics or industrial education. Smaller subject matter areas that could not be logically classified under a single division are called departments and led by department chairmen. Division coordinators are considered administrators with building and division responsibilities. Department chairmen have responsibilities only within departments. Both positions are under the direct supervision of the principal. Only division coordinators are members of the principal's management team.

A fourth type of division structure adds another administrative echelon to the organizational chart. An assistant coordinator is placed in charge of a specific subject matter area within a larger division. He is under the supervision of a division coordinator.

All the schools did not arrive at the decision to adopt the division concept for the same reasons. The move to consider a new type of organization was stimulated in some schools by the teacher union's insistence that the department chairmen under the old system remain in the bargaining group. Other schools considered the division structure because they placed emphasis on a new type of management plan

that was efficient and effective. Skilled management people in clearly defined authoritarian roles were selected to best meet the needs of the student and the instructional program. Another reason given for changing to the division plan is for easier and quicker decision-making procedures. A reduction in the number of people with authority improves the lines of communication. Economic pressures are also to be considered as a reason for restructuring an organizational plan. This was mentioned as a minor influence by most of the school principals surveyed.

Data gathered from the questionnaire suggest that the division plan is slowly gaining popularity in the Chicago suburban area. It is not seriously challenging the department organization plan. Several of the schools have operated under the division plan for over twenty years. The average has been ten years. All but one of the principals strongly endorsed the plan. The school of the dissenting principal was in its first year of operation under the division plan. The principal and his coordinators were not completely accepting of the division plan but believed that with more experience working with it they might find it more valuable. Findings suggest that principals and their staffs support the plan when they are directly involved with the decision-making process. The building of a new school, recommendations from the North Central Association or professional study groups, and the appointment of a new superintendent appear to be the most opportune times to change organizational structure. Each situation provides motivation for change.

Findings from the survey indicate several disadvantages in the division plan. The need for more administrative time, the sacrifice of subject matter expertise for managerial skills, the size of some

divisions and the lack of qualified and skilled administrators were the disadvantages most cited by principals. Facilities that are not designed for meeting the needs of the division plan was also mentioned as a flaw. Classrooms and office space assigned to a division must be located in the same area of the building or communication and teacher morale can become problems.

2. Comparison of the study findings and that found in the literature.

Literature describes the same kinds of division organizational plans as found in the survey with one slight variation. A school district in California authorized an expanded department head position within a division that was judged too large for one coordinator to effectively provide leadership and direction toward meeting its goals and objectives. A subject matter specialist with a background in curriculum was appointed chairman of each department in the division and worked directly under the supervision of the division coordinator. Monetary and released time considerations were involved. Adoption of this plan did not save money.

Principals involved in the survey, however, felt confident that a division plan involving six or seven divisions is more effective than that with only one or two larger divisions which would need management by subject area specialists as well as assigned coordinators. The former plan provides for equal or nearly equal division size and enough released time for division coordinators to make significant contributions toward the improvement of instruction in their schools.

Literature reveals varied opinions on the merits of a division plan over that of a department plan. The division organization developed

over the last three decades in place of the department plan has become the subject of a great deal of discussion and experimentation. The purpose has been to find ways in which to improve the effectiveness of the department chairperson's work.

Some authorities believe the division plan has several advantages over that of the department plan. The division coordinator is in a strictly line position giving him authority and power. His job functions are clearly administrative and well defined. His loyalties are to the management and to its point of view and not to a teachers' bargaining group. Literature information does not reflect the administrative role that principals' expect of the division coordinator's position. The title given the position should even reflect administrative role functions as well as decision-making procedures.

A second advantage of the division plan is the direct involvement of only a few people in the administrative process. This provides for better implementation and utilization of the administrative team. The principal is assisted in managing the school by administrators who have leadership expertise.

A third advantage involves communication. The division coordinators are the classroom teachers immediate supervisors. They have been given the kind of responsibility and authority that permits them to make decisions in their work with teachers. They are responsive to the immediate situation as well as in discourse with individuals or groups of teachers. This type of authority makes it possible for decisions to be made quickly and at the most effective time.

There are two disadvantages of the division plan most often quoted in the literature. One is the contention that coordinators lack expertise in certain subject matter areas thus causing a teacher a morale problem. Most authors felt that the coordinator should be familiar with the intrinsics of the subject matter. The other disadvantage as seen from the classroom teacher's viewpoint is that too much of a coordinator's time is spent in administrative and supervisory responsibilities. He should spend some time in the classroom. The coordinator is much more likely to be accepted by a classroom teacher if he is directly involved with actual teaching in the classroom.

Principals responding to the survey agree with the literature that faculty members interact and work more effectively when division coordinators teach at least one class. Teachers appear to have more confidence in division coordinators' leadership abilities if teaching duties are a part of their responsibilities. Principals state that lack of expertise in certain subject matter areas is not as important to teachers' morale as teaching in a classroom. This finding is opposed to that found in the literature.

Reasons given in the literature for adopting the division plan is very similar to those found in the survey. One discrepancy in the information obtained from the sample population and that of the literature was the effect the division plan had on saving money for the school district. Some of the literature suggests hidden costs can be found in increased salaries and the released time necessary to support the division plan. Principals in the sample believe there is a substantial savings but should not be considered the only reason for adopting the division plan.

3. Implications.

Several conclusions become apparent when similarities and differences among the schools in the survey are discussed and then compared with the literature. It appears better to develop a division-structured school at the time of the opening of a new facility in a district than to change an established, departmentalized school organized by divisions. A change in the superintendency, a recommendation from a North Central Evaluation Committee or a professional study group are also considered opportune times to make a change. A second implication is that those responsible for developing an organizational structure take special care in determining the type of organization best suited for a particular school. The decision should be based on the philosophy and objectives established for the school and not on size or financial status.

A third suggestion is that the authority and responsibilities of division coordinators be identified and understood by people who have an obligation for an effective educational program.

Another implication is that a division organizational plan must be in operation long enough in a particular school to have proved itself.

A fifth suggestion is to assign a division coordinator at least one classroom teaching responsibility in order to help establish a good working relationship with classroom teachers.

One seemingly negative aspect of the division plan is that the technical expertise of the coordinator is lost. The strength of this assumption is based on the notion that he must be a master teacher in all the academic areas he supervises. This is a faulty assumption.

The oversupply of teacher candidates allows an administrator to choose the most highly qualified. It would be a rare instance when they would need help with the technical aspects in their field of specialization. In other words, seldom does a teacher lack knowledge in his field; sometimes help is needed in how to impart this knowledge. A division coordinator who has a genuine interest in students and understands the skills, interests, and enthusiasm that should go into the instructional process can work well with teachers in any area of the curriculum.

THE DIVISION COORDINATOR'S POSITION AND ROLE

1. Similarities and differences among schools in the sample population.

A majority of the administrators from schools participating in the survey recognize the importance of the coordinator's position if the division organizational plan is to succeed. This is evident when job descriptions are analyzed and compared. It is essential that the division coordinator's position be one to exercise authority and be in a position of substance in the administrative hierarchy. The job descriptions also consider the importance of the training and experiential qualifications needed by a division coordinator to help make the position effective and efficient.

Both job descriptions and responses from principals indicate the importance of providing the division coordinator with the time and assistance necessary for him to effectively carry out his assigned responsibilities. It is also recognized that division coordinators should be given a salary that is commensurate with their responsibilities. One of the principals responding to the survey mentioned

that his school district offers additional fringe benefits over that given the classroom teacher in order to make the division coordinator's position more attractive.

Schools in the sample survey were in general agreement as to what constitutes the employment and working conditions of a division coordinator's position. There were differences in the extent and assessment of these conditions.

In school districts where the division coordinator is assigned to one campus, the principal is the immediate supervisor and evaluator. Coordinators are responsible to the superintendent in districts where coordinators are assigned to more than one school building.

All but four school districts indicated that division coordinators are considered line officers and not a member of the teacher's bargaining unit.

All division coordinators receive salary benefits proportionate to their responsibilities. This is usually determined by one of three methods; a percentage figure above the teacher's salary schedule, a separate administrative salary schedule, or recommendations by the superintendent and/or principal. All of the coordinators have the same fringe benefits as the classroom teacher. One of the schools, however, provides division coordinators with additional life and health insurance.

In new school buildings designed to facilitate the division organizational concept, the coordinators had individual office space. Each had his own desk and file cabinets. Teachers assigned to the same division taught in classrooms located in the general area of the

office. Some older school buildings not designed for the division plan had teachers in the same division assigned to classrooms far away and on a different level from the coordinator's office. In one school, some classrooms assigned to a division were located in a different building on the campus. Some administrators and classroom teachers expressed concern with this type of arrangement. They believed that such a working condition contributed to low staff morale and frequent breakdowns in communications.

Several staff members employed by school districts assigning their division coordinators responsibilities at more than one school expressed dissatisfaction with the division plan. The coordinator was very seldom available to make the "day to day" decisions necessary to have the division operate most effectively. It was felt that the coordinator was not always sensitive to personal or divisional problems and did not express loyalties or obligations to any one school. Staff members want their supervisor to be easily accessible to them.

All of the division coordinators from schools in the sample population have some type of secretarial help available to them. The help ranges from student assistants, to the building secretarial pool, to shared secretarial help. Some coordinators responsible for large divisions do have individual secretaries assigned to them.

In most of the schools, division coordinators are expected to put in a longer working day and school year than classroom teachers. They average one hour and thirty-nine minutes more per day and have an extended school year of approximately two weeks. This extra time is reflected in their salary. Some are employed on an eleven month basis with one month of paid vacation time. Half of the schools in

the survey require the division coordinator to be at work when the district or main building offices are open but students or faculty members are not present.

Most of the division coordinators assigned responsibilities in one school building have reduced teaching loads depending on the number of classroom teachers supervised by them and the number of subject matter areas within the division. The divisions are so large in some schools that division coordinators do not have any teaching assignments. However, most of the coordinators in the sample teach at least one class. Coordinators are usually assigned a teaching load in order to keep abreast of the classroom situation, to be more accepted by teachers in the division, and for financial reasons.

The ability to lead was the most frequently mentioned qualification required of a division coordinator. They must also possess a master's degree, an appropriate administrative certificate, and successful teaching experience for a predetermined number of years. It is also suggested, but not necessary, that a coordinator have teaching experience in one of the subject matter areas assigned to his division. None of the schools in the survey required previous administrative experience or on-the-job training.

The final selection of a candidate to fill a vacant division coordinator's position is usually the responsibility of the principal. In some school districts, primarily where a division coordinator has job responsibilities in several schools, the superintendent makes the selection. The selection process is basically the same in a majority of the schools surveyed; announcements are posted and candidates are selected for interviews. The principal and/or his assistants do the

interviewing and recommendations are made.

A building coordinator is evaluated by the principal on a cooperative basis. Both the principal and the coordinator have input in setting goals and objectives to be used in determining the coordinator's job success. District coordinators are usually evaluated by the superintendent.

2. Comparison of the study findings and that found in the literature.

In general, the findings tended to support the literature. Several authors discussing the division coordinator's role argue that this is seen as an extension of the arm of the principal and the coordinator's effectiveness is greatly diminished if he does not have the authority of a line officer.

Most of the principals in the survey believe the division plan permits the authority to act to be delegated to individuals who have been given responsibilities. Authority should be commensurate with the assignment of responsibility. Responsibilities and authority should be distributed among individuals in a manner consistent with the purposes of the school. The job descriptions for the coordinator's position must be clear and detailed. Supervision of the division coordinators should be the responsibility of the principal. All principals in the survey stated that they do not wish to tie in the evaluation of a division coordinator with his retention. They like to think of the evaluation as a means for improving a coordinator's leadership abilities. However, in the final analysis an unfavorable evaluation is used as evidence for dismissal.

The findings of this study also support the findings of previous researchers with regard to compensation. Literature specifies that boards of education must extend appropriate financial recognition to division coordinators if they expect to attract the most capable people to the position and then hold them there. Two methods of compensation were commonly mentioned by principals: A separate salary schedule or payment of an increment above the regular teacher's salary schedule. Some school districts prefer to establish uniform, graduated salary schedules for all coordinators, rewarding experience in the position. Other districts compensate coordinators for their additional responsibilities by means of increments which vary according to the size of their division and the nature of their assigned duties.

Working conditions of division coordinators were not evident in any of the previous publications dealing with this topic. Several articles referred to the coordinator as a manager who must be given time to work with teachers for the improvement of divisional instructional programs. Clerical help is needed to handle the myriad routine details connected with the day-to-day operation of the division. Principals involved in the survey stated that responsibilities of the coordinator should not include typing, mimeographing, filing or other clerical tasks. Findings from the literature recommend full or part-time clerical help for coordinators, depending on the size of the division. The breaking point appears to be fifteen teachers.

There is no available information in the literature as to the kinds of physical facilities that best meet the needs of a divisional organizational plan. However, principals report that classrooms and offices assigned to a division should be located in the same general area.

The literature does not specifically mention the length of a coordinator's work day as compared to that of a classroom teacher's. Reference is made to the need for coordinators to work closely together for a more efficient school operation and the need for regular meetings that should be scheduled at times other than the regular school day. Coordinators should have their released time scheduled concurrently in order for all of them to be free at the same time to meet and work together.

Two kinds of extended duty contracts for division coordinators are described in the literature. One provides for approximately ten months of service. It requires coordinators to be on duty in their schools or district for one or two weeks after the close of the regular school year and to report for duty at least a week or two before the start of the school year. The other kind of extended duty is optional and offers an additional month of employment to coordinators who present and have approved projects which will lead toward major improvements in existing instructional programs. Principals in the survey described similar extended duty contracts required of their division coordinators.

Both the sample population in the survey and the literature recommend that the teaching load of a division coordinator be determined by the amount and kinds of administrative responsibilities assigned to him. It is urged that the coordinator teach at least one course at all times. The teaching aspect of the position is essential to the basic character of his administrative role.

Training requirements for division coordinators recommended in

the literature is compatible to those found in the survey. The coordinator should have at least seven years teaching experience before becoming an administrator, courses in education and subject matter areas beyond the bachelor's degree, a master's degree, a teaching certificate and a supervisory certificate. The five most important qualifications mentioned by reserarchers for a division coordinator are: (1) Ability to work with people, (2) knowledge of subject matter, (3) knowledge of educational methods and curriculum, (4) recognition by division teachers as a leader, and (5) interest in improving the division.

Most authorities and principals in the survey agree that the selection of a division coordinator should be the responsibility of the individual school principal. The principal should be amiable to recommendations that originate from within a division. Because the division coordinator is a vital channel of communication between the principal and the teaching staff, the principal should reserve the prerogative of making the final selection. One principal in the survey reported that his school selects division coordinators by popular vote of the division teachers. This method is not recommended by experts in the field.

The quality of the selection procedure is clearly documented by researchers and principals involved in the survey. If the procedure permits incompetent individuals to be selected, then the school initially handicaps itself in any future effort to achieve substantial improvement in the division coordinator's performance.

Selection procedures described in the literature are in agreement with those described by principals in the survey; that is, new

division coordinator positions be posted within and outside the school district, applicants be interviewed by a selection board consisting of the principal and administrators other than divisional coordinator, and each applicant providing his selection board with a statement of his qualifications. The selection board then determines which applicants to interview and the final decision is made by the principal after input from the other members on the selection board. Qualifications of the applicants for the position being equal, preference should be given to those from within the district.

Authors, and the principals who participated in the survey, concur that a division coordinator's performance should be judged annually by the principal and an administrator from the district's central office. This method provides for different levels of evaluation from the perspective of educators whose responsibilities extend beyond the individual division or building. Many division coordinators desire to meet with the superintendent in an eye to eye encounter for purposes of discussing their evaluations. They believe the superintendent leaves the meeting with a more appreciative understanding of their needs and how they function in their roles. The literature and principals agree that the administrative evaluation form should combine a check list with narrative comments. Usually a self-evaluation technique is employed.

In general, both the literature and principals agree that the division coordinator determines division goals and objectives for the year based on the broad objectives decided by school and district administrators. In many cases, the principal and/or superintendent

will review a coordinator's goals with the coordinator and a final report is developed that is acceptable to all parties. Throughout the year, the evaluator confers with the coordinator to ascertain the progress being made towards meeting the agreed upon goals. At the end of the year, the evaluator evaluates the division coordinators on the basis of their achievements in meeting the goals established for their divisions. In most cases, the coordinator and evaluator sign the final evaluation. The coordinator may add a supplement to it if he is not in agreement with any or all parts of the report. The division coordinator receives the original report and a copy is placed in his file folder.

3. Implications.

Generally the findings from this study and those from authorities suggest that a school district considering a division administrative structure should carefully consider the nature of the coordinator's position. If it is one of supervision and administration, then he should be considered to be a part of management and not a part of the teacher bargaining unit. During the past few years, the concept of the administrative team has been developed. This concept assumes that supervisors and administrators, from the top echelon down, have many common functions and goals in the local school district. It stresses the need for reducing confrontations between superintendents and principals, and between school boards and administrators. Up until the time the division organizational plan was utilized, the administrative team did not include any positions other than superintendents and principals. The authoritative role assigned a division coordinator

makes it imperative that the position be included with other administrative positions.

The division coordinator's effectiveness is in direct relation to the amount of time in which he is allowed to perform his designated duties. Interviews with principals and coordinators suggest that financial remuneration has little influence on the ability of the division coordinators to perform the functions of his position. Time to perform his duties, more than extra pay, should be one of the most important considerations in assigning an individual to the position of division coordinator. Extra pay, however, must be considered if the position is to attract capable and qualified individuals. Most division coordinators are compensated for their administrative duties by being released from a portion of their teaching duties, by being given an increased salary, or by a combination of both of these means. It is generally conceded that the division coordinator must continue to do some classroom teaching in order to serve realistically in his post. He must maintain close contact with students and teachers if he is to fulfill his responsibilities to the greatest advantage.

Principals interviewed report that the division organizational structure is more effective if all classrooms and offices assigned to a division can be located in one general area. It is most desirable to provide an individual office and secretarial help for a division coordinator.

If the supervisory, administrative, and teaching responsibilities become so great that a division coordinator's effectiveness becomes endangered, it may be necessary to rearrange the administrative structure; such as, adding another coordinator and reducing the number

of subject matter areas in one division. This would increase budget costs for the school district.

A larger responsibility of the division coordinator lies in effectively channeling communications between the teachers and the administration. When a division coordinator has the confidence and respect of his teachers, a better rapport is established.

Advanced degrees, teaching experience, and administrative certification are all necessary requirements for a division coordinator, but leadership is the most important qualification an individual should possess to be a division coordinator.

The term of office of a division coordinator should be dependent on a yearly renewal basis with evaluation by one or more of his superiors. No individual should be retained in his office who is not meeting the expectations of the school.

Carefully planned workshops and symposiums should be developed for division coordinators to provide for the exchange of ideas and to promote professional growth.

By developing a truly administrative organizational plan, another rung is added to the professional ladder. This will be perceived by the staff as added opportunity for advancement from within. Finally, the division coordinator's position can be used as a training ground for prospective assistant principals and principals.

THE DECISION-MAKING ROLE OF THE DIVISION COORDINATOR'S POSITION

There is general conformity that the position of coordinator in the divisional organizational concept carries the authority of the

organization. To be effective it must be given administrative or line functions. In essence, authorities have recommended that persons occupying administrative positions must routinely perform basic administrative functions such as those described in the literature. The sixteen administrative functions of Stephen Knezevich and the POSDCORD acronym of Luther Gulick are two of the better known analyses of administration as a process. There are indications in the findings of this research project and literature that an administrator's authority is related to the decision-making process.

The more autonomy an administrator exercises the greater his administrative power. Examining administrative functions of a position is a means of determining the type of work expected and the authority that goes with it. It tells what kind of work a person in that position is doing.

The job descriptions and title provide the means for decision-making to occur in an administrative position. Job descriptions can be used to provide more definitive descriptions of the coordinator's role. The title gives a description of where the position is found in a formal organizational chart. It also indicates the level of power to be found in the position. In other words, a school administrator's power or authority may be viewed in terms of the tasks he is commonly required to undertake. Usually these tasks are a part of the position's job description. Authority inferred from such a framework tends to specify not only the administrator's behavior but also the task area in which the behavior is to take place. Thus, job description statements derived from the task-oriented view of admini-

stration might read as follows: "The principal evaluates the student activities program".

Process statements always are expressed with action words. They describe the active behavior of the administrator in much the same way as the verb component of a behavior objective. In management literature, Henry Fayol saw planning, organizing, communicating, coordinating and controlling as the essential administrative process behaviors. The studies of Stephen Knezevich and Luther Gulick were previously mentioned in this chapter.

Since job description statements should always specify the administrative behavior involved, in specific ways, process terms need to be an important element in such statements.

Job descriptions for the division coordinator's position were obtained from twenty-five of the thirty-five schools participating in the survey. The job descriptions are diverse in the number, the depth and the style used to describe the responsibilities for a division coordinator. Twenty-three job descriptions used the technique mentioned earlier in this chapter, that is, the responsibility statements were expressed with action words giving general as well as specific duties. The general duties were the same for each of the division coordinator's positions. A typical general duty statement is:

Responsible for the overall conduct of instruction in accordance with district and building educational objectives and policies. The division coordinator provides educational guidance, support, and leadership to the staff so as to insure that a proper instructional environment is established and maintained which incorporates appropriate teaching techniques and approaches and changing curricular directions to most effectively and efficiently meet the educational requirements of the students.

A typical specific duty went as follows:

He prepares the division's budget for supplies, equipment, and building alterations.

Two of the descriptions were long and wordy and did not give a clear, concise statement as to what the division coordinator was to do.

One of the main purposes of this study is to analyze the three most important administrative functions of the division coordinator as found in literature, that is, in the areas of budgeting, planning and staffing.

The remainder of this chapter is concerned with the decision-making roles of the division coordinators relating to how much authority they have in each of these three areas of responsibilities and the implications these roles have in the development of their position.

AREA OF BUDGETING

1. Similarities and differences between schools in the sample population.

All of the schools in the survey make their division coordinators responsible for at least one administrative task in the area of budgeting. They are responsible for preparing the division's budget. The degree to which division coordinators are allowed to get involved with budget decisions was considered by principals and coordinators to be an important factor in determining the authoritative powers of the position. All school personnel, principals, coordinators and classroom teachers considered financial accountability very important. All recognized the extent of current economic pressures, declining enrollments, an abundance of available teachers, and increased demands on school

people from local, state and federal sources. Principals made it evident that a satisfactory evaluation of a division coordinator depends in part upon his effectiveness in handling budgetary matters for the division. It is most important that the principal be kept regularly informed of the financial status of each coordinator's budget. This is the reason many principals give for requiring their signature of approval on any requisition form initiated by the coordinators. In most cases this is automatic; the principal needs to know what supplies and equipment are being ordered and the financial condition of the budget. The principals emphasize that coordinators must be allowed a great degree of freedom in the decision-making process. After all, the principal has delegated administrative responsibilities to division coordinators and has been instrumental in appointing them to the position.

Accountability systems such as Program Planning Budgeting Systems (PPBS) and Management by Objectives (MBO) are well known to principals and division coordinators. Two of the schools reported using the (PPBS) system at the division level.

All of the school districts in the sample survey placed the responsibility for developing the division on the shoulders of the division coordinator. The responsibility to develop a budget, allocate funds, order supplies and materials, gives the division coordinator a most powerful base on which to develop power and authority.

The final decision as to the size of a division's budget is the responsibility of the principal. This is usually done after a conference with the coordinator. However, the principal allows the coordinator latitude in how the budget is to be used. Again, such

decisions are authoritarian in nature. The responsibility to plan budgets puts the division coordinator in a position to review requests and recommendations from teachers. He has the option of granting or denying them. It is the coordinator's duty to determine the educational goals of the division and develop the budget based on what is needed to reach those goals. The coordinator has very little decision-making opportunities for planning the budget at the school building or district level. Thus there is a limit to his authority.

Principals are given the responsibility of developing the budget for their schools. Usually the district office determines the amount of funding for a school based on a cost per pupil formula. This is closely related to the educational objectives of the school. The principal, in turn, discusses with each coordinator the needs of the division and sets priorities as to the amount of money to be budgeted for each division. Coordinators, however, are involved in the supply and equipment budget decisions for only their division. They are not involved in determining the salaries for the teachers in their division. They are also not involved in developing the school-wide budget. Division coordinators are aware of each other's budget since all are members of their school's administrative council. Meetings are held regularly by the principal who informs them of the budget as well as other school-wide matters.

In some schools, the division coordinators have been asked to re-evaluate their budget when it became necessary to make monetary cuts. The kind of decision they made demonstrated their leadership abilities.

Classroom teachers seem to have a lack of understanding of the budgeting procedure and sources of revenue. They indicated no desire to become more acquainted with or participate in the procedure.

2. Comparison of the sample population and that found in the literature.

The findings of the survey, to a large degree, support the information found in the literature. Both sources point out that a division's budget is a reflection of the division's educational objectives and establishes limits.

This method of budgeting is recognized by school districts in the survey which have adopted such systems as Management by Objectives and Program Planning Budgeting Systems. As a result, principals believe it is important for division coordinators to be given special training to help them in developing division budgets which will meet their instructional program needs. A coordinator must make sound decisions when he develops his budget. Dedicated coordinators can accomplish much with limited resources but creativity and ingenuity will still need funding if they are to be used for instructional purposes.

Principals and writers of articles on this subject stress the importance of a division coordinator taking into account the needs of his entire division. Principals believe it is very important that a division coordinator confer with every member of his staff so that they have an opportunity to present their supply and equipment needs for the coming school year. Once this has been done, the division coordinator determines his priorities and allocates funds to best meet the educational objectives of his division.

The literature and principals agree that when the budget has been determined, the division coordinator has the responsibility to administer it in an effective and efficient manner. Principals stress the democratic process and recommend that if a division coordinator deviates from the established budget, all personnel affected by the change must be notified and given an explanation. An attempt should be made to obtain their sanctions.

The literature and the principals' responses to the survey indicate that it is a good administrative practice for a division coordinator to keep accurate records of how he uses his funds so that he does not spend over the limits of his budget. Every division coordinator must develop well established procedures if his division is to operate smoothly and impressively. All five of the principals interviewed pointed out that division coordinators use accounting procedures which keep track of expenditures by departments within their division. Literature suggests that a better procedure is one which keeps track of expenditures by goals or educational platform dimensions as well as by courses. The best system according to literature is one which, in addition to the above, accounts for percentage of time teachers spend working on various goals. This information can be used to determine if division priorities are being reflected in actual expenditures and in how teachers use their time.

All thirty-five of the schools in the study have mandated responsibilities for developing a system of inventory of physical assets to their division coordinators. Arrangements for repair and replacement of the division's equipment is also an important task

assigned to them. Procedures for managing the physical assets of a division was left to the ingenuity of the division coordinator. Principals require coordinators to have inventory lists and plans for repair and replacement of equipment but do not really get involved with planning the details of the process. Division coordinators in the schools surveyed have inventory records of non-consumable equipment but do not keep a perpetual or up-to-date records of consumable supplies.

Literature also indicates a system for managing inventory is very important in order to control physical assets and to provide protection for people. Responsibility for division physical assets should be assigned to the coordinator. Each change in the inventory of a division's physical assets should also reflect any changes in personnel who have assumed responsibility. Perpetual inventory records are advantageous when the stock of supplies is periodically replenished, as with consumable teaching materials where stock is continuously being distributed and re-ordered.

3. Implications.

Findings from this portion of the study offers some suggestions to administrators who are considering the possibility of utilizing the divisional organizational concept for their school. Administrators of schools already organized into divisions may find these suggestions helpful in seeking ways to improve their present system.

The amount of freedom given division coordinators is an important factor in the decision-making function and in determining the amount of authority available to them. Responsibility for developing a division

budget gives division coordinators a great amount of authority. Many exercise this power according to what they believe are the most important needs of the teachers or of the division.

Although coordinators have responsibility for making budgetary decisions, it is desirable for them to allow teachers to be involved in developing the budget. This appears to be a prerequisite for gaining their support for the budget. The coordinator should develop means for establishing mechanisms that enable full input and utilization of the division's staff. Ideas that should be included in the tentative budget are gathered during meetings with teachers.

Three key persons are involved in making budget decisions. They are the principal, the division coordinator, and the classroom teacher. The functions of these positions are so strongly interrelated and often mutually dependent. It is important to maintain an administrative climate conducive to sharing decisions, delegating responsibilities with commensurate authority, integrating the contributions of each to the budget, and perceiving the budget as an instrument for improving the educational program. The difference between better budget making decisions and others seems to be in the way division coordinators develop means for coordinating activities and for sharing decision-making responsibilities.

It is important that division coordinators work very closely with each other and with the building principal to develop a budget which provides the monetary means to meet the educational goals established for the school. Plans should be projected into the future with specific goals established for each division.

Funds for new programs, new thrusts, new ideas are not likely to be added to budgets as readily as they were at one time. The pattern of the future is likely to be characterized by new programs, goals, and courses supported within existing budget allocations. This will require that division coordinators face up to decreasing present programs, goals and courses as new ones are added. For this to be done intelligently, an accounting system which links programming to expenditures will need to be available to provide an adequate data base for decision-making.

There is little evidence from the principals and coordinators interviewed that division coordinators have had previous training, before assuming the responsibilities of their position, in preparing budgets either through enrollment in academic courses or on-the-job experience. Therefore, boards of education and school administrators must provide a means to give division coordinators special training in developing division budgets which will move their instructional programs forward in a logical, systematic, and continuous manner. Opportunities should be made available for division coordinators to attend workshops, symposiums, and conferences on a regular and planned basis.

Teachers should also be given information on how budgets are prepared and the decision-making that must take place before the final budget is approved.

AREA OF PLANNING

1. Similarities and differences between schools in the sample population.

Responsibilities for developing, organizing, evaluating and revising the division's curriculum and conducting periodic staff meetings are assigned to coordinators in all of the schools in the survey. Other responsibilities considered important for coordinators to perform are evaluation of textbooks, being well informed about new ideas in education, and development and revision of divisional and course goals and objectives.

Thirty-two principals in the study thought it was important that division coordinators be members of the building management team and participate in the decision-making process at the building level.

Planning a student teacher program for the division was a responsibility assigned to coordinators in twenty-six schools in the survey. In eight schools, evidence suggests that this responsibility is given to an assistant principal.

Information gathered from the questionnaire and personal interviews hints that a division coordinator's role in the planning process does not carry with it as much authority as the responsibility for preparing a budget. However, the role still provides plenty of opportunities for decision-making.

A typical job description for division coordinators provided by principals involved in the survey reads:

Provides leadership in the design, development, implementation, and evaluation of the curriculum in the area of supervisory responsibility.

This description certainly implies the authority to make decisions.

Division coordinators perceive planning as an important function of their administrative roles. They will admit, when further queried, that they spend less time than they would like in the planning tasks assigned to them. The coordinators find that the "day-to-day" crisis situations that demand immediate attention take precedence over time set aside for the planning process. Time for planning future courses of action can be postponed; a crisis situation cannot. Coordinators state that they cannot control their time when they are reacting to others or to situations determined by others. These sorts of demands on their time will not go away. To find time for planning, coordinators stated they must establish priorities and set a specific time for accomplishing this task.

Principals report that generally their division coordinators are reluctant to spend time on planning because it is a task they least like to do. All five of the coordinators interviewed find it more to their liking to be a doer of tasks rather than managers or supervisory leaders of people. Usually directions must come from upper echelon administrators to encourage division coordinators to participate in planning. All of the principals and division coordinators and four of the teachers who were interviewed stressed the importance of involving staff in developing and planning programs. They felt that if a coordinator had the ability to get others occupied in divisional planning, then his division had a reputation for being well administered.

There is a tendency in three schools to have district administrators develop planning programs. This does not help a division

coordinator to develop leadership behaviors. In two of the schools involved in the study, it appears that the motivation to influence the division coordinators to develop planning programs must be provided by their administrative superiors. The schools were in their first year of operation under the division plan. It was suggested by the principal of one of the schools that the coordinators need more experience under the division plan in order to gain self-confidence.

2. Comparison of the sample population and that found in the literature.

Authorities in the field of time management will disagree with division coordinators who imply that other people decide how their time will be invested or spent. Authorities believe that time management will increase an administrator's effectiveness substantially and coordinators can control their time when it is discretionary time to be used according to their judgment; that is, when it is theirs to decide how it is to be used. The most important principle of good planning is the setting of priorities. Sergiovanni states that one-third of an administrator's time is spent at his discretion.¹

Literature suggests that if instructional programs are to be well planned to effectively meet the goals and objectives of the school, it is important that principals and superintendents draw on the training and experience of division coordinators to develop planning programs. It is the responsibility of upper echelon administrators to give guidance and direction to coordinators so that they will take the initiative and

¹Thomas J. Sergiovanni, Handbook for Effective Department Leadership, (Boston, London and Sydney: Allyn and Bacon, Inc., 1977), p. 58.

become leaders in planning for future changes in their division.

Principals stress that the leadership ability of administrators are severely tested when they go about the task of developing and implementing new courses of action. It is necessary for administrators to involve others in the planning if they expect them to support and implement the final product.

Principals believe division coordinators make too little distinction between doing and supervisory leadership. Administrators often do tasks instead of delegating activities to another individual. Leadership is provided when others are assigned responsibilities. Leadership has to do with getting results through people. The effective division coordinator is one who obtains planned results through people. Principals and writers believe it is important for coordinators to organize useful division meetings. Members of the division are thus permitted to air problems, share ideas, pool resources, and develop a team spirit. The principal should also plan regular meetings with division coordinators at the building level.

Is the reputation of divisions for being well administered related to the style of the division coordinator? School personnel interviewed in the survey thought that it is true.

It can be seen in a study by Hemphill that there is some relationship between the style of leadership of division coordinators as viewed by division members and the division's reputation for being well or poorly administered. Divisions that achieve a reputation for good administration are those led by coordinators who concern themselves with organizing divisional activities and initiating new ways of solving division problems and also develop warm, considerate relation-

ships with members of the division.²

Finding ways to get teachers involved in division planning programs is a major challenge confronting every division coordinator. The results of his efforts have important implications for directions the division will follow in the future. Organizational skills are important to division coordinators if they are to establish a meaningful relationship with faculty members under their supervision.

3. Implications.

It appears that division coordinators should assume more leadership and initiative for responsibilities in planning divisional programs. The potential for power and authority does not seem to be as evident in planning functions as they are in budget responsibilities. Planning changes gives the division coordinator an opportunity to develop leadership ability but only a few of them in the survey accepted the challenge. There are indications that a division coordinator's personality and his treatment of the faculty members he supervises affect the reputation of his division. The ability to lead and the amount of consideration shown to others is required for achievement of good reputations. An excess of one type of behavior does not compensate for the lack of the other.

Upper echelon administrators can give guidance and direction to division coordinators in organizing plans for the division by establishing and supervising the procedures by which the division will develop its plans. They can also encourage the coordinator and teachers to work together to develop plans that will establish future courses of

²John K. Hemphill, Group Dimensions: A Manual for Their Measurement, Columbus: Ohio State University, Bureau of Business Research Monograph No. 87, 1956.

action for the division. Plans should be in writing and easily available. They should deal with the "whats", "hows", and "whens".

Time management is important to division coordinators if they are to find discretionary time to develop planning programs. Setting priorities is an effective way of finding that time. Many coordinators seem programmed to respond immediately to a crisis situation. Division coordinators must give their attention to all responsibilities assigned to them. If planning is considered an important function of coordinators, then an appropriate amount of time must be devoted to this activity.

Many teachers and a number of division coordinators have a limited knowledge of planning procedures or their purpose. District administrators have a responsibility to find ways to disseminate information on this matter to teachers and division coordinators. This can often be accomplished through workshops, institutes, inservice training programs or informal discussions.

Even though they admit that the planning process is an important administrative function, some division coordinators have the tendency to procrastinate when it becomes necessary for them to perform this function. They know they are required to make arrangements for utilizing change and innovation to meet the needs of division objectives and the reason for delaying this important function may be related to their concern to maintain the status quo. This is contrary to the concept found in literature where the need for change and innovation has often been identified as a means of obtaining educational objectives. This tendency may have valuable implications for a principal. Division coordinators may be fearful of too many changes in a

short period of time and consciously introduces new ideas at a slower pace. The principal, in recognizing this factor, should be sensitive to this dynamic.

It seems that the planning functions of a division coordinator's responsibilities are fertile areas for developing and practicing leadership skills but do not easily lend themselves as a base for building an authoritative structure.

AREA OF STAFFING

1. Similarities and differences between schools in sample population.

All of the job descriptions for the division coordinator's position received from schools participating in the survey identified staffing as a responsibility of the coordinators and indicated that the coordinators have a responsibility for personnel employment, evaluation, and dismissal recommendations. It would, therefore, be logical for division coordinators to work closely with their principal in an effort to develop clearly defined staffing procedures in accordance with personnel policies approved by the board of education.

Forty-two percent of the responsibilities listed in job descriptions for division coordinators related to staffing functions. Thus, it may be assumed that staffing is an important function of a division coordinator.

Typical job descriptions for division coordinators provided by principals involved in the survey state that they are:

Responsible for the overall conduct of instruction in accordance with district and building educational objectives and policies and they participate in the selection of division staff, evaluate their performance and coordinate class and teaching schedules.

Six of the most common staffing administrative functions found in literature, which relates to division coordinator responsibilities, were incorporated in the questionnaire that was sent to principals of schools involved in the survey. All of the division coordinators make recommendations as to teacher assignments. All but two of the thirty-four school principals in the survey reported involvement of their division coordinators in the areas of recommending staffing needs and assisting in the recruiting process. Only twenty-nine schools have assigned staffing functions to their division coordinators, making them responsible for the supervision and evaluation of any division non-certified staff. This is a surprise in the light of what literature recommends. More surprising is the knowledge that only seventy-nine percent of the schools require that their division coordinators be responsible for the supervision and evaluation of teachers within the division as well as making recommendations for tenure, re-employment or dismissal. When questioned about this subject, a principal answered that teachers at his school are evaluated by a team; a principal or assistant principal and the appropriate division coordinator. The principals are considered the chief evaluator and make the final decision. The coordinator only recommends. Fifty-six percent of the schools have staffing functions requiring division coordinators to be responsible for securing, orienting and assigning substitutes for their division.

Data from job descriptions indicate that staffing functions offer the division coordinator a solid base for building authority and a means for developing decision-making techniques. Some staffing functions developed for division coordinators are described by using

such terms as, "assists the principal. makes recommendations, or coordinates activities with..."; such terms restrict a coordinator's authority and justifiably so if the principal is to have the final decision.

Despite the fact that principals are the final authority in making decisions, coordinators do have strong decision-making powers. Even though they may not have authority to make all final staffing decisions, division coordinators still exercise much authority since a recommendation supported by adequate justification and rationale is accepted by the principal in all but a few cases. The principals, division coordinators and the teachers who were interviewed recognized the importance of having the authority to assist in determining staffing needs, recruitment of teachers and their evaluation, as well as recommending teacher assignments. Four of the five teachers interviewed supported the staffing responsibilities assigned to division coordinators, thereby extending their authority.

It appears from findings in the survey that division coordinators from the larger high schools have more authority in the staffing process than those from smaller schools. Principals of schools with larger student enrollments find it necessary to delegate more authority than principals of schools with smaller enrollments. Principals of large high schools do not have the opportunity to work as closely with the classroom teachers as they would like to.

Except for three teachers, all of the educators interviewed identified the area of preparing teaching assignments as the most important staffing function assigned a division coordinator. It was

also considered the one with the most authority. The three teachers who did not declare themselves did so because they lacked knowledge of what is involved in the staffing process. It appeared that staffing functions have the greatest potential to provide division coordinators with decision-making powers; more so than their roles in preparing the budget and planning for change.

2. Comparison of the sample population and that found in the literature.

Again, as in the case of budget and planning, findings from the survey and the literature concerning staffing are similar. Both agree that the most important and expensive resources of a school are its teachers. There is considerable agreement that teaching is mostly a private affair. Teachers work behind closed classroom doors most of the time and their performance is not always noticeable to administrators or other teachers. Therefore, division coordinators must work directly with teachers to develop personal and professional growth with the intent to improve educational experiences for students. It appears that the division organizational concept requires administrators to move away from service and housekeeping functions to working more directly with the education program. As a result, division coordinators can readily concentrate on the welfare of the individual student and the improvement of the educational program. This means there must be a close working relationship between every teacher and the administration.

One of the reasons principals gave for the establishment of division coordinators is based on the premise that these people will be skilled line officers with the improvement of instruction as their

prime interest. Principals state that the effective division coordinator must maintain an atmosphere of confidence and mutual respect between himself and division teachers. A good working relationship with teachers seems to be a more effective method of providing leadership than one that asserts authority.

Considerable discussion with principals and division coordinators who were interviewed related to the purposes of evaluation and techniques used for conducting evaluations. There is a tendency to support evaluation systems which are based upon a management by objectives system. Seventeen schools use an evaluation process which allows teachers to set their own goals and objectives under the guidance of the division coordinator. Principals from four schools in the study indicated that a collective bargaining agreement prescribes procedures and limits the extent to which division coordinators in their schools can evaluate teachers. Teachers do not always wish to have students evaluate them as part of the evaluation procedure. Principals believe student evaluation is a very effective means of evaluating a teacher's performance. Literature does not mention this type of evaluation procedure.

One seemingly negative aspect of the division plan, as reported in the literature, is the belief of some writers that the division concept moves away from subject area specialty to one of a supervisory nature. It is suggested that division coordinators who lack expertise in a given subject area can hardly be expected to improve instruction in that particular subject field. Nothing is more quickly discerned by a subject area teacher when being supervised than a lack of essential subject matter knowledge on the part of the division coordinator.

He will only lose the respect of teachers who know he can attain only a limited expertise in all subject areas.

Principals and division coordinators in the survey do not support this belief. They find from their own experiences that teachers rarely need help with technical aspects of their field of specialization. Division coordinators with administrative and supervisory skills but with little knowledge in all subject matter areas under their jurisdiction can perform in a most acceptable manner. There is a good, close working relationship between the teachers and division coordinators. They work effectively together towards improving the instructional program. However, three of the teachers interviewed thought that some of the effectiveness of the division coordinators was lost by lacking expertise in their field.

3. Implications.

Division coordinators exercise considerable decision-making authority in their position because of their responsibilities in the recruiting, interviewing, selection, evaluation and retention process which affects all teachers in their divisions. Larger loads give coordinators a stronger decision-making position. It is essential that principals give careful attention to procedural methods used by division coordinators in carrying out their responsibilities. An unprofessional coordinator can maintain a morale destroying regime within his division, punishing critics of his policies and rewarding followers. If principals do not review recommended assignments carefully, such a coordinator might assign undesirable courses to a beginning teacher while scheduling "choice" classes to friends. Fortunately, very few coordinators abuse their authority.

A conscientious and well trained division coordinator can give proper leadership, guidance and direction to the teachers in the division regardless of his expertise in all subject matter areas in his division. It is desirable but not essential that the coordinator has knowledge and expertise in at least one of the subject areas assigned to his division.

Principals should properly delegate the responsibility of preparing schedules to division coordinators because they are most familiar with the subject areas in their division and with the individual talents and personalities of their teachers. At the same time, division coordinators should receive careful guidance in carrying out this task.

A coordinator is of great assistance to the principal during the employment interview. The principal should use the coordinator's knowledge and background to supplement his own more general knowledge of the characteristics of good teaching.

Division coordinators must realize that their work in the utilization of staff talent is a very sensitive area. Teachers are very concerned about the kinds of classes which they are assigned to teach. They wish to work in areas where they are well prepared and comfortable. A division coordinator can cause teachers a great deal of anxiety if he ignores this fact.

Good leadership is not using available authority but involving people who have a vital interest in any decision that is made. A democratic decision-making process should be followed by division coordinators. They should consult with teachers in advance of preparing teaching assignments. A coordinator should weigh teachers' desires carefully before assigning a program to them.

A principal should actively participate in promoting inservice education projects for division coordinators such as workshops and demonstrations.

Teachers should be made knowledgeable and kept informed of the administrative functions of the division coordinators. Teachers are more willing to be a partner in the decision-making process if they understand the need for making changes.

A large responsibility of the division coordinator lies in effectively channeling communications between the teachers and the administration. When a division coordinator has the confidence and respect of his teachers, his opinions and suggestions are well received. When these avenues of communications are kept open, a good rapport is established between administrators and teachers.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

In recent years, economic pressures, the tendency for taxpayers to vote down school referenda and the desire of educators to try new methods for improving the educational system have all called attention to a plan called the division organizational structure. This plan calls for combining several similar subject matter areas into a larger instructional unit called a division. Each division is led by a division chairman or coordinator.

This study was done for the purpose of identifying and analyzing the different types of division organizational structures, the various tasks performed and the conditions of employment of division coordinators. Data for the study were obtained by sending a questionnaire to the principals of public high schools in the six county Chicago suburban area identified as utilizing a division organizational plan. Five high schools from five different districts were selected for more intensive study. Interviews were conducted with principals, division coordinators and teachers to determine their perception of the division coordinator's role, particularly in the areas of budgeting, planning and staffing.

CONCLUSIONS

Conclusions were drawn from the data gathered from the questionnaire and interviews as presented in Chapter III and the analysis of those data found in Chapter IV.

All of the above provided a basis for the following conclusions and a brief discussion of each.

1. The utilization of the division organizational concept by high schools in the six county Chicago suburban area is increasing but at a slow rate.

Eleven of the schools have adopted the division organization in the last five years while twenty of the thirty-two schools reporting these data have gone to this plan in the last ten years. Three of the schools have operated under the division plan for over twenty years. The average has been ten years. There are one hundred and forty-five schools located in the area surveyed, thirty-eight utilize a type of division plan.

Data gathered in Chapter III and analyzed in Chapter IV indicate that the division plan is slowly gathering popularity in the Chicago suburban area but it is not seriously challenging the department organization plan.

Schools opted for the plan because of economy and efficiency. The plan provides for greater administrative consistency in decision-making, an efficient administrative building team operation, more available supervisory time, better communications and less cost to the district. Efficiency, however, should not be sacrificed for economy.

A change of organization was usually made when a new superintendent took office, a new school was constructed or the teachers'

union insistence that department chairpersons remain in the bargaining group.

School systems employing a departmental plan are satisfied with it and see no need to investigate other types of organizational structures. However, the increasing complexities of administration experienced by large school administrators have forced some of them to seek solutions by rearranging their traditional administrative structure and redefining positions.

2. Division coordinators' positions should be identified with the administration if it is to carry authoritative powers.

Teacher militancy has resulted in legal decisions making it necessary to clearly define the division coordinator's position as that of line officer so that he is not considered a part of the union's bargaining group. The coordinator is seen as an extension of the arm of the principal and his effectiveness is greatly diminished if he does not have the authority of a line officer.

Division coordinators in the study had administrative and supervisory certificates, a clear role identity, and a clear affiliation with groups that represented supervisory interests. Teachers supported the authoritative role of the division coordinators since they were identified as administrators.

The division plan provides direct involvement of only a few people in the administrative process. This, in turn, can provide for better implementation and utilization of a building administrative team. The principal is assisted in managing the school by certified administrators who have leadership abilities. Division coordinators have the authority necessary for managing the school in the absence of the principal. This type of authority makes it possible for

decisions to be made quickly and at the most effective time. The division coordinator's position is often considered a stepping stone for a principalship.

Acceptance of the division coordinator's authority is high among teachers because coordinators are identified with the decision-making processes. Divisions with good reputations are led by coordinators who use their authority to organize and administer division activities efficiently and effectively and at the same time develop warm relationships with members of the faculty.

When division coordinators are part of the building administrative council, it is common to find considerate working relationships with principals as well as each other.

The authority of the division coordinator's position is exerted most often in the decision-making areas of budgeting and staffing and to a lesser extent in their responsibilities for planning. Planning is perceived as an important function but less time is spent on this task because it does not demand immediate attention. However, these three areas permit an easy application of the principles of accountability.

3. School districts interested in the division organizational plan should study it carefully before deciding to adopt it.

Boards of education and school administrators who have the responsibility for studying, developing and recommending a new organizational plan for their school districts should take special care in deciding if the division structure is best suited for their particular situation. The final decision should be based on the philosophy and objectives established for the district and not on size or financial status. One cannot develop a standard formula for reaching this decision.

An organizational plan such as a department structure should not be replaced with another simply because it is considered outmoded. The division plan has strengths as well as weaknesses and may not solve the problems relating to the other organizational plan.

4. Job descriptions and organizational charts place the division coordinator under the direct line authority of the building principal.

The building principals are recognized as the leader of the school. The increasing complexities of the position require them to delegate authority to others to help in supervising instruction and attending to certain administrative details associated with that instruction.

Job descriptions make division coordinators responsible to the building principal. They are line officers under the immediate supervision of the principal and work entirely within their own high schools. They have no responsibilities in other district schools. Each coordinator is a member of the school's management team which meets regularly with the principal and his assistants.

The wording of job descriptions indicates that the division coordinator has decision-making responsibilities. Final decisions are made by the principal. Phrases such as, "assists the principal", "makes recommendations to the principal", or "coordinates activities with the principal", all restrict a coordinator's authority and justifiably so when the principal is the immediate supervisor and must make the final decision. Principals support division coordinators if their actions have adequate justification and rationale.

District or area coordinators are under the direct supervision of the superintendent or his assistants but act as staff officers when

working with building principals.

5. A division coordinator's authority depends on the quality of administrative assertiveness, the size of the division and the working relationship with teachers and other administrators.

The more autonomy a division coordinator exercises the greater his administrative power. This is an important factor in his ability to make decisions. The degree of self confidence and determination put forth by a division coordinator to reach established goals reflect the extent of authority.

Division coordinators from larger high schools have more authority than those in smaller schools due to the greater number of teachers to supervise and more extensive facilities to look after. Principals of schools with larger student enrollments found it necessary to delegate more authority than principals of schools with smaller enrollments. Principals of large high schools do not have the opportunity to work as closely with classroom teachers as they would like to.

A good working relationship with teachers and colleagues provides a strong basis for developing decision-making powers. If not supervised closely, an unethical coordinator could maintain a morale destroying regime by abusing his administrative powers.

6. The division coordinator's position is an effective link in the channel of communications between the teaching staff and the administration as well as facilitating interaction with other divisions.

An important responsibility of the division coordinator lies in effectively channeling communications between teachers and the administration. Coordinators are the bridge or vital link between

the two groups and when they have the confidence and respect of teachers, a better rapport is established. The position facilitates communications and promotes cooperative understanding. Teachers want their supervisors easily accessible to them.

The position allows for quick and easy decision-making procedures. The relatively small number of administrators improves the lines of communication and allows for an efficient administrative building team operation.

Both formal and informal channels of communication are utilized by division coordinators to exchange ideas and promote professional growth.

7. Decentralization of the principal's authority can be approached through the division organizational plan.

Substantial decentralization of authority brings administration closer to the staff on a more personalized, less remote plane. Principals are relieved of many routine administrative functions, while at the same time, retain broad discretionary controls. In most instances, delegated responsibilities are more effectively administered by the division coordinator who is closer to the action and whose frame of reference is more specialized than that of the principal.

The division organization provides a new plan to free the principal of some responsibilities so that he is able to provide leadership for the development of the instructional program.

8. The division organizational plan facilitates democratic procedures as well as continuous and cooperative evaluation and redirection of the organization.

The division concept requires administrators to move away from service and housekeeping functions to working more directly with the

education program. Therefore, division coordinators can readily concentrate on the welfare of the individual student and the improvement of the educational program. Coordinators have the time available to them to work together with teachers to develop plans that will establish future courses of action for the division. Division coordinators should follow a democratic decision-making process by involving people who have a vital interest in any decision that needs to be made. A good working relationship with teachers seems to be a more effective method of providing direction and leadership than one that asserts authority.

The actual task of providing classroom teachers with continuous detailed assistance in choosing, organizing and presenting their instructional programs is the responsibility of the division coordinators.

RECOMMENDATIONS

Recommendations from this study are of two types. First are the recommendations which flow from the data and conclusions and the second are the recommendations for further study.

A. Recommendations concerning the Division Coordinator's Position

1. It is important that division coordinators be provided the time and assistance necessary for them to effectively carry out assigned responsibilities.

2. Division coordinators should be given a salary and fringe benefits commensurate with their responsibilities.

3. Division coordinators should be assigned to one campus and that principal be the immediate supervisor and evaluator.

4. Office space and equipment and secretarial help should be provided for a division coordinator.

5. It is highly desirable that teachers assigned to the same division have classrooms assigned to them in the general area of the division office.

6. Expectations of the division coordinator's working day and yearly employment obligations should be clearly defined and understood by all administrators and staff.

7. Division coordinators should be assigned to teach at least one class in a subject matter area assigned to their divisions.

8. The selection of a division coordinator should be the responsibility of the individual school principal who should be amiable to recommendations that originate from within a division.

9. Selection procedures for a division coordinator's position should be clearly documented and understood by all.

10. A division coordinator's performance should be judged annually by the principal.

11. The evaluation form for judging a division coordinator's performance should be highly developed, combining a check list with narrative comments and employing a self-evaluation technique.

12. A master's degree, successful teaching experience, and/or Type 75 administrative certificate should be the minimum prerequisites for the position of division coordinator.

13. Carefully planned workshops and symposiums should be developed to provide for the exchange of ideas and promote professional growth.

14. Division coordinators should be highly involved in developing the budgets for their divisions.

15. Division coordinators should exhibit a high degree of leadership in planning instructional programs and meeting the goals and objectives of their divisions.

16. Division coordinators should be highly involved in the staffing functions for their divisions.

17. Division coordinators should be members of the building management team.

18. The division coordinator's position description should be written in a clear, concise manner and understood by all concerned.

B. Recommendations for Further Study

1. To further study, analyze and compare the department organizational concept with the division organizational concept.

2. To further study, analyze and compare the different types of division organizational structures.

3. To further study the different division organizational structures in view of the new legal trends in recognizing the supervisory nature of division coordinators.

4. To further study the role and status of the division coordinator as a leader in budgeting, planning and staffing functions.

5. To further study the job descriptions of division coordinators for consistencies in their roles as administrative line officers.

6. To further study the power relationship between administrators with emphasis upon the power of the division coordinator.

7. To further study the administrative training and background necessary to develop an effective division coordinator.
8. To further study and analyze the effects of the division organizational structure in a small and large high school and compare the findings.
9. To further study, identify and analyze the types of educational goals and values developed by school administrators that a division organizational structure will best facilitate.

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APPENDIX A

**EXPLANATORY LETTER SENT TO PRINCIPALS
OF HIGH SCHOOLS IN THE SIX COUNTY
CHICAGO SUBURBAN AREA**

July 30, 1979

Dear Colleague:

As a part of my work on my doctoral dissertation at Loyola University, I am studying the use of Divisional Coordinators-- instead of the use of Department Chairmen--as an administrative organizational structure for high schools. I am asking for your help in gathering information for this study.

The present tendency for taxpayers to vote down referenda and demand better accountability to their tax money has caused school administrators to consider ways of conserving money and becoming more efficient. The use of Divisional Coordinators as an alternative for Department Chairmen is thought by some to be one way of cutting back on expenditures as well as one way of improving communication.

Schools having a divisional coordinator system are identified as schools that merge several departments with related subject areas into a "division" directed by an administrative leader who is known as the division coordinator. Within a school there may be six or seven such groupings. In addition to effective teaching and leadership qualities in the individuals who serve as the division coordinators, the job description calls for:

- (1) an administrative certificate
- (2) participation in an extended work year
- (3) involvement in the budgetary process
- (4) major responsibilities for evaluation of teachers

Please complete the enclosed self-addressed postcard and return it to me at your earliest convenience. Your assistance is deeply appreciated.

Sincerely,

James Steckel, Principal
Bloom High School
Chicago Heights, IL.

Enclosure: Self-addressed postcard

APPENDIX B

**FACSIMILE OF SELF-ADDRESSED RETURN POSTCARD
INDICATING A SCHOOL'S ORGANIZATIONAL STRUCTURE**

☐ My school has a "divisional" organizational structure as described in the accompanying letter.

☐ My school does not have a "divisional" organizational structure as described in the accompanying letter.

Name of School

APPENDIX C

**LETTER SENT TO MEMBERS OF JURY
REGARDING FIELD TESTING
OF THE SURVEY INSTRUMENT**

October 1979

Thank you for your willingness to assist me with my dissertation by serving as a critic so that my questionnaire may be field tested and validated.

The questionnaire will be sent to administrators of all public high schools located in the six county Chicago suburban area employing "divisions" in lieu of "departments" as part of their organizational structure.

A school utilizing a divisional organizational structure has merged individual departments with related subject areas into a larger grouping. My dissertation will attempt to identify and analyze the different types of divisional organizational structures and the various tasks assigned a Division Chairperson or Divisional Coordinator and the conditions of employment under which they work.

My purpose in seeking your assistance is to procure your comments relating to the questionnaire's contents and construction before it is distributed to the administrators of the schools selected for my study.

Content - In your opinion, do each of the questions seem to be soliciting information that will be useful for fulfilling my dissertation goals? If not, how can the question be modified or should it be eliminated?

Construction - In your opinion, is the format of the questionnaire and individual questions easy to handle and easily understood? Do any of the questions seem ambiguous? If so, how can the question be modified?

Please feel free to write your comments on the questionnaire. Your comments and/or suggestions will be greatly appreciated. I appreciate your help.

Sincerely,

James Steckel

JS:mt

APPENDIX D

LETTER SENT TO PRINCIPALS OF HIGH SCHOOLS
WITH A DIVISION ORGANIZATIONAL STRUCTURE

November 1979

Dear Administrator:

I am conducting a survey as part of my doctoral dissertation research at Loyola University of Chicago. My study is the use of Divisional Coordinators instead of Department Chairmen as an administrative organizational structure for high schools.

A divisional structure is one that merges several departments with related subject matter into a larger grouping referred to as a "division" and is directed by an administrative leader who is known as the division coordinator in the enclosed questionnaire.

When I corresponded with you last spring, you indicated your school has a divisional structure. Would you at this time please complete this final survey and return it along with (1) your school's organizational chart and (2) divisional coordinator's job description in the enclosed self-addressed envelope.

Thank you for your help. It is greatly appreciated.

Sincerely,

James Steckel, Principal
Bloom High School
Chicago Heights, IL.

JS:mt

APPENDIX E

**QUESTIONNAIRE COMPLETED BY PRINCIPALS
OF HIGH SCHOOLS WITH A
DIVISION ORGANIZATIONAL STRUCTURE**

QUESTIONNAIRE

ANALYSIS OF HIGH SCHOOL DIVISION COORDINATORS'
JOB DIMENSIONSSchool Statistics

Position of Person Completing Questionnaire: _____

Name of School: _____

Type of School District (Please check) Secondary _____ Unit _____

Enrollment of School: _____

Total Enrollment of all high schools in District: _____

Number of Senior High Schools in District: _____

How long has your school had a Division organizational structure?
_____ Yrs. (A structure that merges individual departments with
related subject areas into a larger grouping). For this Ques-
tionnaire, the division leader is referred to as a Division
Coordinator.

Did your school have another organizational structure such as Depart-
ment Chairmen before Division Coordinators? Yes _____ No _____

If yes, please give reason for going to a Division organizational
structure _____

Division Coordinators' Conditions of Employment

Please check the appropriate response:

1. Divisional Coordinators' salaries are based on:

- A. A percentage figure above the teachers' salary schedule _____
- B. A salary schedule that is separate from that of the teachers _____
- C. Superintendent's recommendation _____
- D. Principal's recommendation _____

2. Do Division Coordinators have the same salary fringe benefits as the classroom teacher? Yes _____ No _____

If no, please explain _____

3. Are Division Coordinators a part of the Teachers' Bargaining Unit (Union)? Yes _____ No _____

4. Does the Board of Education consider all Division Coordinators to be administrative line officers? Yes _____ No _____

5. Do Division Coordinators receive merit pay in addition to their regular salary? Yes _____ No _____

If yes, how is merit pay determined? _____

Please complete the following sentences:

6. What are the working hours per day for Division Coordinators (including administrative, supervisory responsibilities and classroom instruction, if assigned). _____ hours. This is

_____ (No. of hours) more than is required of the classroom teacher

or

_____ (No. of hours) less than is required of the classroom teacher

_____ Same as that required of the classroom teacher

7. Division Coordinators' Working Conditions (Please check appropriate response).

- A. Do Division Coordinators have individual offices?
Yes _____ No _____

- B. Do Division Coordinators have secretarial help?
Yes _____ No _____

Full Time _____ Part Time _____

If no secretarial help, who does the "clerical tasks" for the Division? _____

- C. Are teachers assigned to a division scheduled to teach in classrooms located in the general area of the Division Coordinator's office? Yes ____ No ____

If no, does this create a problem for the Division Coordinator to effectively carry out his responsibilities?

Yes ____ No ____

- D. Do Division Coordinators "serve" more than one school within your district? Yes ____ No ____
- E. Are Division Coordinators supervised and evaluated by the: Superintendent ____, Principal ____, Both ____?
- F. Are Division Coordinators required to attend "after hours" meetings or activities when scheduled by the Superintendent or Principal? Yes ____ No ____

8. Work Year for Division Coordinators

- A. Are Division Coordinators employed on a regular school year ____, 11 months ____, 12 months ____ basis; Other ____? Please explain: _____

- B. During the school year, are Division Coordinators required to be at work when the district or school office are open but students or faculty members are not present? Yes ____ No ____

9. Teaching Load of Division Coordinators

Are Division Coordinators assigned a reduced teaching load? Yes ____ No ____

- A. If yes, please indicate the number of classes taught by Division Coordinators: None ____, 1 ____, 2 ____, 3 ____, 4 ____, 5 _____. Depends on number of teachers in division ____.
- B. If 9 was yes, the reason Division Coordinators teach a partial teaching load is to "keep abreast" of the classroom situation and be more accepted by teachers in the Division? Yes ____ No ____

10. Training Requirements for Division Coordinators

Division Coordinators are required to have the following minimum credentials: (Please check all of the credentials that apply)

- A. Master's Degree _____
- B. Teaching Certificate and teaching experience _____
- C. Appropriate Administrative Certificate _____
- D. A major and teaching experience in one of the subject areas within the Division _____
- E. Course work in other subject areas within the Division _____
- F. Have demonstrated an ability to "lead" _____
- G. Other qualifications. (Please explain _____

11. Division Organizational Structure

How is your school's divisional organization structured as to:

- A. Number of Divisions _____
- B. Assignment of subject matter areas within each division _____
- C. Number of schools served within your district _____
- D. To whom are division coordinators responsible? _____

12. What are the procedures used in your school for the selection of Division Coordinators?

13. What methods and procedures are used in your school to evaluate Division Coordinators?

14. What are the Administrative and Supervisory Functions being Performed by Division Coordinators in your school?

Literature suggests that most, if not all, tasks and/or responsibilities of school administrators can be fitted into a framework consisting of three broad areas: Budgeting, Planning and Staffing. Please respond by checking each of the following administrative functions that are a part of your Division Coordinator's job description.

A. Budgeting is a process defined as a specific administrative plan for financially implementing organizational objectives, policies and programs for a given period of time.

- ___ 1. Develop division budget requests.
- ___ 2. Provide a system of inventory for instructional materials and equipment of the division.
- ___ 3. Lead in the selection of instructional materials and equipment for the division.
- ___ 4. Arrange for repair and replacement of equipment.
- ___ 5. Others --- (Please explain)

B. Planning means the preparation to act on some piece of work or problem. Several factors in logical sequence go together to constitute the planning process. The presence of a need, and finally, the choice of a course of action.

- ___ 1. Responsible for the development, organization, evaluation and revision of curriculum within the school district's policies.
- ___ 2. Conducts periodic staff meetings within the Division.
- ___ 3. Responsible for the development and revision of divisional and course goals and objectives.
- ___ 4. Responsible for evaluating and submitting proposals for textbook adoption.
- ___ 5. Responsible for articulation and co-ordination of curriculum with counterparts at other campuses and elementary feeder schools.
- ___ 6. Are members of the building management team.
- ___ 7. Responsible for developing community relations.
- ___ 8. Coordinate student teacher program within own division.

- ____ 9. Responsible for being well informed about new educational ideas applicable to subject areas within own division.
- ____ 10. Others (Please explain) _____
-

C. Staffing is the selection, evaluation/supervision, development, assignment and retention/dismissal of staff by school administrators.

- ____ 1. Assist principal in the recruiting process.
- ____ 2. Responsible for the supervision and evaluation of teachers within the division. Makes recommendations for tenure, re-employment or dismissal.
- ____ 3. Make recommendations as to teacher assignments.
- ____ 4. Secure, orient and support substitutes assigned to the division.
- ____ 5. Supervise and evaluate any division non-certified staff.
- ____ 6. Make recommendations of staffing needs.
- ____ 7. Others (Please explain) _____
-

Comments:

Please enclose an organizational chart and a copy of the Job Description for Division Coordinators in your school. Thank you

Thank you for your time and help.

James Steckel

APPENDIX F

LETTER SENT TO PRINCIPALS OF HIGH SCHOOLS
WITH A DIVISION ORGANIZATIONAL STRUCTURE
WHO DID NOT RETURN THE QUESTIONNAIRE PROMPTLY

November 19, 1979

Several weeks ago I sent you a questionnaire relating to a study of the Divisional Organizational structure for school administration. The results of this study will be used to complete my doctoral thesis.

I would very much like to hear from you. Your response to the questionnaire will help make the findings more reliable. I would like to have a hundred percent return on the questionnaire mailed out to the principals of all the schools utilizing the division organizational structure.

Another questionnaire is enclosed in case you misplaced the original. I realize your time is valuable but the questionnaire takes only eight minutes to complete and I will be very happy to send you the results of the findings.

Thank you for any help you can give me. I will appreciate it.

Sincerely,

James Steckel, Principal
Bloom High School
Chicago Heights, Illinois

JS:mt
Enc.

APPENDIX G

INTERVIEW GUIDE

INTERVIEW GUIDE

I. General Information

Name of School _____

Position of Person Interviewed _____

Areas of Responsibility _____

II. Orientation

Answers to the questions asked in **this** interview will be used to determine your feelings about the division organizational structure utilized in your school and to identify and analyze the various job responsibilities of a division coordinator in regards to: Budgeting, Planning and Staffing.

III. Questions on Division Organizational Structure

1. Do you know how your present division organizational structure evolved?
2. Do you prefer the division organization structure over some other plan?
3. What do you see as the **inherent** strengths in a division organizational structure such as the one in operation at your school?
4. What do you see as flaws in your present organizational structure?

IV. Questions on Job Responsibilities of Division Coordinators

Budgeting - is a process defined as a specific administrative plan for financially implementing organizational objectives, policies and programs for a given period of time.

1. What role do you play in determining a **division's** budget?
2. How much authority does a division coordinator have in determining how a division's budget is to be spent?
3. How are you kept informed on the current status of a division's budget?

Planning - means the preparation to act on some piece of work or problem. Several factors in logical sequence go together to constitute the planning process; the presence of a need, and finally, the choice of a course of action.

1. Is planning an important part of the division coordinator's job function?
2. How much authority should division coordinators have in determining future courses of action for the school and division?
3. Does your school have a written statement of goals and objectives? Do divisions have a similar statement?
4. What role do you play in the decision-making process of a division?

Staffing - is the selection, evaluation, supervision, development, assignment and retention or dismissal of staff by school administrators.

1. What authority does a division coordinator have in determining staffing needs?
2. What role do you play in assigning teacher schedules?
3. How and by whom are you evaluated?
4. Do division coordinators have regular meetings with staff members assigned to their division?

APPROVAL SHEET

The dissertation submitted by James D. Steckel has been read and approved by the following committee:

Dr. Max A. Bailey, Associate Professor
Administration and Supervision

Dr. Philip M. Carlin, Associate Professor
Administration and Supervision

Dr. Robert L. Monks, Associate Professor
Administration and Supervision

The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

April 16, 1980
Date

Max A. Bailey
Director's Signature