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## The Leadership Role of the Principal in the Selection of Staff for Implementation of Educational Programs

Raymond T. Kelly  
*Loyola University Chicago*

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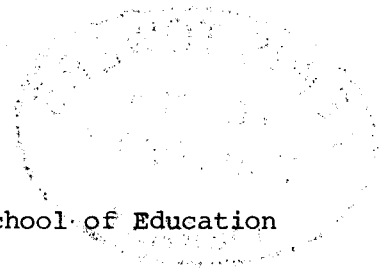
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THE LEADERSHIP ROLE OF THE PRINCIPAL  
IN THE SELECTION OF STAFF  
FOR IMPLEMENTATION OF EDUCATIONAL PROGRAMS

by

Raymond T. Kelly



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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1982

The Leadership Role of the Principal in the Selection of Staff for  
the Implementation of Educational Programs

Raymond T. Kelly, Ed. D.  
Loyola University of Chicago, 1982

ADVISER: Professor Melvin P. Heller

Statement of the Problem

The purpose of this study is an analysis of the leadership role of the principal, and participation by assistant principals, department chairmen, and other instructional staff members, in the selection of staff for the development and implementation of educational programs in the public high schools of suburban Cook County, Illinois.

Methods and Procedures

The current literature was reviewed to determine the significant factors effecting staff selection practices and development of educational programs. A questionnaire based on one used by the North Central Association, consisting of one hundred and thirty-three statements of educational practices, as well as a second which asked for demographic information was sent to the fifty-seven principals, six superintendent-principals and twenty-two superintendents in the survey area.

The administrators were asked to read each of the statements of educational practices and indicate whichever of the following was applicable:

- a. In current practice.
- b. Dropped.
- c. Would implement if personnel were available.
- d. Would implement if resources, other than personnel, were available.

Based on the data obtained from the questionnaires and interviews with sixteen administrators, and the data obtained from the North Central Association, trends were established as well as appearant reasons for the increase or decrease of educational programs.

Conclusions

1. The Principals are involved in the staff selection process.
2. The assistant principals and department chairmen take an active role in the recruitment and interview process.

3. Other faculty members have no role in the staff selection process.
4. The principals are not primarily involved in developing new programs, but provide the leadership to see that the work gets done.
5. The community has no voice in the staff selection process and limited involvement in program development.
6. Superintendents do not plan on implementing district wide programs or reinstating old programs for the district, to the same extent that principals are willing to develop or reinstitute new programs in their own particular schools.
7. The reliance on the material resources rather than personnel to develop new programs would indicate that the staff needed to develop and implement the programs are willing and able to do the job, and only the material resources are lacking.

#### Recommendations

1. There should be more involvement of the staff members in the development of educational programs, and consolidation of those programs that would otherwise be eliminated.
2. The board members and community should be willing to spend the money necessary to prepare the students for entrance into the twenty-first century.
3. By becoming more involved and aware of the needs of the schools, and community, members of the boards of education, administrators and faculty members will be able to plan for the future of their own school systems.

## ACKNOWLEDGEMENTS

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The author is most appreciative of all the encouragement that he received from his principal at Bogan High School, William J. Scheid, and fellow staff members, especially Audrey Johnson and Mary Murray of his library staff; the members of his family who were most supportive; and his mother, Marie A. Kelly, whose insistence and desire for his success gave him the stamina to continue as well as the countless hours she spent proofreading and correcting the text, and for just being there when she was needed most.

Finally the author must thank Delores Peters and Phyllis Combs, who typed the final draft and were responsible for the beautiful format of the finished paper.

## VITA

Raymond T. Kelly, son of Raymond T. Kelly and Marie Kelly, was born on January 7, 1939 in Chicago, Illinois.

He was graduated from St. Ignatius High School, Chicago, Illinois, June 1956. In June, 1961 he received a Bachelor of Science Degree, majoring in Sociology with a minor in psychology and philosophy, from Loyola University, Chicago, IL.

He began work as a probation officer with the Family Court of Cook County after graduation, and remained in this position until October, 1965, except for two years of service in the Armed Forces.

In November of 1965 the author became a teacher with the Chicago Board of Education. Since that time he has served as a classroom teacher, librarian, audio-visual coordinator, and head librarian.

In December 1968 he graduated from Chicago State University with a Master of Science Degree in Education and in June, 1972 he graduated from DePaul University with a Master of Arts Degree. He is Charter Member of the Chicago State Chapter of Phi Delta Kappa as well as the Iota Psi Chapter of the Kappa Delta Pi Honor Society of DePaul University.

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## Chapter I

### INTRODUCTION

#### Statement of the Problem

"Traditionally, the administration of professional personnel has consisted of recruiting, selecting, assigning, orienting, paying, and stimulating the professional growth of school staff at the attendance-center, central office, or general administrative level."<sup>1</sup>

The question of paramount importance, then, is who is to be involved in the selection process and to what extent. Certainly the principal should take the leadership role, but does he always? And if not, why not? If others are instead of the principal, what are the implications for the leadership role of the principal?

We can readily see that this selection process calls for both an administrative and leadership role. Applying Knezevich's definition of school administration,

"a social process concerned with identifying, maintaining, stimulating, controlling, and unifying formally and informally organized human and material energies within an integrated system designed to accomplish predetermined objectives"<sup>2</sup>

let us consider that a principal must first identify those areas that need a change in personnel, either through attrition or new program development which would require additional personnel, or possible reduction due to cutbacks in programs; maintain his present staff for a cohesive educational program; and at the same time, stimulate them to continually build upon

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<sup>1</sup> Stephen J. Knezevich, Administration of Public Education (New York: Harper & Row, Publishers, 1975) p. 441

<sup>2</sup> Ibid., p. 12

existing programs and develop new ones where needed. The principal must maintain control over the types of programs that might be proposed without stifling creativity.

This dual role the principal must perform in the areas of staff selection and program development can be difficult. But when we apply the other key word, "leadership,"

"the importance of which stems from its potential (underscoring author's) for activating and converting human energy within an organization (the inputs) to produce the desired outputs,"<sup>3</sup>

we have the key to success, namely administrative leadership.

Administrative leadership can now be applied to the task of selecting the team that can develop and implement the educational program which will provide the best possible education for the young adults of today, the leaders of tomorrow.

Another aspect of leadership is the delegation of authority.

"In the process of delegation, the responsibility for execution of a phase of the educational program is assigned, and permission is granted to make commitments and to utilize resources necessary to ensure the performance of the responsibility."<sup>4</sup>

The two phases to be considered in this study are staff selection and program development. Among the questions to be answered: What role will the staff members have in the process of staff selection and program development? Who is selected to participate in these activities and why? Do the staff members initiate any activity or simply carry out the directives of the principal?

"Responsibility for a task rests with the executive who delegated the duty, as well as with the person who accepted it."<sup>5</sup>

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<sup>3</sup> Ibid., p. 13

<sup>4</sup> Ibid., p. 44

<sup>5</sup> Ibid.

There are many educational practices which can be found in high schools throughout the country. The North Central Association of Secondary Schools conducted surveys between the years 1973 and 1977, and clearly demonstrated which educational programs were in current practice and which had been dropped. Many more have been dropped for a variety of reasons such as 1) lack of practicality; 2) lack of personnel; 3) declining enrollment; and most important 4) lack of money.

There are at the same time many school districts which are implementing educational programs and would implement others if the staff and/or resources were available.

It is important to consider the future of our high schools in terms of programs that will be available. The public high schools in suburban Cook County are a good indicator since they cover a diverse population both socially and economically and are able to offer a variety of educational programs which will be discussed in greater detail in Chapters III and IV.

#### Purpose of the Study

Regardless of persons involved in the selection process from the initial screening to final decision making, there must be certain criteria present before a candidate will be given any consideration. After the candidate has been chosen, there is a further, and far more important, responsibility for the placement of that teacher in the position where he/she can be most effective in the instruction of the students, and their own professional growth.

It is the purpose of this study to examine the leadership role of the principal in the selection process, either directly or indirectly, and to discover the extent to which the chief administrator will delegate the selection process to other administrators, department chairmen, and other faculty members.

The study will therefore consider by examination and analysis the relationship that exists between the initiation, development, and implementation of educational programs among suburban Cook County public high schools and the principals' role, as educational leaders, in the selection of staff to develop and implement the programs.

"Administrators make things happen by working with and through people."<sup>6</sup>

The lack of a clear cut directive as to the extent that the administrator should delegate the responsibility of staff selection, and the diversity that will be found in a geographical area as large and diverse as the suburban public schools that are part of the Educational Service Region of Cook County, indicated a need for a study that would examine the leadership role of the principal in the selection process.

It is equally important to assess the extent to which the chief administrator will delegate this selection process to either assistant principals, department chairmen, or other faculty members.

The staff selection process and development of educational programs were singled out as the two educational leadership roles of the principal to be examined in depth since these are most important in the instruction of the students.

The staff selection process, albeit an indispensable function, is meaningless unless there is a well defined educational program, and a principal who can effectively see that the program is developed. The school's philosophy, size, wealth, involvement of those outside the school are four factors that can have an effect on the programs to be developed and implemented.

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<sup>6</sup>Ibid., p. 13

The study answered the following questions:

1. Does the principal perceive himself to be the responsible leader for the development and implementation of the educational program?
2. Do principals agree in their perception of their own leadership behavior roles?
3. Do the criteria for staff selection reflect the goals/philosophy of the particular school or district?
4. Is the size of the staff a determining factor in the development and implementation of new educational programs?
5. Is there a significant difference in principal-teacher relationships between open space and traditional high schools examined?
6. Are the educational needs of the community a determining factor in the staff selection process?
7. Are the community pressures a determining factor in the development and implementation of educational programs?

#### Significance of the Study

During the decade of the seventies we have seen both a growth in the student population and the number of educational programs as well as a decline in both, especially during the last several years with the need to close several Cook County suburban high schools and indications that more will follow.

Concurrently, we have seen an increase in the development of new programs in the field of science and technology, with computer technology being the most dramatic.

It is the responsibility of the principal to deal with both of these facts, namely a declining enrollment as well as the need to develop new programs to keep pace with the needs of society. How he perceives his

current and future role can be an indicator of the future leadership role of the high school principal.

This study will also answer questions pertaining to the principal's role in staff selection for the implementation of educational programs. Another facet of the study is the role of the staff in the staff selection process and program development and implementation.

Finally, this study presents the status of the suburban schools, the perception of the principals of where they are headed, and their future role in the process.

#### Methods and Procedures

1. The population consisted of all the superintendents, superintendent-principals, and principals of high schools in suburban Cook County, Illinois.
2. The current literature was reviewed to determine the significant factors affecting staff selection procedures and the development of educational programs.
3. A questionnaire based upon one used by the North Central Association, consisting of 133 statements of educational practices divided into nine categories, was prepared.
4. This particular questionnaire was validated by the trip to Boulder, Colorado, to study the completed North Central Association questionnaires which were available for the following years: 1973-1974, 1975-1976, and 1976-1977.
5. A second questionnaire that asked for certain demographic information about the school district was prepared.



6. These two questionnaires were mailed to the twenty-two superintendents, six superintendent-principals, and fifty-seven principals of the suburban Cook County high schools. A stamped, self-addressed return envelope was enclosed.
7. The administrators were asked to read each of the one hundred and thirty-three statements of educational practices and indicate whichever of the following was applicable:
  - a. In current practice
  - b. Dropped
  - c. Would implement if personnel were available
  - d. Would implement if the necessary resources, other than personnel, were available.

It is conceivable that an administrator could check column b and also column c and/or column d, which would be interpreted to mean that although the practice had been dropped, it could be implemented again if the personnel and/or necessary resources would be available.
8. The responses of the administrators to these statements were tabulated.
9. After a wait of several weeks, those administrators who had not responded were contacted by follow-up phone calls.
10. As a result of the initial contact as well as of follow-up contacts, a total of fifty-one responses was received, which equalled 60% of the sample:
  - a. Of the twenty-two superintendents, twelve or 55% responded.
  - b. Of the six superintendent-principals, four or 67% responded.
  - c. Of the fifty-seven principals, thirty-five or 61% responded.

11. All of the schools were ranked in order as determined by the number of positive responses in the first column, which stated that the practice was in current operation. The school that indicated the greatest number was given a ranking of Number One. A more complete description of the results of these tabulations is found in Chapter III.
12. A similar ranking was completed for those superintendents who responded. Their responses were not used in the testing of the hypotheses, although one superintendent and one superintendent-principal were interviewed. The responses were used to rank the sixteen of the twenty-eight districts.
13. An interview schedule was developed to accommodate those administrators who indicated a willingness to such an interview. Twenty-four of the administrators responded in the affirmative, composed of one superintendent, one superintendent-principal, and twenty-two principals.
14. The questions used reflected criteria and methods used in the staff selection process as well as procedures used to develop new programs.
15. The administrators were contacted by phone, and an interview date and time were established.
16. A total of sixteen interviews are completed:
  - a. One superintendent
  - b. One superintendent-principal
  - c. Fourteen principals
17. In all but one case, only one administrator from each of the fifteen districts was chosen. The one exception was in the case where the

superintendent and one principal in the same district were interviewed.

18. Interviews which lasted between one-half hour to one and a half hours, with the average being forty-five minutes, were held during the months of July and August, 1980.
19. The data received from the questionnaires and interviews were tabulated.
20. The analysis of this tabulation was achieved by a comparative analysis of the responses from this study with those conducted by the North Central Association of Secondary Schools between 1973 and 1977.

First, all responses to the first practice, "Individualization of Instruction," were tabulated under the four categories.

1. In current practice
2. Dropped
3. Would implement if personnel were available
4. Would implement if the necessary resources, other than personnel, were available.

Frequency tables by area for all principals, all superintendents, and principals and superintendents combined were prepared. Percentage tables, based on the frequency tables, as well as percentage tables based on the frequency tables from the North Central studies were prepared. These percentage tables are more meaningful due to the great difference in population between the North Central reports and this study. These tables are found in Chapters III and IV. By comparing the percentage tables in the current study with those from the North Central reports, trends were established as to whether

there was a significant increase or decrease in individual practices.

More important than the establishment of trends, the apparent reasons for the trends were demonstrated. This explanation was accomplished by a comparative analysis of the results of the in-depth interviews conducted with the sixteen administrators with the responses to the survey. Also considered as important was the related literature. These analyses are found in Chapter IV.

21. Conclusions, recommendations, and implications were made.

#### Limitations of the Study

The limitations of the study are those inherent in using a mailed questionnaire and personal interview. A further limitation was the result of only including the principals and superintendents of public high schools in suburban Cook County.

These administrators were chosen because, traditionally, they have had an active role in the recruitment and selection of staff for their schools, as well as having been involved in the development of the educational program.

The Chicago Board of Education was not included since this system is unique due to the many restrictions placed on the school principal in the matters of staff selection and program development.

## Chapter II

### REVIEW OF RELATED LITERATURE

The purpose of this study is an examination of the relationship that exists between the principal's role, as educational leader, in the selection and utilization of staff and initiation, development and implementation of educational programs among suburban Cook County public high schools. The purpose was accomplished by examining the selection criteria as stated by the principal, and an analysis of programs currently operational as well as those to be implemented when the necessary staff and/or resources would be available.

In Chapter II, the literature in the field is reviewed to determine the current status, as perceived by the practitioner and researcher, of the leadership role of the principal as it pertains to staff selection, program development, and program implementation. The literature can be divided into three categories. They include the Leadership Style of the Principals, the Staff Selection Process, and Program Development and Implementation.

Literature related to each of these categories was reviewed to ascertain the current relevance and practical application to the implementation of programs despite increasing costs and declining enrollment.

#### The Principal

##### Leadership

Determining the direction of the institution through selecting goals and establishing standards, and assembling and allocating resources is only a start in the right direction. There must be a force to direct the resources in the organization structure toward institutional goals and standards. Leadership provides that force.<sup>1</sup>

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<sup>1</sup>Stephen J. Knevevich, Administration of Public Education, p. 89.

"Reduced to its essence, the true test of leadership is followership"<sup>2</sup>

"If the leader is not able to develop insights and talents for delegating authority, looking at alternatives in any situation, communicating effectively, organizing his tasks effectively, working effectively with community groups, and coordinating the total effort, then the position, however enticing, will soon slip away"<sup>3</sup>.

Beginning with these two aspects of leadership, maintaining the primary responsibility for goal setting and delegating the necessary authority to carry out these goals, we can consider the current literature.

Leverne A. Barret and Edgar P. Yoder ask the question "Are you an administrator or leader?" They report that often a principal will perceive himself as the one who involves his faculty in decision making and open communication, while the faculty's perception is quite the opposite. Barrett and Yoder completed their research at Pennsylvania State University where sixteen participating school administrators agreed to participate in a program in which half the participants would attend a one-week leadership competence, decision process, and team cooperation. This study would strengthen the argument that principals must be adequately prepared.<sup>4</sup>

"The most significant conclusion to be drawn from the findings is that leader behavior of practicing administrators, and their effectiveness, can be changed as a result of specialized educational program emphasizing leadership rather than administrative "training."<sup>5</sup>

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<sup>2</sup>Melvin P. Heller, Preparing Educational Leaders: New Challenges and Perspectives (Bloomington: Phi Delta Kappan Educational Foundation, 1974) p.10

<sup>3</sup>Ibid

<sup>4</sup>Leverne A. Barrett and Edgar P. Yoder "Are You an Administrator or a Leader" National Association of Secondary School Principals Association Bulletin 64 (December 1980 p.56-59

<sup>5</sup>Ibid. p.59

However, it is not sufficient to be adequately prepared to be a leader: one must also be accountable. David W. Cochran asks the question "Of all the things we could be doing, what should we be doing" Two of his answers will further strengthen what has been stated:

"Listening--We can't know what people think if we don't listen to them. Developing active listening skills will enable us to do this. Effective Delegating--We must learn to place our work in the hand of those best suited to do it.....a general rule of thumb is that all work and decisions should be returned to the level where people are the best equipped to deal with them"<sup>6</sup>

Robert R. Newton examines the Theory X and Theory Y of Douglas McGregor and expresses the concern that many administrators may be uneasy with being labeled as one or the other, and proposes they use a Theory N, which is one of a middle ground, and a more realistic approach because Theory N assumes that:

1. Not all persons place the same value on their work: some being satisfied with the monetary reward, and others with the inherent value.
2. Some want to be more involved in their work, while others want less involvement.
3. Some members will need a great deal of direction and motivation to accomplish their job, while others require very little.
4. In any situation, some will take the initiative.
5. Some will accept or reject change depending on how their personal involvement will be affected.

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<sup>6</sup>David W. Cochran "School Leaders Need to Keep People Focus" National Association of Secondary School Principals Association Bulletin 64 (December 1980) p. 44-46

When a principal will apply these assumptions within his own school, he can make better use of the faculty by selecting those who will meet the needs of commitment, involvement, and initiative which are necessary.

Theory N recognizes that people are different, that times change, that the need for control and structure of freedom and creativity varies. Human variability and organizational competency are more dominant realities in the administration of schools than philosophical positions on human nature or psychological theories of motivation. For that reason Theory N provides a more complete set of assumptions for the practicing administrator than either Theory X or Theory Y<sup>7</sup>

Other research studies have been conducted to examine the role of the principal. Donald R. Lea examined the principal's role, comparing the elementary with the high school, and the traditional with the open space concept, where there is wide use of non-graded classes and teachers are organized into teams. There was considerable similarity in the role of the principal regardless of type of school setting. Some of the duties that were cited were instructional leadership, change agent, organization, instructional development and control.<sup>8</sup>

Therefore, whether on the elementary or high school level, in traditional or innovative schools, the principal is portrayed as an educational leader responsible for instructional growth and change.

In a second study conducted in 1975 by Lawrence R. Wilder, the author examined eighteen administration functions and applied them to principals of community high schools as compared with those of non-community high schools. The results showed that, as in the comparison of traditional vs

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<sup>7</sup>Robert R. Newton "Theory X? Theory Y? You May be Theory N". National Association of Secondary School Principals Association Bulletin 64 (December, 1980) p. 64-66

<sup>8</sup>Donald R. Lea "A Study of the Role of the Principal in Schools with Open Concept Instruction" Dissertation abstracts, V 36 (5) p. 2542 University of Houston, 1975



open-space, schools, there appears to be little difference in the functions performed between community and non-community school principals but that more time should be spent in the areas of evaluating the program and innovation.<sup>9</sup>

Melisa F. Weinhact surveyed a group of high school principals to ascertain their perception of the changes that might take place in the future and what effect these changes would have on the competencies of the principal.

Of the fifteen principals interviewed, all were concerned about dealings with people, identified as human relations and communications; thirteen emphasized the importance of staffing; twelve considered curriculum and instruction as critical functions but admitted that they had insufficient time to devote to these areas. They all agreed that most of the future changes will be in the areas of curriculum and instruction.<sup>10</sup>

Among other studies that deal with the leadership role of the principal that have been examined, Robert E. Knaub, a principal at a junior high school in Lincoln, Nebraska, proposed that leadership be a shared one<sup>11</sup> because, as Bachman and Tannebaum reported

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<sup>9</sup>Lawrence R. Wilder "A Comparative Study of Functions Performed by Principals of Community Schools and Principals of Non-Community Schools" Dissertation abstracts v36 (3) p.1237 Western-Michigan University, 1975

<sup>10</sup>Melissa F. Weinhact "Competencies of High-school Principals Analyzed within the Framework of a Survey and Literature on Educational Futurism" Dissertation abstracts, v36 (3) p. 1236. The University of Florida 1974

<sup>11</sup>Robert E. Knaub "Shared Decision Making---A Must" Educational Leadership 36 (March 1979) p. 406

".....teacher job satisfaction is linked to teachers feeling good about their ability to control their working environment and to have input in building decisions. Morale and teaching performance drop when the teachers feel unable to effect change"<sup>12</sup>

Based on this statement, Knaub recommends a five step process which involves an instructional committee to achieve the necessary changes.

1. Parents, staff members, and students are surveyed about school goals (Need assessment)
2. A building committee analyzes data and develops tentative goals for the building
3. Staff members and a committee of parents approve the building goals
4. The Instructional Committee makes a plan to accomplish the goals and puts the plan into action
5. Some type of evaluation is done each year to see if the goals have been met<sup>13</sup>

This proposal would mean the involvement of members of the community, administrative team, and faculty to examine what goals have been proposed or mandated by the state or federal government, or as a result of the needs assessment of the community; how they relate to the present program, as well as staff and resources; and finally what programs can be implemented. There is, then a situation in which the principal does not dictate to the faculty,

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<sup>12</sup>Jerald G. Bachman and Arnold S. Tannebaum "The Control-Satisfaction Relationship Across Varied Areas of Experience" in Arnold S. Tannebaum, editor, Control in Organizations. (New York: McGraw-Hill Book Co., 1968) p.241-49

<sup>13</sup>Robert F. Knaub, p. 406

but shared effort to provide the best education for the students.

During a study completed in 1974, Ellen H. Meister asked whether there was any relationship between the leadership behavior in the school and the degree of change, as is found in career educational institutions. There were thirty-five elementary and middle schools involved with a total of four hundred and four staff members.

The facts that were considered were the degree of persuasion and consideration on the part of the principal, as well as the degree of tolerance of uncertainty.

The findings of this study indicate that principals who are persistent, considerate, and can tolerate uncertainties can be expected to be influential in the institutionalization of educational change. Concurrently the effectiveness of the principal can be expected to be increased by promoting structures initiated by other leaders, as well as surrendering some leadership to others<sup>14</sup>

In an earlier study, Richard R. Short analyzed the practices by which decisions are made relative to the administration of secondary schools.

The findings indicated that the superintendent was considered the chief administrator officer in the district and in turn delegated responsibility to the building principal. The principal was considered the instructional leader and therefore responsible for the development of the instructional program, determining the financial needs of the school, and assuring the effective operation, maintenance, and utilization of facilities.

In the more outstanding schools, the principal shared the decision making responsibility for the professional personnel, with the superintendent maintaining control. But the principal had the responsibility for making

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<sup>14</sup>Ellen H. Meister "Relationships Between Leader Behavior and Change, as Operationalized in Career Education Institutionalization" Dissertation abstracts, v 35 (3) p. 1391 The University of Wisconsin 1974

centrally administered curricular services available to personnel of the secondary school.<sup>15</sup>

In 1973 Richard L. Reese studied the leadership effectiveness of the high school principal with his staff as it was perceived by the principal and the staff. Fifteen schools were randomly selected in the Los Angeles County area, with five having an average attendance of 2,000, five with an average attendance of between 1,500 and 2,000, and five having fewer than 1,500 students. The findings concluded that in the medium size schools (1,500-2,000) group decision making and high goal orientation were significantly higher than in both the large and small districts; there was no significant difference in the principals' perception of their own leadership behavior whether they were in large, medium or small school; and principals in the medium schools were better able to predict their staff responses to the principal's leadership ability.<sup>16</sup>

As a result of Reese's study, the following conclusions can be listed as significant:

1. Principals who are effective leaders can accurately assess their relations with their teaching staffs.
2. Medium size high schools apparently provided the best opportunity for principals to succeed in their relations with the teaching staffs.
3. Principals view the leadership they provide their staffs similarly, regardless of the size of their schools.

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<sup>15</sup>Richard R. Short "Administrative Decision-making Procedures as Related to Good Secondary Schools" Dissertation abstracts v23 (10) p. 3742 The University of Nebraska Teachers College 1962

<sup>16</sup>Richard L. Reese "Leadership Effectiveness of High School Principals" Dissertation abstracts, v 34 (9) p. 5547 University of Southern California 1973

4. Teachers view the leadership effectiveness of the principals differently according to the school size

In another study conducted in 1975, Jo Ann Worthington pursued the question of how the principal perceive his leadership role and how other educational leaders --- the superintendent, the assistant principal, and the department chairmen----perceived it. The Leadership Behavior Descriptive Questionnaire was used, along with item analysis of their responses and follow up interviews with a randomly selected group of participants.

It is significant to note the hypotheses and their results, since the same aspects of leadership are crucial to this current study.

1. Secondary school principals will agree in their perception of their own leadership behavior. This was affirmed.
2. Assistant principals will agree in their perception of the leadership behavior of the principals. This was not supported by the results.
3. Superintendents will agree in their perception of the leadership behavior of the principals. This was affirmed.
4. The department chairpersons will agree in their perception of the leadership behavior of the principal. As in the case of the assistant principals, the department chairpersons also disagreed.
5. The perception of the assistant principal will disagree with the perception of the principal as it concerns leadership behavior. The results indicated that the assistant principal does not disagree with the principal.

6. The perception of the department chairpersons will disagree with the perception of the principal as it concerns leadership behavior. This was also affirmed.<sup>18</sup>

#### Relationship with Teachers

We can readily see that the principal has a perceived leadership role, although the principals' perception and that of others were not always identical. There are other areas in which staffs' perception must be considered important.

J. Bruce McKenna asked how the teachers' perception of the basic principle of job satisfaction and the degree of organization bureaucratization are related. The hypotheses examined the actual work being done; the amount of pay received; the availability of promotions within the system; the teachers ability to get along with other co-workers; and the overall satisfaction of doing a good job

The results indicated that on the secondary level bureaucracy is conceptualized as consisting of specialization and technical competence; the opportunity for promotion is practically non-existent; and the bureaucracy is composed of a hierarchy of authority, rules for incumbents procedural specifications, and impersonality.<sup>19</sup>

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<sup>18</sup>Jo Ann Worthington "The Leadership Behavior of Secondary School Principals as Perceived by the Principal and Other Significant Educational Leaders" Dissertation abstracts, v 36 (3) 1237 United States International University 1975

<sup>19</sup>J. Bruce McKenna "A Study of the Relationships Between Teachers' Perception of Job Satisfaction and of Organizational Bureaucratization in Public High Schools" Dissertation abstracts, v 35 (3) p. 1391 Boston University School of Education 1974

The implications are that due to too much of a bureaucratic structure, there is presently a negative effect on employees' attitudes. This negative attitude in turn can lead to a less than enthusiastic willingness to participate in the development and implementation of the educational program. And without the cooperation of the staff, program implementation will not succeed.

In a 1973 study conducted by Thomas P. O'Connor, the author examined what, if any, relationship existed between the morale of teachers retained and the morale of teachers terminated when one controls for length of service, sex, age or degree status.

Although morale is not significantly different between retained teachers and terminated teachers over a three year probationary period, analysis of the dimensions of morale indicated that the teacher who will not reach tenure status is less satisfied with teaching and is more sensitive to community pressures<sup>20</sup>

The implications for a principal who is selecting staff is to establish a supportive climate for the probationary teacher and apply motivational theory to give encouragement to the teacher during this trying period.

James L. Ontjes completed a 1974 study, also examining job satisfaction. In his study, however, consideration was given to the type of leadership demonstrated by the principal, whether they were nomothetic

a leader who stresses requirements of the institution and conformity of the role behavior to expectations, even at the expense of individual personality and individual needs. He emphasizes the authority vested in the status position he has and the rules and procedures, and imposes sanctions as necessary. Effectiveness is what the nomothetic leader expects from his followers.<sup>21</sup>

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<sup>20</sup>Thomas P. O'Connor "The Relationship of Teacher Retention to Morale" Dissertation abstracts, v 34 (4) p.1547 Boston University School of Education 1973

<sup>21</sup>Knezevich, Administration of Public Education p. 89.

or idiographic

A leader who is most concerned with his perception and his pre-dispositions. Organizational demands on the individual are minimized. The leader's authority is delegated, and his relations to others are tailored to individual personality needs. The idiographic leader is more concerned with his own ego or personality and those of other members of the institution than he is with institutional demands.<sup>22</sup>

The results of the Ontjes study indicated that teachers who are associated with idiographic principals were significantly less satisfied than those teachers associated with nomothetic principals. It was concluded that the latter provide the necessary consistency and generate greater teacher job satisfaction.<sup>23</sup>

And finally there is a study conducted by Salvatore C. Sciortino in 1974 to examine the perceived teacher-principal relationship as it was found in an open spaced high school and a traditional one.

The three schools, one an open spaced and two traditional, were located in the same school district on St. Louis in middle to upper-middle class communities. The results showed that in the open space school the principal and teachers perceived neither a higher system model of management in the areas of climate, leadership of the principal, mutual trust, and teachers' influence on school matters, nor communication within the school. The implications are that the management patterns in both traditional and open space schools are quite similar.<sup>24</sup>

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<sup>22</sup>Ibid

<sup>23</sup>James L. Ontjes "A Study of the Relationship of Principal/Teacher Role Perception and Teacher Job Satisfaction" Dissertation abstracts v 35 (2) p.767 Brigham Young University 1974

<sup>24</sup>Salvatore CC. Sciortino "A Comparison of Perceived Teacher-Principal Relationships as Related to Selected Organizational Variables Between Open Space and Traditional High School Environments" Dissertation abstracts v 36 (6) p. 3314 Saint Louis University 1974



## Summary

The studies that have been examined support the theory that there are various styles of leadership which in any given situation can be more or less effective.

The leadership perception of the principal of himself, and that perception as reported by other administrators and staff members, can differ primarily as it pertains to the size of the district or school. If the principal lacks the proper image of a leader, then the development and implementation of a strong educational programs will be more difficult. It is quite obvious that a principal will accomplish more if he, the assistant principals, chairpersons, and staff members all agree as to who is the educational leader in the building.

## The Staff

### Recruitment

"Recruitment is the process of providing the efforts to increase the number of professional personnel who are available to accept the teaching positions"<sup>25</sup>

"Unless administrators know the number and kind of positions that staff must be recruited for, they can hardly make a very intelligent approach to procurement"<sup>26</sup>

"One might use the degree of principal involvement as a rough indicator

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<sup>25</sup>Charles L. Wood, Everett W. Nicholson, and Dale G. Findley The Secondary School Principal: Manager and Supervisor (Boston, Mass. Allyn and Bacon Inc., 1979) p. 78.

<sup>26</sup>Calvin Grieder, Truman M. Pierce, and K. Forbis Jordan Public School Administration, 3rd Ed., (New York: Ronald Press Company, 1969) p.273

of the actual status of the principal in a school system. Too often they are mere intermediaries between the central administration and the building unit"<sup>27</sup>

since this reference was the case in 1969, one of the intents of this study is an examination of the principal's role today, to determine what changes, if any, have taken place.

The question that has been raised is who is to be involved in the recruitment, selection and assignment of teachers, and to what extent will they have the authority to make a final decision.

Steven H. Applebaum has devised a model for the recruitment of high school staff members that incorporate the need to fill a position, the delegation of authority to subordinate personnel, organizational needs, and economic factors.

A summary of his recommended steps are:

1. Recruitment is initiated when a need to fill a teaching position is felt by the school system.
2. The objectives of teacher recruitment is to discover and attract a sufficient quantity of teachers possessing the skills required to meet the needs of the school system.
3. The responsibility to fill a teaching position is given to someone who is an educator and not a professional personnel administrator.
4. Recruitment is a distinct and separate function from selection.
5. The school system attempts to attract candidates from college or universities.
6. Inducements such as status, prestige and income are offered.

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<sup>27</sup>Ibid

7. The school system involved with teacher recruitment will project a positive image.

8. The demand for teachers is determined by the projected enrollment.<sup>28</sup>

Charles Reavis and Shamus Mehaffie have provided some guidelines for the administrator of a small school who is faced with a staff recruitment process. The teacher should be able to teach more than one subject, more than one grade level, and students with a wide variety of academic abilities. It is also helpful if such a teacher possesses, abilities to conduct extra-curricular activities.

The key to successful recruitment is a principal who can involve the community to cooperate in attracting good teachers; publish an attractive brochure as an effective means of recruitment; and invite students studying to become teachers to visit his school.<sup>29</sup>

Another study which examined the role of the principal in the recruitment of staff was conducted by John P. Payton in 1969. As a result of his study he learned that: 1. Principals involve their staff and particularly the department chairmen in the recruitment process; 2. The principal places great emphasis on the recommendations of his incumbent staff and encourages their recommendations for perspective candidates; 3. The principal and department chairmen jointly develop the criteria by which a candidate is to be selected; 4. After a candidate has passed a preliminary screening, the principal and department chairmen each conduct an interview with the prospective candidate, and if there is sufficient time other members of the department may also interview the candidate; 5. The hiring decision is

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<sup>28</sup>Steven H. Applebaum "A Model for the Recruitment of High School Teaching Personnel in Pennsylvania" Dissertation abstracts, v 33 (8) p. 3980 University of Ottawa (Canada) 1972

<sup>29</sup>Charles Reavis and Shamus Mehaffie "Staff Recruitment and Inservice Development in Smaller Schools" National Association of Secondary School Principals Association Bulletin 64 (October 1980) p. 32-35

made by the principal; 6. The department heads and other members of the department are involved in the orientation, placement and follow-up of newly hired teachers; 7. The department is involved with the principal in the job performance of the new teacher, with the results of the evaluation being applied as criteria to be used in the selection of other faculty members.<sup>30</sup>

An earlier study had focused on the staff participation role in the recruitment and selection of teachers. Vernon J. Harkness studied both elementary and high school principals in schools of various sizes. The larger the district the more apt there was to be staff participation, although in some small districts it became non-existence when it came to the elementary level. The author noted that although the literature did emphasize staff participation, this was not always the case.

Even in the case of participation by the principal in staff author did find instances of superintendents of smaller districts being reluctant to relinquish the authority for staff selection to the principal.<sup>31</sup>

It should be noted that this study is over thirteen years old, during which time the situation may have changed. On the other hand, it demonstrates the fact that administrators perceive their role of staff selection to be a most important one and will keep as great a control as possible.

In a study conducted by Robert W. O'Steen, the author reports that school districts he examined placed greater emphasis on maintaining a clearly written

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<sup>30</sup>John K. Payton "Recruitment and Selection of Professional Staff: The Role of the Principal" Dissertation abstracts v. 30 (7) p. 2773 Ohio State University 1969

<sup>31</sup>Vernon J. Harkness "Staff Participation in the Recruitment, Selection, and Assignment of Teachers" Dissertation abstracts v 28 (8) p. 2942 Colorado State College 1967

personnel policy and good communications with the colleges for recruitment of candidates.<sup>32</sup>

In reviewing what the literature says about staff recruitment, a definite trend can be observed. From a period twelve years ago to the present it can be seen that the principal's involvement has gone from one of mere intermediary to that of final decision maker, in most instance.

On the other hand, instances can be found in which the superintendent and his staff will make assignments to a particular school without first consulting the principal. This situation is aptly demonstrated by Cross and Davis who presented the case of a principal who was perplexed because a plan for an intermediate teaching team had not worked. In examining the situation, the principal could see that although all three team members were capable, agreeable, and cooperative, there seemed to be a lack of leadership among the group. When the opportunity arose for him to replace one of the teachers due to a resignation, he figured that he knew what he wanted and would be able to select the person that possessed the qualifications he sought.

But before he was given the opportunity, the central office sent him a new teacher who stated that she was his new intermediate teacher. Here again he had no voice in the selection process, and after a lengthy conversation with the new teacher and an examination of her credentials, he could see that she was absolutely not the person he was looking for.<sup>33</sup>

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<sup>32</sup>Robert W. O'Steen "Strategies for Improving Professional Staff Selection" Georgian Association of Middle School Principals. Athens Eric Document Reproduction Services, ED 151 923, Fall, 1977

<sup>33</sup>Ray Cross and Wallace Davis "Who Should Select New Faculty" National Elementary School Principal 55 (March/April 1976) p. 52-54

Although the 1980 study of Reavis and Mehaffie focussed on the small school, the guidelines for involvement are applicable to larger high schools and districts. (Note reference on page 25).

As is demonstrated in this study, the principal and his staff are indeed involved in the recruitment process.

Teacher recruitment has entered a new era during the 1970's. The number of certified personnel seeking public school employment has risen to an all time high. Communities invest a great deal in school employees and deserve to be served by the highest possible quality of educator. In order to fulfill this responsibility, schools need to examine and carefully plan their method of teacher selection.<sup>34</sup>

### Selection

During the past fifteen years many authors and researchers have probed the question of the entire selection process, which is beyond the staff recruitment stage. In other words, what needs must be met to fit a given school position and how do we determine whether our candidate has the qualifications to meet the stated needs. In that one word "qualifications" can be summed up the selection process. All things being equal, who will do the best job for us.

Lloyd E. McCleary and Stephen P. Hencley stated that a good screening process should include the following:

1. Developing accurate role definitions.
2. Establishing selections standards which will include: age, health, education, work experience, aims, intelligence, appearance, general knowledge, communication skills, motivation, interests, professional

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<sup>34</sup>Larry D. Weck "Development of a Model Procedure for Staff Selection in Elementary School Districts" Dissertation abstracts v 36 (9) p. 733 University of Illinois at Urbana-Champaign 1975

knowledge and abilities, attitudes and values, mental health, and general suitability for work with students, faculty and community.

3. Identifying promising candidates.
4. Gathering required information.
5. Evaluating prospective candidates.<sup>35</sup>

Having established a basis, we can turn to the question of who will do the actual selection and how accurate a prediction they can make about the actual performance of the teacher based on what they know at the time of the selection process.

A study conducted by Paul J. Arend examined the actual performance of second year teachers in light of selected criteria available at their time of selection. A few of the criteria were: interview success, degree earned and college which awarded the degree, total number of years of previous experience, and location of student teaching experience. When the rating given the teacher at the end of two years was compared with the expectation, it was learned that a higher proportion of ineffective teachers were assigned without having met all of the recommended credentials.<sup>36</sup>

In an experiment conducted by Dale L. Bolton, the research project was conducted in which four variables: 1) amount of instruction provided on how to process the information; 2) the number of written documents presented; 3) the degree of masking information; 4) the interview format; were used in relation to the 1) the consistency of the decision that was made; 2) the fineness of the discrimination made; 3) the time needed to make the decision; 4) and the

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<sup>35</sup>Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration (New York: Dodd, Mead and Company, 1965)

<sup>36</sup>Paul J. Arend "Teacher Selection: The Relationship between Selected Factors and Rated Effectiveness of Second-Year Teachers" Baltimore County Board of Education Townson, M.D. Eric Document Reproduction Service ED 087 102 June 1973

confidence that the decision maker had in his decision.

There were one hundred and forty-four principals involved who examined eight fictitious applications for a hypothetical teaching position. The results indicated that the instruction provided reduced the amount of time it took to make the decision; the fewer the documents the less time it took to make the decision; the fewer the documents the less time it took, but made it more difficult to be certain of the decision.<sup>37,38</sup>

In a more recent study conducted by Edward G. Buffie, he sent questionnaires to principals to determine what criteria they thought to be most important in the final decision to hire the applicant for a teaching position. The results were used to provide a profile of the administrator's thinking in weighing personal and professional abilities of applicants. In this instance the university would be better able to satisfy the desired criteria by preparing the student accordingly.<sup>39</sup>

Not all of the studies have supported the premise that the principal has the final say or even a small voice in the selection process. As was demonstrated in the article by Cross and Davis, the principal was not even consulted in the staff selection process. Their article points out the fact that in all too many situations, especially very large metropolitan school districts, the principal has no choice in the selection process in successfully

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<sup>37</sup>Dale L. Bolton "The Effect of Various Information Formats on Decisions to Select Teachers" Eric Document Reproduction Services, ED 019 731

<sup>38</sup>Dale L. Bolton "Variables Affecting Decision-Making in the Selection of Teachers, Final Report" Washington University, Seattle, Eric Document Reproduction Services, ED 024 635 August, 1968

<sup>39</sup>Edward G. Buffie "Significant Factors in the Employment Process: Views from Administrators and Teachers" January 1979 Eric Document Reproduction Services, ED 175 828 January, 1979



carried out. In conclusion the authors recommended that the entire faculty be represented on a committee involved in the selection process.<sup>40</sup>

A small school district in Wyoming, as reported in a study by Lorn H. Denney, does involve the faculty which takes part in the selection process. After a group has screened the candidate on paper, the top six candidates are then interviewed. The emphasis is placed on the candidates ability to deal with children. The involvement of the teachers assures them an active role, focusing the primary attention on the candidates ability to function in a classroom, and gives the candidate a sense of security since he feels that the staff understands him.<sup>41</sup>

In another study to determine criteria that principals look for when making staff selection, Lee Napier surveyed a group of principals during 1975, in the state of Mississippi to determine the criteria that they used when making staff selection.

The results of this study indicated that these particular administrators placed greater emphasis on the use of written and oral English, as well as personal appearance, than they did place on academic preparation. This would indicate that these particular administrators would not be impressed by how well a candidate performed in college, but by how well the candidate fill out the application form and his personal appearance during the interview.

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<sup>40</sup>Ray Cross and Wallace Davis, p.52-54

<sup>41</sup>Loren H. Denney "Selection of Staff--The Kids Come First!" Paper Presented at the Annual Meeting of the National Association of Elementary School Principals. Washington D.C. Eric Document Reproduction Service, ED 172 403 March 1979

Although there might be some correlation between academic preparation and the proper use of the English language, this was not demonstrated.<sup>42</sup>

Larry Weck developed an acceptable staff selection model for an elementary school which involved not only the administration and staff but the community and student body as well. The reason for so extensive an involvement is that all of them are affected by the choice of a teacher.

There are seven activities':

1. The board members establish a set of policies regarding staff selection.
2. Personnel are allocated for involvement in the staff selection process.
3. Job descriptions and candidate qualifications are established.
4. Candidates are recruited and screened.
5. Candidates are interviewed.
6. Candidates are evaluated.
7. The final selection of the candidate is made.

These seven activities are not simply looked at one way, but from all different angles or by a process called differentiation, which requires the consideration of varying norms, values, ideas and action alternatives. A second process, unification, requires that the group discuss all aspects until one candidate is agreed upon. This, then, would be a classic case of total

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<sup>42</sup>Lee Napier "A Survey of Opinions of Mississippi School Administrators Regarding Factors Considered Most Important in Hiring Teachers for Their First Teaching Position" Louisiana State University Baton Rouge. Eric Document Reproduction Services, ED 114 938 November 1975

involvement. Also, it is a process that was developed for an elementary level school but can be readily adopted on the high school level.<sup>43</sup>

In a similar study Frances R. Werner interviewed administrators, teachers and students of selected alternative schools to elicit the response to the question "If you were in charge of teacher selection, what qualities would you look for and what methods would you use to determine if the prospective teacher had them?"

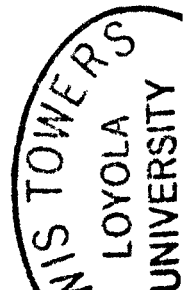
The study was designed to measure the similarities and differences of the responses of these three categories of respondents. On the whole the administrators were mostly concerned with the background experience and professional qualifications that with their relationship with the students. The students were quite the opposite, placing the greatest emphasis on their teachers' ability to communicate effectively with them. As far as the teachers were concerned, there was no consensus.<sup>44</sup>

The final study pertaining to the selection process is one that is not concerned with the staff members, but with that of the educational leader himself. Mary D. Way completed her study in order to project a procedural model for the selection of secondary school principals in an inner city school setting. This study is cited not because of the type of school setting, but because of the skills that the respondents cited as being important. They included an understanding of human relations, the ability to handle guidance problems in terms of the child's own self concept, and the ability to act as a

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<sup>43</sup>Larry D. Weck "Development of a Model Procedure for Staff Selection in Elementary School Districts" Dissertation abstracts v 36 (9) p. 5733 University of Illinois at Urban-Champaign 1975

<sup>44</sup>Frances R. Werner "Criteria for Staff Selection for Public Alternative Secondary Schools" Dissertation abstracts v 37 (7) p. 4055 University of Northern Colorado 1976



change agent within the school.<sup>45</sup> It is in relation to this last quality, namely change agent, that a major emphasis is developed in this dissertation.

### Staff Development

Since this study is concerned with the development and implementation of educational practices, it is important to examine those studies dealing with the questions of staff development and staff utilization.

Change and growth are endemic in our complex modern society; the school or staff which does not change and grow is destined to atrophy, to become obsolete, and to be a burden rather than a bulwark to education and to the community we serve. This is particularly true in view of the increasing pressure put on our institutions by the upward expansion of the whole learning cycle.<sup>46</sup>

Once the administrator has selected his staff, with or without input from other administrators, faculty members, and the community, the next step which must be taken is that of the development of the staff members to meet a specific need.

David W. Champagne, citing recent cutbacks in budgets across the country, states that the area of staff development, supervision, and evaluation are the first to be eliminated.

A model for staff development programs would begin with a clear definition of the objectives the teacher must master, followed by a program of instruction whereby the objectives will be achieved. Building on this foundation a job description can be written to suit each individual staff member. If the principal is lucky to find prospective staff members who possess the exact requirements, then staff development would not be necessary. However, finding staff members who possess all of these qualities is usually not the case. Therefore, there is a definite need for staff development programs.

<sup>45</sup>Mary D. Way "A Procedural Model of the Selection Process Based upon Criteria Critical to the Selection and Placement of Secondary School Principals in Inner Schools as Perceived by Superintendents, Principals, and Teachers in Six Urban School Districts" Dissertation abstract v 34 (8) p.4664 Indiana University, 1973

<sup>46</sup>Betty Dillon-Peterson Staff Development/Organization Development  
(Alexandria, Virginia Association of Supervision and Curriculum Development)  
1981 p. VII

A few of the benefits of staff development are:

1. Staff development is an effective means to provide encouragement for the teachers.
2. Staff development provides an outside observer who can help the teacher improve.
3. Staff development will provide a model of appropriate ways of interacting without students based by the way we interact with out staff.
4. Regular staff development will assist us to identify problems and needs of a school setting before they become a crisis.<sup>47</sup>

Another set of guidelines has been developed by Fred H. Wood and Steven R. Thompson who suggest that principals should:

1. Include more participant control over the "what" and "how" of learning.
2. Focus on job related tasks that participants consider real and important.
3. Provide choices and alternatives that accommodate the differences among participants.
4. Include opportunities for participation in inservice training to practice what they are to learn in simulated and real work settings as part of their training.
5. Encourage the learners to work in small groups and to learn from each other.

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<sup>47</sup>David W. Champagne "Does Staff Development Do Any Good?" Educational Leadership 37 (February 1980) p. 400-403

6. Reduce the use of threat of external judgements from one's superior by allowing peer-participants to give each other feedback concerning performance and areas of need improvement.<sup>48</sup>

Walter Dubenezic has provided another model for a staff development which emphasizes that the participants participate in the actual planning of the program; implement the program with sufficient provisions of staff evaluation; and that there be an evaluation of the program based partly on the teacher effectiveness, and to a less degree on pupil performance. Staff development can provide an important help to integrate new topics into the curriculum and apply new methods of instruction.<sup>49</sup>

The principal, of course, remains at the focal point of staff development programs, as is reported by Dale Range in a paper presented to the National Association of Secondary School Principals in January, 1977. He emphasized that as instructional leader the principal faces the challenge of helping the new and experienced teacher develop strengths that will meet the needs of the individual student.<sup>50</sup>

The inservice program is one more means to be used to prepare the teachers for their specific jobs, while strengthening the entire educational program.

Kathleen P. Michael examined the principal's role in the elementary school where she:

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<sup>48</sup> Fred H. Wood and Steven R. Thompson, (p.135 Bibliography) Guides for Better Staff Development Educational Leadership 37 (February 1980) p. 374-378

<sup>49</sup> Charles W. Dubenezic "The Design and Evaluation of an Instructional Staff Development Program" Dissertation abstracts v 33 (12) p. 6765 University of Massachusetts 1973

<sup>50</sup> Dale G. Range "Staff Development: Still a Major Challenge for Middle School Administrators" Paper presented at the Annual Meeting of the National Association of Secondary School Principals. New Orleans, January 14-19, 1977. Eric Document Reproduction Service, ED 136 363 January 1977

1. Identified the assistance provided the teachers.
2. Identified the principal's role for the program.
3. Gathered the opinions of teachers as to the effectiveness of the program.
4. Identified the strengths and weaknesses of the program.

As a result she found that:

1. Although the teachers receive assistance, they saw it lacking when it came to reporting student progress to parents, developing awareness of the child's needs, and interpreting the school program to the parents.
2. Nearly all principals have an organized inservice program in their school in which they participate.
3. The teachers questions the value of certin procedures such as the orientation program to prepare them at the beginning of the school year.
4. The greatest weakness was in the lack of involvement of the teachers in the selection and development of inservice education designed to meet the instructional needs of the children and related to the actual work of the teachers.<sup>51</sup>

David J. Cowden looked specifically at the role of the high school principal in the inservice education program and found the following:

1. Although nearly all principals participate in system wide programs, less than half are expected to be leaders in their respective groups.
2. Less than one third of the schools have organized group study programs for the principals employed by the district.

<sup>51</sup>Kathleen P. Michael "The Role of the Elementary Principal in Teacher Inservice Education Programs in the Fairfax County, Virginia, School System During the 1969-70 Academic Year" Dissertation abstracts v 31 (11) p. 5672 The George Washington University 1970

3. The Principals are seldom responsible for the organization or agenda of their own group study programs.
4. Most of the principal's group study programs are not formally evaluated.

As a result, the author made the following recommendations:

1. Principals should be encouraged to continue active participation in the system wide inservice education programs.
2. Regular scheduled meetings, held at least monthly to deal with current and changing problems, should be included in the organized study programs for principals.
3. A continued evaluation of the group study program for principals must be considered essential for maintaining an effective program.
4. Efforts should be made to increase the opportunities for individual study by the principals.<sup>52</sup>

Although these studies are over ten years old, the recommendations that there must be an increased joint involvement of both administrators and teachers in the planning and development of the programs, and that each must be adequately prepared to carry out his task, is still valid today. The current study will demonstrate that, in fact, there is still room for needed improvement in the area of staff development.

#### Staff Utilization

Recently, James A. Gallagher presented a paper to the National Association of Secondary School Principals in which he emphasized the fact that ".....de-

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<sup>52</sup>David J. Cowden "The Role of the Senior High School Principal in Inservice Education Programs" Dissertation abstracts v 31 (5) p. 2040 University of South Dakota 1969

<sup>53</sup>James M. Gallagher "How to Make Better Use of the Department Chairmen" Eric Document Reproduction Services ED 136 366 January 18, 1977



partment chairpersons or coordinators should be given a greater role in the operation of the school and sufficient time to perform their functions".<sup>53</sup>

Renee Golanty-Koel sees the role of the department chairmen changing to that of area coordinators responsible for more than one discipline. This departmentalization of the school could take the form of ten to twelve teachers who would be responsible for the education of two hundred to three hundred students in their complete academic program. This mini-faculty would be under the direction of one coordinator who would still be responsible to the principal. Such a program could not be implemented in a single year, but would have to be developed over a number of years. The implications would be that the participants would have to be fully committed to change and willing to become involved.<sup>54</sup> [It will be apparent that a number of schools involved in the current study do employ department chairmen as they are described here].

In a series of studies beginning with Thomas Dubel<sup>55</sup> using forty-seven schools in the midwest and Ethel Gore<sup>56</sup> studying forty-six schools in the New England area, the authors found a lack of standardized models for the middle school organizational structure.

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<sup>54</sup>Renee Golanty-Koel "From Departments to Quads, Changing the Structure of the High School" National Association of Secondary School Principals Bulletin (Volume 64 (November 1980) pp. 103-109

<sup>55</sup>Thomas Dubel "A Descriptive Study of Organization, Curriculum, and Staff Utilization Patterns in Selected Middle Schools" Dissertation abstracts v 37 (4) p. 1903 The George Washington University 1976

<sup>56</sup>Ethel Gore "A Descriptive Study of Organization, Curriculum and Staff Utilization Patterns in Selected New England Middle Schools" Dissertation abstracts v 38 (6) p. 3176 The George Washington University 1977

Continuing with the same model, Mary Jackson<sup>57</sup> studying the middle schools in the western states and Eric Watson<sup>58</sup> completing his research in the middle states, the results were similar to above, but they discovered that the location of the school and the length of the school day were determined by the needs of the community.

The significance of these four studies, as they apply to the current study, is that the community does have a voice in the establishment of type of educational institutions that they want, regardless of the section of the country where the study is conducted.

Another question that is often raised is how best to assign the students and the faculty members to teach them. A common practice is to group the students by ability, or other tracking systems. Many times this will lead to the high ability group students being assigned to the most experienced teachers, and the less experienced teachers receiving the less able students, who are often the problem students as well. A study to examine this very question was conducted by Richard M. Kamm in 1973, who selected as his five teacher variables the following: specialized training; experience; recency of training; class size; and teacher cost per pupil credit hour.

The findings confirm what was thought to be happening:

1. The highest ability classes were staffed with teachers who had more educational training and teaching experience, as well as more recent class work;
2. The middle ability group classes were considerably larger than the high or low ability groups;

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<sup>57</sup>Mary Jane Jackson "Patterns of Organization, Curriculum and Staff Utilization in Selected Middle Schools in the Areas Served by the Western Accrediting Association" Dissertation abstracts v 38 (9) p. 5162 The George Washington University 1977

<sup>58</sup>Eric Watson "A Descriptive Study of Organizational, Curriculum, and Staff Utilization Patterns of Selected Middle Schools in the Middle States Association of Secondary Schools and Colleges" Dissertation abstracts v 38 (9) p. 5184 The George Washington University 1977

3. Teacher effectiveness was not a determining factor when teachers were assigned to a particular ability group;
4. The most important determinant for teacher assignments was the teacher's preference and seniority.<sup>59</sup>

This study could be repeated in many high schools with the same results because certain teachers, based on their seniority, will be given the best assignments. Seniority, however, does not always equate with being the most qualified. Finally the teacher in the more advanced class is faced with greater challenges.

The applications of this study are for the principal to select the most qualified teacher for a specific assignment, wherever possible, and not give priority to seniority only.

Larry W. Phillips conducted a study to examine the staffing patterns of a number of Texas schools which emphasized the open space concept. The results indicated that where open space concept schools were operational, the open space idea was found only on a minimal basis, and the schools actually differed little from the traditional schools.<sup>60</sup>

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<sup>59</sup>Richard M. Kamm "The Allocation of Teachers Among Ability Grouped Classes in Seven Suburban High Schools" Dissertation abstracts v 34 (12) p. 7489 The University of Illinois at Urbana-Champaign 1973

<sup>60</sup>Larry M. Phillips "A Survey of Instructional Grouping and Staff Utilization Patterns in Open Space Facilities of Texas High Schools" Dissertation abstracts v 36 (9) p. 5710 The University of Houston 1975

## Differentiated Staffing

Another facet of staff utilization is differentiated staffing, an area that is pertinent to this study as it is included in the questionnaire sent to all the administrators and is repeated among the educational practices survey form,

The goals of differentiated staffing are clear: The improvement of Teaching (instruction), individualization of instruction, better utilization of the unique abilities of individuals (teachers and pupils) the provision for an upward-mobile career in the classroom for the teachers, the placement of a person at the level at which he functions best, an increase in specialization, the involvement of teachers in decision making, and a provision to allow teachers to police and regulate their profession.<sup>61</sup>

A differentiated staffing model, according to Dempsey and Smith, may include the following:

1. Educational technician
2. Academic assistant
3. Staff teacher
4. Senior teacher
5. Teaching curriculum assistant
6. Teaching research associate<sup>62</sup>

Another model suggested by Lloyd K. Bishop contains five levels:

1. Interim teacher - one with no previous experience
2. Associate teacher - a certified teacher without tenure
3. Staff teacher or general classroom teacher

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<sup>61</sup>Richard A. Dempsey and Rodney P. Smith, Differentiated Staffing Englewood Cliffs, N.J. Prentice-Hall, Inc., 1972) p. 7

<sup>62</sup>Ibid. p. 13-18

4. Master teacher
5. Instructional specialist who would be a group leader<sup>63</sup>

These are but two models for a differentiated staffing programs. A third model was developed by Edward R. Adams during a study conducted in 1972. He began with the premise that one had to first identify and set forth a position on organizational goals. This led to a model which consisted of three subsystems: the management subsystem; the support subsystem; and the client-center subsystem. Each subsystem was in team component parts. As an example, in the last subsystem there were students, instructional programs, staff, and management personnel. He constructed two sub-models to his overall staffing design; the teaching team and the management team. The teaching team model did consist of a multi-level structure with increasing degrees of role specialization and responsibility.<sup>64</sup> This would be consistent with those studies completed by Bishop and Dempsey and Smith. Where it differed, however, according to the author is:

....the model of this study resolves the inherent weakness of the static and pyramidal organizational hierarchy while providing for differentiated role responsibilities and means for vertical mobility within the role structure. This was done by introducing the notion of dynamism which conceives the staffing model as fluid with specific functions determining the configuration of role relationships<sup>65</sup>

Jan Teapleton conducted a study in which he compared horizontal and vertical differentiation.<sup>66</sup>

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<sup>63</sup>Lloyd K. Bishop "Comprehensive Staff Differentiation" New York University Education Quarterly (Spring 1971) p. 22-23. Cited in The Principalship---New Perspectives by Paul B. Jacobson, James D. Logsdon and Robert R. Wiegman (Englewood Cliffs, N.J.: Prentice Hall, Inc., 1973) p. 150

<sup>64</sup>Edward R. Adams "A Differentiated Staffing Model" Dissertation abstracts v 33 (8) p. 3937 Lehig University 1972

<sup>65</sup>Ibid

<sup>66</sup>Jan Teapleton "differentiated Staffing" National Association of Secondary School Administrators School Leadership Digest Service Eric Document Reproduction Services, ED 095 608 1974

Gordon Mortensen completed his study in 1974 and considered the planning process that was used by school districts that had implemented differentiated staffing. He was interested in the relationship that existed between the age, sex, highest degree, years of experience, and level of teaching or administrative responsibility.

The major finding of this study were:

1. The professional staff members did not match their involvement with their idealized commitments.
2. Teachers and administrators demonstrated a positive correlation between the involved and idealized commitments.
3. The administrators were more involved than were the teachers during the planning stages of differentiated staffing.
4. The administrators placed greater emphasis on the various activities involved during the planning stages that did the teachers.
5. The personal characteristics of a typical teacher or administrator were: male, forty years of age or older, with an advanced degree, five to eight years of teaching experience and three to seven years of administrative experience.<sup>67</sup>

This study would support an argument that the administrator was the one who became more involved in the developmental process of a differentiated school.

In another study David Hendrix compared three types of school settings; differentiated, multiunit school, and traditional. The "dimensional" comparison was concerned with those organizational characteristics that are observable; while the "process" comparison looked at the influences each had

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<sup>67</sup> Gordon E. Mortensen "An Analysis of the Planning Procedures Utilized by School Districts that have Implemented Differential Staffing" Dissertation abstracts v 35 (2) p. 1394 The University of Wisconsin 1974

on the behavior of the people. The study concluded that although there were inherent differences in the structure of each system, there were little differences in the way that the participants of each responded to the Likert instrument. In fact, there were more differences with the systems, than between them, although the differentiated and multiunit school are offered as alternatives to the traditional approach.<sup>68</sup>

In the first of two attitudinal studies of differentiated staffing, William Whaley discovered that:

1. Teachers as a group perceived a lesser degree of group participation in the organizational process;
2. Administrators perceived teacher participation to be higher than did the teachers;
3. The degree of group participation that one perceived tended to be inversely related to the amount of time that one spent teaching.
4. One's perception of the organization process tended to be positively related to one's recommendations to continue or not after the expiration of federal funds;
5. The perceived degree of group participation had little relationship with the continuation of differentiated staffing.<sup>69</sup>

In the second study, Aldar-Nicholas Noskowski discovered:

1. The master teacher should have more authority within his subject area;

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<sup>68</sup>David F. Hendrix "A Dimensional and Process Comparison of Selected Treaditional, Multiunit, and Differentiated Staffing Schools" Dissertation abstracts v 35 (1) p. 127 The University of Illinois at Urbana-Champaign 1973

<sup>69</sup>William E. Whaley "Teachers' and Administrators' Perception of the Organizational Process of Staff Differentiation" Dissertation abstracts v 36 (6) p. 3325 The Florida State University 1975

2. Teachers seeking promotions in traditional systems have had to leave the classroom;
3. Many teachers are performing the same duties after ten years in the same school;
4. The traditional staffing patterns inhibit the effective utilization of teacher talent.
5. It is difficult for the principal to be knowledgeable in all curricular areas.<sup>70</sup>

These two studies would indicate a more predominant role by the administrator and less satisfaction among those teachers who have not been able to participate in the program, since their chances for advancement outside the differentiated staffing system was more difficult.

Leon D. Tennant completed his research to examine the relationship between recommended practices and actual practices when they are applied to the development and implementation of differentiated staffing programs. Even though staff involvement in decision making and individualization of instruction were rated as being necessary to the program, the survey results indicated that the recommended practices are not always followed and developed.<sup>71</sup>

When the achievement scores of students in the fourth, fifth, and sixth grades in reading and mathematics classes were examined, Donald L. Hestand discovered that post-test grade equivalents were generally higher for the students in differentiated classes, showing approximately one year of growth,

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<sup>70</sup>Aldar-Nicholas Noskowski "An Attitudinal Study Related to Differentiated Staffing in Secondary Schools" Dissertation abstracts v 34 (4) p. 1547 University of the Pacific 1973

<sup>71</sup>Leon D. Tennant "Policies, Procedures, and Practices Utilized to Facilitate Differentiated Staffing" Dissertation abstracts v. 35 (2) p. 775 Miami University 1974



with the fourth grade showing one year of growth in five month. Although this was a limited study of the achievement results of students in a differentiated staff program, the experts agreed that this sytem provided a much improved learning environment over the traditional system.<sup>72</sup>

In spite of many positive reports, differentiated staffing has not met with unqualified success wherever it has been tried. As an example, on study can be cited which was conducted by Cecil Wacaster whose objective was to find out why the Columbia High School staff decided to discontinue their program.

The discontinuance was the result of a conflict between the actions taken by the project director and the school administrative cabinet, and the values and norms of the staff members. The latter were developed by the principal at the time the program was begun. The conflicts lie in the differentiated distribution of authority among the organizational members, salary differential, and the hierarchy. This situation into opposition to the differentiated staffing model and finlly to the decision to discontinue the program.<sup>73</sup>

#### Summary

In this section consideration has been given to the many aspects of staffing a school from the initial recruitment states, through the selective stages, which often involved other staff members and frequently assistant principals and department chairpersons; to the final stage of placement of the faculty members in a particular position.

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<sup>72</sup>Donald L. Hestand "Strategies and procedures Used, and Problems Encountered in Implementing Differentiated Staffing: a Case Study" Dissertation abstracts v 34 (11) p. 7102 University of Houston, 1973

<sup>73</sup>Cecil T. Wacaster "The Life and Death of Differentiated Staffing at Columbia High School: a Field Study of an Educational Innovation's Discontinuance" Dissertation abstracts v 34 (9) p. 5558 University of Oregon 1973

A separate section was devoted to the assets and liabilities of developing and implementing a differentiated staffing program. Evidence was presented to demonstrate that a major criterion of differentiated staffing is that the decision often comes from the central office and the participants do not have a sufficient voice in their own teaching assignments. This lack of participation by the staff should not be interpreted to mean that each teacher should be able to decide what and where he will teach. The finding does mean that if innovative systems, like differentiated staffing, are to be successful, there must be greater staff participation.

### The Instructional Program

The final section to be considered is in the area of the actual development and implementation of the instructional program. Although the first study cited is more than ten years old, it will be shown, based on the interviews conducted with the administrators in the current study, that these same points are still valid today.

What can be done to make our schools a better place for students? This is an all too common question asked in many schools across the country, with the usual answer being a needs assessment program. To complete such a process the principal must examine what is presently being achieved, and what else would be like to achieve as stated in practical terms. Unless a principal plans properly and allocates the necessary time and physical resources, the projected results may not be achieved.

A four step approach is presented by Gross and Watt that would involve the staff in a structural change:

1. Establish what is to be changed.
2. Determine who will be involved in the change.

3. Involve the total staff in planning, step by step, the process that will be taken.
4. Effectively carry out the program.<sup>74</sup>

David Mosrie presented a six step approach to such an assignment to make changes in the school program:

1. The faculty members are asked to submit specific needs for the improvement of the program.
2. After all responses are recorded the administrative time should put the needs in terms of objectives. The faculty is once again involved by indicating which ones they think are important in ranking order.
3. After all the needs have been considered as being important, the faculty will place them in a final ranking order from most to least important.
4. The necessary resources and personnel are allocated to implement the program or programs which the staff judges important.
5. The faculty will evaluate the success or failure of the program.
6. Finally, the entire staff goes back to the first step, considers what else is important, and begins all over gain.<sup>75</sup>

The importance of this multi-step approach is the involvement of the faculty in the assessment and development of the program, which means they will consider it as something they developed rather than something given to them.

Susan Lucks and Harold Pratt argue that although change do take place, educators have failed to consider all of the ramifications.

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<sup>74</sup>Robert Gross and Robert Watt "Staff Involvement and Structural Change" *The Journal of Secondary Education* 44 (March 1969) p. 112-115

<sup>75</sup>David Mosrie "Assessing School Needs" National Association of Secondary School Principals Bulletin 64 (November 1980) p. 64-67

"We do not involve the teachers at all until the program is delivered. In too many cases, the results of our ignorance have been unfulfilled expectations and increased frustrations"<sup>76</sup>

One reason that Loucks & Pratt gave for these unfulfilled expectations and increased frustrations is that until recently there has not been a clear, logical and practical approach to the conceptualization and implementation of a program designed to bring about change. They then propose a four part definition of change:

"Change is

1. A process and not an event
2. Accomplished by individuals, and not institutions
3. A highly personal experience
4. An action that entails developmental growth in both feelings about skill in using new programs."<sup>77</sup>

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<sup>76</sup>Susan Loucks and Harold Pratt "A Concerns-based Approach to Curriculum Change" Educational Leadership 37 (December 1979)

<sup>77</sup>Ibid

John H. Martin looked at the goals of education and concluded that the role of today's high school principal has changed from what it was when The Cardinal Principles of Secondary Education were published in 1918. It was assumed then that the school could solve all of society's ills. This assumption has continued today to where schools are concerned with such problems as death on the highways, divorce, drugs, and racial discrimination. The schools are, unfortunately, unable to solve all problems. They must compete with the many forms of mass media for the attention of the students. Therefore, schools must redefine their goals and how they can realistically meet the needs of the students are more importantly, the community. Martin therefore proposes that the emphasis be shifted from a comprehensive high school to a comprehensive program of community-based education. Such a design would delineate those programs that would remain the primary responsibility of the high school and those that could be better handled by the community.<sup>78</sup>

Such a cooperative effort could help ease the increasing financial burden that is placed on schools today. This cooperation does not mean that schools can abandon their responsibility for the education of our students, but that it might share the responsibility with the community.

This proposal would certainly relieve some of the educational burdens from our schools, but is that what educators want? Instead of approaching a solution from the perspective of lessening the involvement of schools by shifting their responsibilities to the

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<sup>78</sup>John H. Martin "Reconsidering the Goals of High School Education" Educational Leadership 37 (January 1980) p. 278-285

community, another possibilities to complete an evaluation to determine if the school is currently meeting the needs and demands of the students and the community.

Paul Baldasari examined the relationship that existed between a community high school and the Community Education Concept which could be developed. The questions were designed to establish guidelines that could be used to transform the school from its current role to the Community Education Concept. It was there recommended that:

1. Consideration be given to community residents who request programs for which fewer than twelve students will be involved.
2. Representatives of local civic groups become aware of their obligations to become involved in the Community School Concept.
3. Community School Councils be more representative of all socio-economic levels of the community.<sup>79</sup>

"PERT (Program Evaluation and Review Technique) is one of the developments in administrative technology based on a system that improves the planning, controlling and decision making skills of school administrators"<sup>80</sup>

Joseph H. Byrnes examined the development of a new high school that emphasized the PERT technique. To begin with committees, study groups, and staff members were appointed and assigned responsibilities

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<sup>79</sup>Paul Baldasari "A Comparative Study of the Community Education Concept" Dissertation abstracts v 33 (8) p. 3981 The University of Utah 1971

<sup>80</sup>Knezevich p. 175

to make recommendations for the educational program. The recommendations, which included individualization of instruction, independent study, flexible scheduling, modular scheduling, and ungraded instruction, were reported.

A time table was developed, a logical order of events and activities established, and a list of individuals, together with their responsibilities, was prepared to improve the communication and evaluation process.

The results indicated that, by using a system approach and involving the staff members, the plans developed were superior than would have been if the PERT technique had not been used.<sup>81</sup>

As has been demonstrated, community involvement is important whenever curriculum change, development, and implementation are involved.

Arthur Foshay cites three techniques to achieve community involvement:

1. Ad hoc community advisory committees, formed to deal with a specific aspect of a problem which they perceive.
2. Permanent groups or committees like the PTA whose function will continue throughout the life of the change cycle.
3. Ombudsmen who will assist the community cut through the red tape.<sup>82</sup>

Jerry L. Patterson and Theodore J. Cjajkowski reported that, although we may plan our curriculum changes, it seldom happens as expected. The reason they give is that although we carefully work our way through the initiation, development, and adaptation phases stopping

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<sup>81</sup>Josaeph H. Byrnes "The Birth of a High School: The Management of the Planning Process in the Development of the Educational Program of a New High School" Dissertation abstracts v (32) p. 6611 Columbian University

<sup>82</sup>Arthur W. Foshay, editor Considered Action of Curriculum Improvement Association for Supervision and Curriculum Development Washington: 1980 p. 8

short of implementation, applying the change strategies, and conducting the necessary staff development.<sup>83</sup>

Even when planning does occur, it may then fail because of lack of resources, including time and money. Plans may fail in the involvement of those implementing the curriculum as well as in the area of communicating the program to the faculty by means of a two-way system between all who are involved in its implementation.

After a program has been implemented, it must be kept alive as William P. Fey writes. He gives us four simple principles to achieve this:

1. A new plan is more likely to survive if someone is responsible for it.
2. It will survive also as long as there is:
  - a. Continuing staff development.
  - b. Benefits for the students with improved student outcome.
  - c. Minimal cost involved.<sup>84</sup>

But how can a program incorporate the above stated principles?

James Sheerin give one example that involved a junior high school faced with the two problems of student discipline and low reading scores, a not too uncommon set of problems for many of our high schools today.

The school began with the discipline problem by first writing a comprehensive discipline policy, which had as its objectives, a plan to

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<sup>83</sup>Jerry L. Paterson and Theodore J. Czajkowski, "Implementation Neglected Phase in Curriculum Change" Educational Leadership 37 (December, 1979) p 204-206

<sup>84</sup>William Paul Frey "How to Keep These New Programs Alive and Well" Educational Leadership 37 (December 1979) p. 208-210



help students develop self discipline. After six months, results were evident. But the real problem was in the area of poor reading, and the response was the implementation of two programs:

1. The total infusion of reading into all classes wherever the opportunity arose. It was a return to the philosophy that all teachers are teachers of reading.
2. The second was a nationally validated program known as HIT (High Intensity Tutoring) which was a sequential program that pairs the student with a student tutor.

In addition there was initiated an Effective Pupil Personnel Team which was composed of the school nurse, psychologist, reading specialist, administrator, counselor, and classroom teacher who met on a weekly basis to help students with special learning and adjustment problems.<sup>85</sup>

#### Summary

In the last section, literature has been reviewed relative to the last and perhaps the most important aspect, that of the instructional program. It has been demonstrated that where there is meaningful involvement on the part of the administration and staff, a sound program can be implemented.

#### General Summary

This chapter has been concerned with the educational literature as it pertain to the three facets of there study: The Principal, the Staff, and the Instructional Program. These facets can be considered as a triangle with each of these facets forming one side for the triangle. By themselves

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<sup>85</sup>James M. Sheerin "Making Changes Without Increasing the School Budget" National Association of Secondary School Principals 64 (October 1980) p. 43-44

they cannot stand alone, but together they form a structure.

First the leadership role of the principal was defined, as both the primary function of the principal as well as a shared responsibility with other administrators as well as other staff members, particularly the department chairmen. The shared role of the principal with the community, where it does exist, was also considered. This consideration included a joint school-community study group or task force to solve a particular problem that might be present in the school.

The second facet, the principal's relationship with the teachers, was considered next. The areas that were considered included staff recruitment process, the selection process, and the inservice staff development and utilization of the staff members, with special emphasis devoted to the question of differentiated staffing.

The third and final facet considered was the instructional program itself. The focus was on the involvement of the administrative team, staff members, and members of the community in the examination of their current educational program. The question of how these people (administrative, staff, community) determine what change should be made and the most efficient way to accomplish the change was considered in some detail.

Throughout the chapter the related literature was quoted to demonstrate that fact that the authors stress the importance of a cooperative effort between the administration, faculty, and members of the community.

Definitions, recommendations, schemes for planned action have all been considered. Some are very recent, while others, even though the research was completed five, ten or more years ago, are still valid

today in terms of the basic principles and findings.

The current emphasis is on teacher involvement. The reason for this emphasis is the belief that the greatest opportunity for commitment is through the selection of the best staff for the implementation of the most suitable educational program when both the administrative team and the entire staff are involved cooperatively.

## Chapter III

## PRESENTATION OF THE DATA

The main purposes of this study are (1) to review the literature to determine the leadership role of the principal in the selection of staff and the development and implementation of the educational program; (2) to determine the frequency of given educational practices as established by the North Central Association of Secondary Schools; (3) to determine which programs have been discontinued or are in current practice; (4) to determine which programs would be implemented if the necessary personnel and/or resources were available; (5) to determine the process of staff selection, concentrating on the involvement of staff and administrative personnel; (6) to determine the process of program development and implementation, once again concentrating on the involvement of staff and administrative personnel; (7) to determine in what direction the implementation of educational programs is headed; (8) to determine the relationship between a school's philosophy and its educational program; and (9) to determine the administrators' outlook for educational programs during the next five years.

To accomplish these purposes, related literature was reviewed to determine the role of the principal as educational leader in the selection of staff for the development and implementation of educational programs.

The study sample consisted of all high school principals (57), all high school superintendent-principals (6), and all superintendents (22) of high school districts in suburban Cook County. Thirty-five principals, four superintendent-principals, and twelve superintendents responded.

The questionnaire asked the administrator to read a list of educational Practices and then indicate after each one whichever was appropriate:

1. In current practice
2. Dropped
3. Would implement if the necessary personnel were available
4. Would implement if the necessary resources, other than personnel, were available.

In addition, the administrators were asked to answer certain demographic questions about their schools or districts, and their willingness to participate in an in-depth follow-up interview. These interviews were conducted with one superintendent, one superintendent-principal, and fourteen principals.

Chapter III is divided into two main parts. The first part will be a narrative presentation of the interviews with the sixteen administrators and the school/district's philosophy for seven of the twenty-eight districts.

The second part will be a presentation, in the form of tables, of the numerical data as follows:

1. Frequency distributions for the responses of the superintendents, principals, and combination of both.
2. Percentage tables based on the above mentioned frequency tables.
3. Frequency and percentage tables comparing the administrators' responses with those obtained from North Central studies completed between 1973 and 1976.
4. A rank order distribution for the responses of all superintendents and all principals.

## Part I -- Narrative Data

## The Interviews

During the months of July and August, 1980, fourteen principals, one superintendent-principal, and one superintendent were interviewed using a questionnaire consisting of ten questions (Appendix A). These questions can be divided into three sections:

1. Staff selection
2. Program development and implementation
3. The instructional program in the future

Each section in turn is made up of three component parts:

1. The role of the principal
2. The role of the staff
3. The role of the community and board of education (Sections 1 and 2)

In order to maintain continuity and protect the identity of the administrators who were interviewed, the narrative will be presented by identifying the administrators by letter only. Quotation marks will be used whenever they are appropriate.

Administrator A

Administrator A has been an administrator for seventeen years, with nine years in his current position. The qualities he considers most important among staff members are: (1) high level of academic preparation in the subject matter to be taught; (2) a faculty member who will enhance the integration of the faculty; (3) a candidate who possesses a good overall preparation and a sense of importance about education.

The criteria used to determine if the prospective teacher is the correct one have been developed through the skill of interviewing. An examination of the transcripts and job application are also important determining factors.

Although there is much involvement among the faculty members and particularly the department chairmen, the selection process begins with the assistant superintendent in charge of personnel. After his screening, the department chairmen consider the applications and select several candidates whom they will present to the principal and assistant superintendent. Often members of a particular department will also meet the candidate for their department but will not necessarily interview them. The impressions of the candidates on the staff members are also considered important.

The principal is the person who makes the final decision, which is usually clear cut after the preliminary screening. The board members, by law, do the actual hiring.

The principal considers curriculum development to be his primary responsibility. The board has prepared a written policy regarding the development and/or revision of an educational course. This policy does allow for a certain amount of flexibility among the steps, which results in a good working relationship and mutual trust and cooperation among both the staff and administration. Finally, this policy is also conducive to having the maximum participation on the part of the staff members, a fact confirmed through conversations with several faculty members who have participated in program development.

In addition to having established the guidelines for curriculum revision, the board members also set the priorities and goals for the district and determine what areas are to be considered for review each year. "They are kept informed about what is going on in the district. They do not indicate to the administration and staff what changes should be made or how the changes out to be made, since they have confidence and trust in the ability of the administration and staff."

The following are the highlights of the process:

1. Written proposals from the Department Heads submitted to the Principal
2. Distributions of proposals for process of review
3. Review by Deans
4. Review by Faculty Senate Executive Committee
5. Review by Student Council
6. Second Review by Department Heads
7. Review by Administrative Council and formulation of final recommendations
8. Review by Citizen's Council
9. Action by the Board of Education

The guidelines further request: (1) Rationale for the change; (2) Assessment of need; (3) Background of proposal; (4) Feasibility of implementation; and (5) Other considerations.

The future is seen as a period of staff reduction and course consolidation due to the decreasing enrollment. The district also has a written policy that pertains to the area of certified staff retention. In the future the district will be placing greater emphasis on: (1) minimal competencies for students; (2) increased class requirements for graduation; (3) multi-cultural education; (4) upward bound and computer education; and (5) additional courses for more in-depth experiences for the students.

#### Administrator B

Administrator B, who has spent ten of his eighteen years as an administrator in his current school which he opened in 1971, looks at the qualifications of the candidate, beginning with whether or not the applications are filled out properly and correctly.



The administrator looks for extroverted applicants. He will talk with them about their concern for youngsters, and "by using an 'In-Basket' approach, the prospective teacher is asked to explain how he or she would solve a problem that might occur in the classroom. We will begin with a simple problem and consider several, each more complex than the previous one."

The principal will inform the central office as to his staffing needs. The assistant superintendent in charge of personnel will see that the position is advertised. The teachers who are already employed by the district will have the first opportunity to fill the position.

The principal has the final word at the building level and places a great deal of time and effort in the whole process. He believes in hiring only the best. Separate interviews are conducted by the department chairmen, assistant principals, and the principal.

Administrator B states that "I work through the department chairmen and assistant principals. I will promote my ideas with the staff, convincing them why it will be good for the school. A good principal can work with good ideas."

"About half the faculty is willing to put in the time and effort and also have the expertise to develop new programs." This principal would like to see more involvement by the staff. As far as the board is concerned, their sole role is granting of final approval. They may be involved with committees which also include teachers, and as part of said committees will discuss the proposals for revision.

Principal B sees a return to the basics with more reading, writing, and mathematics. "Courses that are not of a high caliber should be eliminated and the school day lengthened." By raising the minimum per class, those

courses with low enrollment will also be dropped. And finally this principal sees a continuation of accountability for the foreseeable future.

#### Administrator C

Administrator C has been in administration for seventeen years, having spent the last fourteen in his current position. When he looks for new staff members, he considers good rapport with students and peers as most important. Knowledge is important, but not primary.

"The principal, two assistant principals, division coordinator, and assistant superintendent in charge of curriculum comprise the team that interviews the candidate. While the assistant principal in charge of curriculum begins the process by sending out the notices for available positions, the principal gives the leadership and makes the final decision."

"The board members have the final authority in hiring the staff. There are some informal pressure groups from the community, but they have little effect on staff selection. In practically all cases the board will accept the recommendation of the principal."

In the area of curriculum development the district has a Curriculum Coordinating Council (CCC) which is comprised of principals and staff members from each school. There is an equal number of administrators and teachers approved by the faculty from each school.

In the fall of the year the committee will work on the plans for the following academic year. Administrators submit proposals for curriculum change, which in turn are reviewed by the CCC. Any teacher may also submit goals to the council, but must be able to justify his proposal. There is mutual agreement among the schools in the district in regard to curriculum revision.

"The staff members are willing to participate in revision of the curriculum and do submit their proposals. The board members and community also have input and work closely with the CCC. The board members will give their final approval to programs they see as beneficial to the district."

Administrator C continued, "Due to a lack of support for the bond referendums that have been proposed and the higher costs due to inflation, there will be cutbacks in the educational program. The parents are not about to spend more money, and have therefore defeated all attempts to pass a referendum." In conclusion he stated, "If I had the resources, I could get all the necessary personnel to implement the program from my current faculty."

#### Administrator D

Administrator D has been in administration for 20 years, and has spent the last two years in his current position. When he selects staff, he considers personal appearance as being very important. He also places emphasis on their academic preparation, how well they can fill out an application, and the autobiographical information they submit. He stated, "The ideal is a long stretch from reality. Although interviews are satisfying, and can last an hour, references must also be considered important. A good administrator can learn a lot by reading in between the lines."

"The most reliable method for determining if the candidate possesses the qualities you want is a lengthy interview and follow-up phone calls."

"The department chairman is the most important person in the staff selection process in this school. I consider myself the generalist and do not become involved until the final three candidates. I, as the principal, have the final say, while the assistant superintendent and superintendent are only involved to a limited extent."

The board members accept the recommendations brought before them and are not involved in staff selection at all.

When it comes to program development, the process begins with the teacher. There have been some programs begun by the principal or his assistant, or at the central office, as in the case of minimum competency testing.

Principal D further stated, "The staff's willingness is above average. The board places great importance on professional growth and mandates that a teacher has a master's degree within eight years of beginning his employment, and that he upgrade his education every five years, at least."

The process of program development would follow this schedule:

1. Department chairman or teachers submit a proposal.
2. A statement of need must be prepared.
3. The proposal is revised at the district level.
4. The administrative council will review and make recommendations.

The future will probably bring a reduction in class offerings. There are fewer than 160 courses from a previous high of 340. There will also be an increased minimum class size.

#### Administrator E

Administrator E has been an administrator for twenty-four years, with the last nine years being spent in the current position.

When selecting staff, the important qualities he stresses are: (1) maturity, (2) poise, (3) energy, (4) enthusiasm, (5) good academic credentials, and (6) a good sense of humor.

A committee, consisting of the personnel director, coordinator of studies, and department chairmen, interviews five or six candidates independently.

Each looks at a different aspect depending on his expertise. The committee then compares notes and comes to a consensus.

The principal does not participate in the initial screening, though he does establish the criteria. Since the screening committee usually has made a clear-cut choice, the principal has only to give his consent. The general staff members are not involved in the selection process, and the board members have the final authority to hire.

Program development initiates with the principal, although the staff members can make suggestions, as they have done in some instances. The board members will call on experts to give advice, but have no active role outside of giving final approval.

This administrator feels that program development does not have much of a future and that the schools will become involved more closely with outside agencies. The trend will continue with the elimination of some programs, and the consolidation of others. If a course should be eliminated, the staff does extrapolate what it can from the course. The board members will be looking at all course offerings more closely and may offer some courses on an every other year basis.

#### Administrator F

Administrator F has been in the field of educational administration for the last twelve years, having spent all but two in his current position.

When he sets criteria for staff selection, he considers the applicant's training as most important. He wants teachers who like young people, and he is willing to help a beginning teacher get a start. He also considers appearance and first impressions as very important.

He will not look at credentials, but relies on the candidates to relate their experiences both in and out of teaching, indicating what they want to

do, the future they hope to have. He also places great emphasis on the high school experiences of the applicants.

"The department chairman has the primary responsibility in staff selection, and the other staff members have no voice. A prospective teacher is hired for either school in the district and can be switched back and forth."

The personnel director and assistant principal will do preliminary screening, but the principal will support the department chairman's choice since he will be working more closely with the teacher. The principal will interview the candidate if requested to do so. Otherwise, he will trust the judgment of his department chairman and assistant principal.

In the area of program development, the department chairman is again the most important person since the chairman will see the needs within his own department. The curriculum director and administration must give their approval, and program developments are applicable to both schools in the district.

"The staff is willing to develop programs, but their only opportunity is during the summer curriculum workshops. During the summer they can develop programs to present to the administrative council and board members. A teacher who would develop such a program is given first opportunity to teach the course."

The biggest challenge in the future will be to develop bilingual programs to meet the needs of the students entering the school. They will also continue to work on a reading program, which the principal considers to be one of the best. And finally with the declining enrollment, there will be careful consideration given to the continuance of any course with fewer than fifteen students.

Administrator G

Administrator G has spent eighteen of his twenty-four years as an administrator in his current position.

When he is selecting staff, the first consideration he looks at is if the prospective teacher is competent in his/her subject matter. He also considers personal qualities that would be obvious during an interview, such as whether or not the new teacher can work well with his fellow teachers and students. He will consider recommendations from previous administrators and supervisors as a determining factor. Of course, he will use his own judgment after many years as an administrator himself.

"The principal is not primary in staff selection, but rather the central office performs this function. The principal will go to the central office and consider several candidates that possess the credentials he wants for the particular position he wants to fill and will reduce the number to two or three. The interview process will involve the department chairman in addition to the principal, and if there are extra-curricular activities involved such as a coach, club sponsor, and the like, then other faculty members may also meet the candidate. The principal will make a pre-selection and the department chairman will make the final selection to which the principal will agree. By law the board has the power to hire and is only actively involved in the selection of a principal or higher administrator."

New programs are usually developed because they are mandated by law, such as PL 94-142. Other programs that might be developed begin at the grass roots level with the classroom teacher and department chairman. They will work with the principal, and if he approves, they will submit the plan to a curriculum committee which is district-wide and consists of principals, department chairmen, and district personnel director.

Once a plan has been worked out it is submitted to the superintendent and his cabinet. If they approve it, the plan will be presented to the board for their approval.

"The staff has a high willingness to develop new programs. The structure involved in planning and submitting a new program can be discouraging and deter some teachers from trying. Some programs do come from the board down." The principal does involve people in the development of new programs, especially during the summer curriculum workshops.

"After each election the board members will prepare what they call their 'wish list'. If I had my way, what would I do? They may make suggestions, but most of the input comes from the department chairman and administrative team. There is some internal pressure from the members of the different department, such as English, and their requests for additional courses. The board in turn will ask what it is they want, why they want it, and what purpose it will accomplish. The board asks a lot of questions, but they do not administrate."

This is one district that is still experiencing a growth pattern. This principal is not satisfied with the current math program and would like to see additional "How to study" courses for the freshmen. Also in the future he sees 1) more emphasis on English grammar; 2) broad educational skills which will prepare the students for working with the technology of the future; 3) increased emphasis on computer science; 4) a continuation of the high percent of graduates who enter college, presently between 75% and 80%.

#### Administrator H

Administrator H has spent half of his 10 years as an administrator in his present position. He wants teachers who are proud to be educated and



have a wide diversity outside the field of education, as the administrator is himself. A person who is a reader, traveler, and generally excited about life would be happy working with this principal.

His only criteria for determining if the applicant has what he deems important are a lengthy interview and at least two references.

"The department chairman has 95% of the responsibility in the selection of staff." The assistant principal will do the initial screening of applicants on paper and send the most promising candidates to the school. The principal does have the final word, which is usually the granting of formal approval to the choice made by the department chairman. The principal works carefully with the department chairman and assistant principal so that they can understand what qualities the principal emphasizes as being important, and act accordingly. They, in effect, do the work for the principal.

"I give the staff members opportunity and encourage them to develop new programs. It is mostly a question of what they want. The ideas that the staff submits are reviewed by the department chairmen. Since the staff members are the ones who will work with the programs, they must have the enthusiasm and commitment necessary to develop and carry them out."

"The staff does have a general willingness to develop new programs, and have done so, as evidenced by the following programs: a contemporary history program developed by the social science department; an innovative science program developed by that department; and an open gym program."

This principal also stated, "The future will bring more involvement by the counselors in attendance and discipline problems. There should be a return to more required English classes with more guidance for the students when they are selecting their courses." This is one administrator who would like to see the driver education program dropped, the age increased to 18,

and the elimination of any program that has a low enrollment. And finally, he predicts that "there will be additional consolidation of programs between the schools in the district."

#### Administrator I

Administrator I has spent the last thirteen years of his total fifteen years as an administrator in his current position.

His criteria for making staff selection choices are the fulfillment of the curriculum needs of the school. It is not necessary for an applicant to be a straight A student. In fact, a good personality, ability to relate to the high school student, and from four to five years experience are more important to him. The teacher should be able to demonstrate initiative, ability to get along well with people, and the ability to plan a good program. When everything else is considered, the teacher's ability to work with his students and flexibility are the most important criteria according to Administrator I.

This principal is the primary person responsible for staff selection in his school. He determines if the prospective teacher has the qualities he deems necessary and important by means of an interview which will include, besides the principal, the director of personnel and division chairman of the district for that particular subject being filled. "The staff members have no voice in staff selection, and the board members' only involvement is the legal responsibility to hire."

In the area of program development the principal once again has primary responsibility, and all the action begins with him. Counselors from outside the school can be brought in, and any plan that is developed must be approved by the instructional council which is made up of the assistant principals.

The staff members themselves have little input in the development of the instructional program, although from time to time good ideas can emerge. Two examples that can be cited are a creative crafts program that began in the home economics department and a family living program developed by the social studies department.

The parents are not involved in this process outside of an occasional survey regarding the establishment of fees. The board limits its involvement to a simple review of the program once a year.

This principal sees the future as one that will bring broad course offerings. "With a declining enrollment in the district of between 800 and 1,000 students per year, consideration must be given to the feasibility of continuing all programs. The emphasis is towards computer education and the introduction of micro computers. The future will also bring increased numbers of students per class to meet the minimum class size effective September 1981. Finally, there will be more emphasis on the advanced placement program."

#### Administrator J

Administrator J listed the following as board policy on teacher employment:

1. Knowledge of subject area - demonstrated scholarship - "B" or better average in academic major
2. Human relations capabilities
3. Skill in classroom management
4. Skill in classroom interaction
5. Knowledge of pupil evaluative techniques
6. Varied teaching backgrounds
7. Educational training
8. Successful accomplishments as a student and/or teacher

9. Sponsorship and provisions of leadership in extracurricular activities
10. Good physical and mental health
11. Where applicable, written evaluation of past performance and/or NTE scores

This administrator has been in his current position for the last five of his twenty-five years as an administrator. Although the above statements comprise the guidelines of the board, this administrator wants people who express an enthusiasm for education and can offer a variety of experiences. He feels that there are plenty of good people in the immediate vicinity who are qualified.

The personnel director and principal are primary in the staff selection process. The area chairman, who would cover a specific subject such as English for all schools in the district, can also be involved in this staff selection process, although it is not his primary function. The role of the area chairman is more a supervisory and evaluation one, and not a selection one. As has been previously stated, the board by law does the actual hiring.

While there is an active committee made up of students, parents, and community leaders who review the educational program in the district, the teachers do meet once a month to make recommendations for curriculum revisions. The assistant superintendent in charge of curriculum is primarily responsible for revisions. As has been stated, the faculty does have an opportunity to make suggestions, which are presented to the review committee, and then to the board for final approval.

"The future will bring additional class consolidation primarily due to a board policy that states a class may not have fewer than eighteen students. The emphasis for future course development will be in the broad area of computer science."

Administrator K

Administrator K has been in the field of school administration for twelve years, having spent a quarter of that time in the present position.

This administrator places the greatest emphasis on the prospective teacher's background experiences, and commitment to the field of teaching. He also said, "Good old common sense and a sense of humor are also important."

First impressions are most important, and "the way teachers the interview situation and how comfortable they feel say a great deal about them." This principal questions the ability of the candidate to get along with staff members and people in general. If the teacher is bilingual, that is another important factor.

The staff members can be involved in finding prospective new teachers but have no voice in the actual staff selection process. The only involvement of the board is that of final approval.

The development of a new program will usually begin with a given department, provided there is not increased cost involved. The department chairman will review all ideas before they go to the principal.

"Less than one-fourth of the faculty is willing or anxious to help develop new programs." Due to the limit placed on spending by the board, few new programs are initiated.

As far as the future is concerned, "it will consist of implementing the minimum competencies that have been mandated by the board."

Administrator L

Administrator L has been in the field for thirteen years, and more than half has been spent in his current position.

When he selects staff, this principal considers personal characteristics as most important and assumes that the applicants have the necessary ability to teach as well as knowledge of their subject matter.

This principal, who makes the final decision, uses past performance as the primary criterion to determine if the prospective teacher has what the principal considers important.

The area director will initiate the search, and when it has been narrowed down to two candidates, the principal will make the decision. The board will then give the final approval, as it must do by law.

This principal is in no way a program developer but only a final decision maker. He will coordinate activities among the faculty, "which contains a few pushers and movers. Actually there are very few involved in change and some who will resist any change."

The future at this school will be one of upgrading the basic programs. The review of elective programs is an ongoing activity conducted by the principal and the area coordinators. The department of foreign languages is cutting back on its course offerings due to the modification or dropping altogether the language requirements for college entrance.

#### Administrator M

Administrator M has been an administrator for seventeen years, with half of that time spent in his current position.

When he selects staff, he will consider the credentials and background experience of the applicants as being the most important. He wants a person "with an integrated personality, who is secure and not defensive, can accept compliments and criticism and is willing to talk about children." The principal considers his role as most important since he is the only representative that the students have.

By interviewing the candidates for one to three hours, the principal can decide if the candidate has the qualities he is looking for. "Some positions are showcase positions, such as the band director, head coach, and the counselors. In these instances others will be involved in the selection process including the band members, for a band director, and key athletes, in the case of a coach." The assistant principal completes the initial screening, although it can begin with the principal.

"Although as a general rule the faculty members are not involved, except as has been noted above, the division chairmen do have important roles and will make recommendations to the principal as to whom they want, provided there is a choice involved. The principal, as a general rule, will agree to the recommendations submitted by his subordinate administrators. The board's role is one of setting policy and actually hiring the teacher.

"The principal is the initiator of new programs, but does it by a democratic process since he is sensitive to the feelings among faculty members when there is an administrative imposed program."

He works closely with his staff members who will be most effective, might be most resistant, and are most in favor of the program. Of course, according to Administrator M, the entire staff is kept informed of what is happening, and they do have ample opportunity to voice their opinions.

"The staff is willing and able to develop and work out new programs. In fact, the best motivation for seeing a new program implemented is to have it developed by the staff members themselves. Modular scheduling was one such plan that was begun by the staff, never fully implemented, and as a result, died."

The staff is willing to gamble if the rewards outweigh the risks. The staff is also willing to write behavioral objects, but the quality has not

been up to par, although it has increased in quality. The teachers are asked to set goals that they can strive to achieve.

Although the board members do not initiate any programs, they are kept informed of what is happening and are "very involved" in that matter. The superintendent and his staff will come up with answers to questions put forth by board members regarding the instructional program.

"The future emphasis will be in computer education. A future goal is that every student will have at least one computer science course before he graduates. There is also the problem of reduction in the number of courses that can and will be offered in the future due to declining enrollment and increased minimum class size of at least twenty students per class. All of the required courses will be offered in the future and the strong continuing education program, which meets the needs of so many of the members of the community, will also continue, even if there might be reductions."

#### Administrator N

Administrator N has only been an administrator for five years, and at the time of the interview had been the principal for one month. His responses were considered to be general and the specifics, as they pertained to his new staff, were limited.

Despite his few years, he has definite criteria when he selects new staff members. He considers the prospective teacher's professional goals and personal qualifications. Where is the teacher headed and how will he get there? What is his commitment to and involvement in education? What type of personality does he possess? If he is committed to education, that is the most important criterion of all.

The principal uses the teacher's background and previous teaching experience as prime factors in determining if the prospective teacher possesses the



qualities the principal is looking for. The principal especially wants superior teachers.

The principal's role in staff selection is only one part in a three-step process: 1) The assistant superintendent in charge of personnel screens the applicants; 2) the department chairman and principal establish criteria for the particular position; 3) there is a final interview by the principal and department chairman of those candidates who meet their guidelines, and a consensus approach is utilized in making the final decision.

The staff members as a general rule are not involved in the selection process, although the principal has had the assistant principal and curriculum coordinator at the local school interview candidates. And once again the board's role is that of final authority to hire.

"When it comes to program development, the principal will play a strong leadership role. He will initiate an awareness with the department chairmen and faculty. Program change will begin at the top and work its way down."

The principal could see some resistance to change among his faculty members, but varies according to the seniority of the staff with the younger teacher being more willing to try change than would the older faculty member. He hopes that he will be able to instill more willingness for change among his teachers.

The board has no involvement in the development of the program, and parents are only used on an advisory basis. The future will be spent in assessing programs in terms of graduation requirements. Gifted and vocational education, considered the most important for the future, will also be reviewed.

Administrator O

Administrator O has been an administrator for nineteen years and has spent over half that time, ten years, as principal of his present school.

When he selects staff, he wants a candidate who has top academic qualifications and someone who can also relate well to the students. He determines if the candidate has these qualities during the interview session where he looks for enthusiasm and evidence that the prospective teacher is willing to become involved in extra curriculum activity.

The department chairman initiates the screening process and before the teacher is hired he will be interviewed by the department chairman, principal, and assistant superintendent in charge of personnel. Sometimes students can be involved if it is a position such as a band director or athletic coach. The board is not involved in staff selection. "The board members just demand a great deal from the staff and get it."

Ideas for program development come from within the faculty. Some ideas come from the administration, but the faculty is primarily involved because of their accountability to the board.

"There is a high degree of involvement by the faculty because of accountability and the fact that 80% of the faculty has a master's degree. There is also a citizens' community group whose role is advisory, with most of the program development and revision taking place during the summer curriculum workshops."

In terms of predicting future events, Administrator O said, "the future will bring a greater emphasis on composition and special education. There has been a renewed emphasis on social studies also. Finally, with the declining enrollment there will have to be classes consolidated since there are twenty-one classes in the district with fewer than ten students."

Administrator P

Administrator P has spent his twenty-six years as an administrator in the same school as principal.

When he selects staff, he looks for: 1) strong background in subject matter; 2) empathy; 3) extra curricular ability. He determines if the prospective teacher has these qualities by an examination of transcripts and recommendations.

He had a chance to participate in a Nebraska study which established an interview instrument which asked a set grouping of questions. A statistical analysis was established which sets the reliability and validity of the questions. He stated that he finds this approach most helpful.

Since he is a principal of a high school in a unit district, all screening of applicants begins with the assistant superintendent for personnel. The building principal does interview and in practice has the final decision. The staff members have no voice in the selection process, but the division chairman is given an opportunity to provide input. There is occasional influence exerted by the outside community in the staff selection process; the board's responsibility is that of final authority.

"The principal's role is primary in the development of programs. I lean on the staff and then the department chairmen and staff will begin. In the field of math, for example, the teachers have developed some very fine programs."

Administrator P remarked further, "There are some staff members who are enthusiastic and others who are not. When they are encouraged by the principal, they can get results. There is also a summer curriculum workshop opportunity for the department chairmen to develop new programs and submit them to me in the fall."

In regard to the board of education, Adkministrator P commented, "The board members and community play an active role in the development of new programs. Although they do not initiate, they are important committee members in the development of programs such as the honors program and advanced placement in the high school, and independent study in the elementary school.

The views of this principal on the future were voiced thusly, "Inflation and declining enrollment will be the prime mover of the future. There will be more cooperative programs with the surrounding schools and districts in such areas as shop classes, special education, and vocational education. When there are fewer students to teach, frequently a cooperative effort will be established with the neighboring high schools."

### Summary

When asked what qualities the administrators felt were important during the selection of staff, five listed academic preparation as being the most important. Three stated knowledge and enthusiasm as being important. Being able to fill out the application properly, having good rapport with students and fellow educators, having the proper training and preparation, possessing a good personality, taking pride in their work, and making a good first impression were cited by two of the administrators. And, finally, the following were stated by one of the administrators interviewed: appearance, meeting the curriculum needs of the district, being mature, possessing common sense, possessing a sense of humor, the ability to contribute to the extra curricular program, the professional goals they have set for themselves, and their previous experience.

When it comes to determining if the applicants possess the qualities that the administrator wants, seven say that they rely on their ability to conduct an interview, four cited references and previous experience, two stated transcripts and enthusiasm as determining factors, and one administrator cited first impressions and extra curricular experiences.

It should be noted that as differences exist among administrators in the way that they select staff members, so also are there differences when they are asked what qualities they look for when selecting staff.

While one administrator will state he can consider a few important qualities, such as academic preparation and knowledge, and then make a decision, a second administrator will have a longer checklist including more qualifications that he will want to consider before making his decision.

The first two questions used during the interview, although meant to elicit two different types of responses (the first dealing with the qualities

the administrator looks for and the second dealing with the methods used to determine if the teacher possesses these qualities), often resulted in the same response to both questions, although not necessarily from the same administrator. It became clear when the data were analyzed that the same criterion can fall under both categories. For example, previous experience was considered by some as an important quality to look for when making staff selection, and the same previous experience was considered by other administrators as a method of determining if the prospective teacher had the qualities they were seeking.

"How do you perceive your role in the staff selection process?" The principals' responses to this question ranged from ten who said that they are the final decision maker, to four who stated that they have a small part, to the one principal who stated that he provides the leadership, to the final principal who stated that he is the one and only person who selects staff in his school.

"What role does the staff, and in particular, the department chairmen have in staff selection?" In response to this question, the department chairman is named seven times, the area director or director chairman is named four times, and the principals indicated that the assistant principals are involved in three of the districts. Three districts have limited staff involvement, and three more have no staff participation in the selection process.

As has been stated previously, the same district can have involvement by more than one person, such as a department chairman or assistant principal. It is to be understood that in most school districts there are staff at the central office who are involved in staff selection, even though they may not be mentioned in this study.

And finally, when the administrators were questioned about involvement by members of the community and board members, they were unanimous in their reply that the community is not involved, except in one district that experiences occasional influence by the community; and the board's role is that of their legal responsibility to hire.

The second major area discussed was that of the development of the educational program. Seven of the sixteen administrators stated they are primarily concerned with the development and implementation of the educational program without input from other staff members. Two each stated that they were part of a larger group, provided opportunity to the staff, had limited involvement or had no involvement, and one principal stated that he was the final decision maker in the area of program development.

When asked about the willingness of their staff to plan and/or develop educational programs, six stated that their staff was very willing, three said that their staff were willing, while three other principals said that some members of their staff were willing, and one each said that his staff was above average, about fifty percent of the staff were willing to become involved, had limited involvement on the part of the staff, or the staff resisted new programs.

When the same administrators were asked about the actual participation of their staff members, five said their staffs had limited involvement; three described them as being part of a larger team; two indicated that the staff had either initiated or developed programs, or had participated in summer curriculum workshops; one said that his staff does a great deal; and the last principal said that his staff does very little.

And finally, what is the involvement of the board and community? With only one exception, the community does not become involved in the development of the educational program.

In the case of board member, however, eight of the administrators stated that the board members are part of an advisory committee, and the rest stated that the board members set the priorities for the district. It should also be indicated that once again, by law, the board must give final approval to all programs.

And finally, how do the administrators see the future? In this regard there was very little consensus, although four of the administrators cited computer education and a return to the basics as being a very important part of future curriculums. Three stressed minimum competencies. Two stated the consolidation of classes and reduction of classes will play a major role in the future. Finally, the following were stated by only one of the administrators: increased class requirements for graduation, multicultural education, extension of the school day, renewed accountability for teachers and administrators, extrapolation of the best from those classes that may be discontinued, bilingual education, more emphasis on mathematics, social studies, vocational education, and composition. Also cited once were more Advanced Placement courses, programs for the gifted, vocational education, special education, and a cooperative effort between neighboring schools and districts.

### Philosophies

In addition to the interviews that were conducted with the sixteen administrators, the educational philosophy was obtained from seven school districts. These are presented to demonstrate how the school sees its role in meeting the intellectual, personal and social needs of the student.



### Intellectual Needs

The schools stress the need for students to develop their full potential of becoming independent, self-thinking adults. Development of the communication skills, the mastery of reading, writing, and mathematics were cited by all as important.

A good learning environment, media facilities, varied curriculum offerings, course content, a variety of approaches in the instructional program are also reported by most of the districts surveyed.

Among the other components of the district philosophies cited by two or more were,

Provide the opportunity for creative thinking

Build on the previous experiences of the student

Develop the aesthetic needs of the student

Provide programs for the gifted, bilingual, and handicapped students

### Personal Needs

Paramount among all the districts is the intent to prepare the student to be a contributing citizen and meet the challenges of an ever-changing society. This preparation would incorporate the development of self-respect, self-worth, and a feeling of adequacy and success.

Vocational training, job skills development, effective guidance and counselling, physical education, and a proper attitude toward the importance of regular attendance at school are also listed by more than half the districts surveyed.

### Social Needs

Once again all of the districts stress the importance of the development of a sense of responsibility, awareness of consumer education, the appreciation

of various cultures and ethnic groups that they may come in contact with, and the role that extra curricular activities play in the development of a well prepared adult.

Other aspects cited included:

Provide the opportunity to relate human experiences with the accelerated pace of continuing life

An appreciation for the natural environment

Meeting the needs of other community members besides the students

Developing an awareness and appreciation of the history of our country and thus become better informed citizens.

#### Summary

The presentation of these Intellectual, Personal and Social Needs is not meant to be an all inclusive list of what is provided by the philosophies of the Cook County suburban high school districts included in this study, but an indication that they do take their responsibility of educating the whole student as a serious one.

In Chapter IV it will be demonstrated that, when the statement of philosophies (which were prepared by the high school districts) are used as criteria to measure the extent to which the Cook County suburban high schools are fulfilling their objectives, the principals, their administrative staffs, and faculties, have programs which are a fulfillment of the educational goals of the Cook County suburban high schools.

## Part II -- Tabulation Data

This section contains the tabulation of the data obtained from the questionnaire sent to the superintendents, superintendent-principals, and principals of the high schools in suburban Cook County. Whenever superintendent is mentioned in the future, it will be understood to include the superintendents and superintendent-principals.

The following are the statements of educational practices that the administrators were asked to read and indicate whether:

1. They were in current practice
2. They had been dropped
3. They would be implemented if the necessary personnel were available
4. They would be implemented if the necessary resources, other than personnel, were available.

1. Independent study
2. Individual progress
3. Programmed learning
4. Off campus learning
5. Contract learning
6. Auto-Tutorial approach
7. Learning packages
8. School credit for community services
9. School credit for service activities
10. Special seminars
11. Quarter or semester electives in courses
13. Modular scheduling
14. Variant of differentiated scheduling

15. Open campus
16. Non-graded school
17. Year-round school
18. Extended school day
19. Modular scheduling by hand
20. School within a school (hall plan)
21. Block of time (integrated subjects)
22. Open lunch period
23. Magnet school
24. Subject selection of teacher
25. Reorganized school year
26. Variable course lengths
27. Study abroad under the school's direct control
28. Alternative school or programs
29. 2-2-organization 9th & 10th 11th & 12th
31. Student involvement in program development
32. Unusual form of student government
33. Uncensored school newspaper
34. Grievance channels for students
35. Student lounge - operated by students
36. Student-Faculty Board
37. Student-Administration Board
38. Student Human Relations Committee
39. Honor's Study Hall
40. Board policy on student expressions
41. Student representation on school board
42. Student evaluation of teachers

44. Sex education
45. Integrated courses (specify subjects)
46. Aerospace education
47. Especially effective course for slow learners
48. Environment education
49. Black studies
50. American Indian studies
51. Other minority cultures
52. Drug abuse education
53. Reading program - developmental
54. Reading program - remedial
55. Work-study program
56. Cooperative occupational education
57. Mini-courses
58. Interdisciplinary courses
59. Consumer education
60. Data processing education
61. New creative studies
62. Creative thinking courses
63. Perceptual education
64. Effective programs for students with learning disabilities
65. Community-based education
66. Teaching of reading skills required
67. Career education
68. Programs for students with emotional disabilities
69. Special classes for disruptive students
71. Alternative ways of granting credit

72. Students as teacher aides
73. Other than letter grades reported
74. Wide use of measurable performance objectives
75. Inquiry (inductive) method (subject)
76. Innovative guidance and counseling
77. Simulation
78. Laymen as mini-course instructors
79. High school students as tutors for credit
80. College students as tutors
81. Pass-fail grading
82. Auditing of courses
83. Alternative ways to compute class rank
84. Counseling of parents
85. Teacher advisory counseling/guidance
87. Differentiated staffing
88. Greater teacher involvement in decision-making
89. New and effective ways of teacher evaluation
90. Unusual inservice programs
91. Unusual use of paraprofessionals/aides
92. Teacher incentive pay
93. Orientation of new teachers
94. Teacher self-evaluation
95. Evaluation by goal setting
96. Classroom interaction analysis
97. Teacher evaluation of administrators
98. Staff desegregation

100. Multiple principals
101. Unusual administrative team structure
102. Unusual and effective use of department heads
103. Witten job description for administrative team
104. Effective ways of effecting change
105. Evaluation of administrators
106. Management by objectives
107. Non-traditional salary schedule
108. Merit pay
109. Computer-assisted instruction
110. Dial access System
111. Effective use of instructional television
112. New approaches to language labs
113. Effective use of subject resource centers
114. Open labs
115. Modified school plant
116. Open space school
117. Reading improvement lab
118. Computerized guidance
119. Planetarium
120. Campus type school
121. Instructional materials center
122. Unusual features of building (specify)
124. Special recognition of students' achievement
125. School without walls
126. Sensitivity training
127. Community school

128. Student breakfast program
129. Upward Bound program
130. Outward Bound program
132. Bilingual education (TESL)
133. Performance contracting
134. Educational ombudsman
135. Adult educational diploma completion program
136. Wide use of community learning resources
137. Effective shared time or shared programs
138. Effective follow-up of drop-outs
139. Effective programs for drop-outs
140. Value education

#### Tables

Table I is a frequency table of the responses of all of the superintendents. Under the column entitled "Practices" the numbers correspond to the 140 educational practices stated above.

The column entitled "Current" indicates the number of superintendents who indicated that the practice was currently employed. For example, after "Independent Study" thirteen of the superintendents indicated that it was current in their district.

Under the second column the numbers indicated the number of superintendents who indicated that a particular practice had been dropped. The first example would be "Programmed Learning," the third practice listed. Two superintendents indicated that they had dropped this practice.

The last two columns are indicative of a superintendent's intention to implement a particular educational program if necessary personnel were



available or if the district had the necessary resources. In responding to survey a superintendent could check either one or the other or both.

Since this chapter is not concerned with an analysis of the data presented, which will be found in Chapter IV, no analysis is presented at this time.

Table I

## Superintendents Responses

Superintendents N=16

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	13	0	0	0
2	7	0	1	
3	4	2		
4	11	0	1	
5	8	1		
6	4			
7	9		1	
8	3	2	1	1
9	3	2	1	1
10	4	1	1	2
11	14			
13	2	4		
14	1	4		
15	5	6		
16		2		
17		1		1
18	4	3	1	
19		4		
20		3		
21	1	3		
22	4	5		
23		2		
24	3	2		
25		2		
26	1	2		
27	2	1		
28	11	1		
29	2	2		
31	8			
32	5	1		
33	12			
34	10			
35	3	2		1
36	3			
37	4	1		

Table I (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
38	5	1		
39	1	1		
40	11	1		
41	4	1		
42	3	2		
44	14			
45	3	2	1	1
46	2	3		
47	11			
48	13			
49	7	1		
50	3	1		
51	4	1		
52	14			
53	14			
54	16			
55	16			
56	16			
57	2	4		
58	9	1		
59	16			
60	16			
61	3	1		
62	5	1		
63	3	1		
64	15			
65	5	1		
66	9			
67	13			
68	16			
69	15			
71	7			
72	8	2		
73	3	1		
74	4	1		
75	6	1		
76	7			
77	6	1		
78	2	1		
79	2	3		

Table I (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
80		2		
81	8	1		
82	6			
83	1	2		
84	8	1		
85	3	1		
87	2	1		
88	10			
89	8	1		
90	3	2	2	
91	4	1		
92		2		
93	14			
94	6	1		
95	12			
96	2	1		1
97	2	2		
98	3			
100	2	2		
101	5	1		
102	6			
103	15			
104	7	1		
105	13			
106	7	1		
107	2	1		
108	5			
109	9	1		
110	2	1		
111	5			
112	2	1		
113	6			
114	3	1		
115	1	2		
116		2		
117	11			
118	8	1		
119	1		1	1
120	2			
121	15			

Table I (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
124	10			
125	1	1		
126		2		
127	1	1		
128	3	2		
129		2		
130	1	2		
132	11			
133	4	2		
134	2	2		
135	7			
136	4			
137	3	1		
138	6			
139	7			
140	2	1		

## Table II

Table II is similar to Table I, except that it is a report of the responses of the principals. The number of the practices refer to the same practices as for the superintendents. The other four headings mean the same thing as in Table I.

Table II  
 Principals' Responses  
 Principals N=35

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	31	2	2	1
2	17	5	2	1
3	13	6	2	3
4	26	3	2	4
5	23	4		1
6	13	5	2	2
7	19	6	2	2
8	12	4	3	6
9	10	2	3	6
10	16	2	4	4
11	29			
13	2	11	1	1
14	7	9	1	
15	10	9		
16		4	1	2
17	1	3	2	3
18	10	9	1	1
19		7	1	
20	1	7		
21	7	7	1	1
22	13	5		
23		5	2	2
24	6	9	1	1
25	3	3		
26	8	5	1	1
27	8	3	3	5
28	24	3		
29	1	6		1
31	21		1	1
32	8	1	2	2
33	25	1		
34	27	1	1	1
35	3	6	1	2
36	9	2	3	2
37	16	1	2	2

Table II (Continued)

practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
38	9	3		
39	3	7	2	3
40	25	1	1	
41	9	1	1	1
42	11	3	1	1
44	33			
45	10	2	1	
46	5	1	3	4
47	29			
48	20	1	1	1
49	13	4		
50	5	3	1	2
51	8	2	2	3
52	31	1	2	
53	32		1	1
54	32			
55	35			
56	34			
57	6	6	1	4
58	18	1	2	2
59	35			
60	32		2	2
61	8		7	3
62	6	1	6	3
63	8		3	3
64	33			
65	10	1	3	5
66	25		2	3
67	30			
68	34			
69	29		1	
71	14	2	2	3
72	21			
73	8	4		
74	18		2	2
75	22		2	2
76	18	1	1	1
77	13	1	1	1
78	5	3	3	2
79	3	3	2	2



Table II (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
80	1	3	2	2
81	20	2		
82	27	1		
83	9	1		2
84	23	1		1
85	13	2	2	3
87	9	2	3	3
88	22		1	1
89	17		4	2
90	15		5	1
91	16	1	4	1
92	4	2	1	6
93	30		1	1
94	21	1		
95	23			
96	8			
97	13	3		
98	14			
100	5	1	1	1
101	12	1		
102	14			
103	32			
104	16		2	1
105	32			
106	17			1
107	4			2
108	10	4		2
109	25		3	4
110	8	4	3	6
111	10	1	1	4
112	7	4	1	2
113	18		1	2
114	10		2	3
115	1		2	3
116		1	1	1
117	27		1	1
118	26		1	2
119	1		1	6
120	7			2
121	28			

Table II (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
122	1			1
124	28			
125		2		1
126	4	4	2	1
127	4	1	3	3
128	10	4	1	2
129	6	3	3	3
130	2	1	3	3
132	20	1	1	
133	6		1	
134		2	1	2
135	18	1	2	2
136	13	1		2
137	7	2	2	2
138	15		4	4
139	16		3	5
140	1		1	1

Table III

Table III is a combination of the responses of all of the superintendents and principals. Once again the number of the practice corresponds to the practice as it was presented to the administrators in the questionnaire.

When the superintendent indicated that a practice was current, dropped, or would be implemented, the response referred to the entire district. Likewise a principal's response would pertain to his own particular school.

Since there was not a complete 100% response from all superintendents and all principals, it is possible that while a superintendent would indicate a particular practice as being in current practice, the principals responding in the same district may not have employed the practice in their schools, while another principal in the same district who did not respond might have had it in his school.

The reason for this variation is that of the twenty-eight districts that comprise the Suburban Cook County high schools, four districts did not respond to the questionnaire. There was one district in which the superintendent responded, but neither principal responded. There were eight districts in which at least one principal responded, but the superintendent did not respond.

Finally there were fifteen districts in which the superintendent responded and at least one principal from the district also responded. This last group includes the six districts where the superintendent has the dual role of principal.

There was total of nineteen districts, excluding those where the superintendent has the dual role of principal, in which at least one principal responded.

Among the districts that responded, eight of them had 100 probable responses from all of the principals, including the three districts that have one school and the superintendent has a dual role.

There was one district in which 87 of the principals responded, one district in which 75 of them responded, two districts in which 67 of the principals responded, four districts in which 50 of the principals responded, and one district each with 34, 25, and 20 probable responses from the principals.

Table III

Total Administrators N=51

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	44	2	2	1
2	24	5	3	1
3	17	8	2	3
4	37	3	3	4
5	31	5		1
6	17	5	2	2
7	28	6	3	2
8	15	6	4	7
9	13	4	4	7
10	20	3	5	6
11	43			
13	4	15	1	1
14	8	13	1	
15	15	15		
16		6	1	2
17	1	4	2	4
18	14	12	2	1
19		11	1	
20	1	10		1
21	8	10	1	1
22	17	10		
23		7	2	2
24	9	11	1	1
25	3	5		
26	9	7	1	1
27	10	4	3	5
28	35	4		
29	3	8		1
31	29		1	1
32	13	2	2	2
33	37	1		
34	37	1	1	1
35	6	8	1	3
36	12	2	3	2
37	20	2	2	2

Table III (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
38	14	4		
39	4	8	2	3
40	36	2	1	
41	13	2	1	1
42	14	5	1	1
44	47			
45	13	4	2	1
46	7	4	3	4
47	40			
48	33	1	1	1
49	20	5		
50	8	4	1	2
51	12	3	2	3
52	45	1	2	
53	46		1	1
54	48			
55	51			
56	50			
57	8	10	1	4
58	27	2	2	2
59	51			
60	48		2	2
61	11	1	7	3
62	11	2	6	3
63	11	1	3	3
64	48			
65	15	2	3	5
66	34		2	3
67	43			
68	50			
69	44		1	
71	21	2	2	3
72	29	2		
73	11	5		
74	22	1	2	2
75	28	1	2	2
76	25	1	1	1
77	19	2	1	1
78	7	4	3	2
79	5	6	2	2

Table III (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
80	1	5	2	2
81	29	3		
82	34	1		
83	10	3		2
84	31	2		1
85	16	3	2	3
87	11	3	3	3
88	32	0	1	1
89	25	1	4	2
90	18	2	5	1
91	20	2	4	1
92	4	4	1	6
93	44		1	1
94	27	2		1
95	35			
96	10	1	1	4
97	15	5		
98	17			
100	7	3	1	1
101	17	2		
102	20			
103	47			
104	23	1	2	1
105	45			
106	24	1		1
107	6	1		2
108	15	4		2
109	34	1	3	4
110	10	4	3	6
111	15	1	1	4
112	9	5	1	2
113	24		1	2
114	13	1	2	3
115	3	2	2	3
116		3	1	1
117	38		1	1
118	34	1	1	2
119	2		2	7
120	9			2
121	43			1

Table III (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
122	1			1
124	38			
125	1	3		1
126	4	6	2	1
127	5	2	3	3
128	13	6	1	2
129	6	5	3	3
130	3	3	3	3
132	31	1	1	
133	10	2	1	0
134	2	4	1	2
135	25	1	2	2
136	17	1		2
137	10	3	2	2
138	21		4	4
139	23		3	5
140	3	1	1	1



## Table IV

Table IV is a Rank Order listing of the sixteen superintendents who responded to the questionnaire. It was established by tabulation of the total number of responses for each superintendent by category. For purposes of ranking, the responses under the first category "In Current Practice" were used. This meant that the superintendent who listed 86 of the educational practices as being in current practice was ranked first, and the other fifteen superintendents were also ranked using the same formula. In the case of two superintendents listing the same number of practices as being current, the second category was considered.

Once again the greater the number of practices dropped, the higher the rank.

Table IV

Rank Order for the Responses of the Superintendent

Rank	Current Practice	Dropped	Implement Available Personnel	Implement Available Resources
1	86	42	0	3
2	71	3	3	4
3	69	0	0	2
4	59	0	0	0
5	57	73	0	0
6	55	0	0	0
7	46	0	0	0
8	43	4	5	0
9	43	1	0	0
10	42	0	1	0
11	41	13	0	0
12	40	2	0	0
13	38	1	0	0
14	37	16	0	0
15	37	0	0	0
16	22	0	0	0

## Table V

Table V is a Rank Order listing of the thirty-five principals who responded to the questionnaire. Once again the rank was established by tabulation of the total number of positive responses to each of the four categories with the first "Current Practice" being the determining factor in the establishment of the ranking.

In those instances where more than one principal indicated the same number of total responses to the first category, then the number of responses to the second category was used, the greater the number the higher the rank.

If the first two categories were the same (as in the case of Rank 25 and 26) then the last two categories were used to determine the rank order.

Table V

Rank Order for the Responses of the Principals

Rank	Current Practice	Dropped	Implement Personnel	Implement Resources
1	89	5	0	0
2	85	33	2	11
3	78	53	0	0
4	75	12	0	0
5	73	7	15	15
6	73	2	0	0
7	71	2	0	5
8	70	55	2	2
9	69	9	10	11
10	67	0	1	0
11	62	7	14	17
12	61	1	5	5
13	57	24	0	0
14	57	3	0	3
15	52	17	18	18
16	52	14	10	66
17	52	0	0	0
18	51	6	1	1
19	51	4	9	9
20	50	1	20	14
21	49	7	0	0
22	48	4	4	0
23	47	3	46	31
24	46	2	0	4
25	46	1	3	3
26	46	1	0	0
27	46	0	0	0
28	44	12	0	0
29	43	7	2	0
30	40	6	6	5
31	40	0	1	1
32	39	1	3	3
33	37	0	0	0
34	36	3	11	9
35	21	2	0	0

## Table VI

Table VI is a presentation of the same data that is found in Table I, except that in Table VI the data are presented in terms of proportionals.

Table VI

## Superintendents

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	.8125			
2	.4375		.0625	
3	.25	.125		
4	.6875		.0625	
5	.50	.0625		
6	.25			
7	.5624		.0625	
8	.1875	.125	.0625	.0625
9	.1875	.125	.0625	.0625
10	.25	.0625	.0625	.125
11	.875			
13	.125	.25		
14	.0625	.25		
15	.3125	.375		
16		.125		
17		.0625		.0625
18	.25	.1875	.0625	
19		.25		
20		.1875		
21	.0625	.1875		
22	.25	.3125		
23		.125		
24	.1875	.125		
25		.125		
26	.0625	.125		
27	.125	.0625		
28	.6875	.0625		
29	.125	.125		
31	.5			
32	.3125	.0625		
33	.75			
34	.6275			
35	.1875	.125		.0625
36	.1875			
37	.25	.0625		
38	.3125	.0625		
39	.0625	.0625		
40	.6875	.0625		
41	.25	.0625		
42	.1875	.125		

Table VI (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
44	.875			
45	.1875	.125	.0625	.0625
46	.125	.1875		
47	.6875			
48	.8125			
49	.4375			
50	.1875	.0625		
51	.25	.0625		
52	.875			
53	.875			
54	1.00			
55	1.00			
56	1.00			
57	.125	.25		
58	.5625	.0625		
59	1.00			
60	1.00			
61	.1875	.0625		
62	.3125	.0625		
63	.1875	.0625		
64	.9375			
65	.3125	.0625		
66	.5625			
67	.8125			
68	1.00			
69	.9375			
71	.4375			
72	.50	.125		
73	.1875	.0625		
74	.25	.0625		
75	.375	.0625		
76	.4375			
77	.375	.0625		
78	.125	.0625		
79	.125	.1875		
80		.125		
81	.5625	.0625		
82	.4375			
83	.0625			
84	.50	.0625		

Table VI (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
85	.1875	.0625		
87	.125	.0625		
88	.625			
89	.50	.0625		
90	.1875	.125	.125	
91	.25	.0625		
92		.125		
93	.875			
94	.375	.0625		
95	.75			
96	.125	.0625		
97	.125	.125		
98	.1875			
100	.125	.125		
101	.3125	.0625		
102	.375			
103	.9375			
104	.4375	.0625		
105	.8125			
106	.4375			
107	.125	.0625		
108	.3125			
109	.5625	.0625		
110	.125	.0625		
111	.3125			
112	.125	.0625		
113	.375			
114	.1875	.0625		
115	.0625	.125		
116		.125		
117	.6875			
118	.50	.0625		
119	.0625		.0625	.0625
120	.125			
121	.9375			
124	.625			
125	.0625	.0625		
126		.125		
127	.0625	.0625		
128	.1875	.125		



Table VI (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
129		.125		
130	.0625	.125		
132	.6875			
133	.25	.125		
134	.125	.125		
135	.4375			
136	.25			
137	.1875	.0625		
138	.375			
139	.4375			
140	.125	.0625		

## Table VII

Table VII likewise is the presentation of the same data as is found in Table II, here again in the form of proportions.

Table VII  
Principals

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	.8857	.0571	.0571	.0286
2	.4857	.1429	.0571	.0286
3	.3714	.1714	.0571	.1143
4	.7428	.0857	.0571	.1143
5	.6571	.1143		.0286
6	.3714	.1429	.0571	.0571
7	.5429	.1714	.0571	.0571
8	.3429	.1143	.0857	.1714
9	.2857	.0571	.1143	.1143
10	.4571	.0571	.1143	.1143
11	.8286			
13	.0571	.3143	.0286	.0286
14	.20	.2571	.0286	
15	.2857	.2571		
16		.1143	.0286	.0571
17	.0286	.0857	.0571	.0857
18	.2857	.2571	.0286	.0286
19		.20	.0286	
20	.0286	.20		.0286
21	.20	.20	.0286	.0286
22	.3714	.1429		
23		.1429	.0571	.0571
24	.1714	.2571	.0286	.0286
25	.0857	.0857		
26	.2286	.1429	.0286	.0286
27	.2286	.0857	.0857	.1429
28	.6857	.0857		
29	.0286	.1714		.0286
31	.60		.0286	.0286
32	.2286	.0286	.0571	.0571
33	.7143	.0286		
34	.7714	.0286	.0286	.0286
35	.0857	.1714	.0286	.0571
36	.2571	.0571	.0857	.0571
37	.4571	.0286	.0571	.0571

Table VII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
38	.2571	.0857		
39	.0857	.20	.0571	.0857
40	.7143	.0286	.0286	
41	.2571	.0286	.0286	.0286
42	.3143	.0857	.0286	.0286
44	.9429			
45	.2857	.0571	.0286	
46	.1429	.0286	.0857	.1143
47	.8286			
48	.5714	.0286	.0286	.0286
49	.3714	.1143		
50	.1429	.0857	.0286	.0571
51	.2286	.0571	.0571	.0857
52	.8857	.0286	.0571	
53	.9143		.0286	.0286
54	.9143			
55	1.00			
56	.9714			
57	.1714	.1714	.0286	.1143
58	.5143	.0286	.0571	.0571
59	1.00			
60	.9143		.0571	.0571
61	.2286		.20	.0857
62	.1714	.0286	.1714	.0857
63	.2286		.0857	.0857
64	.9429			
65	.2857	.0286	.0857	.1429
66	.7143		.0571	.0857
67	.8571			
68	.9714			
69	.8286		.0286	
71	.40	.0571	.0571	.0857
72	.60			
73	.2286	.1143		
74	.5143		.0571	.0571
75	.6286		.0571	.0571
76	.5143		.0286	.0286
77	.3714	.0286	.0286	.0286
78	.1429	.0857	.0857	.0571
79	.0857	.0857	.0571	.0571

Table VII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
80	.0286	.0p857	.0571	.0571
81	.5714	.0571		
82	.7714	.0286		
83	.2571	.0286		.0571
84	.0571	.0286		.0286
85	.3714	.0571	.0571	.0857
87	.2571	.0571	.0857	.0857
88	.6286		.0286	.0286
89	.4857		.1143	.0571
90	.4286		.1429	.0286
91	.4571	.0286	.1143	.0286
92	.1143	.0571	.0286	.1714
93	.8571		.0286	.0286
94	.60	.0286		
95	.6571			
96	.2286		.0286	.0857
97	.3714	.0857		
98	.40			
100	.1429	.0286	.0286	.0286
101	.3429	.0286	.0286	.0286
102	.40			
103	.9143			
104	.4571		.0571	.0286
105	.9143			
106	.4857		.0286	
107	.1143			.0571
108	.2857	.1143		.0571
109	.7143		.0857	.1143
110	.2286	.1143	.0857	.1714
111	.2857	.0286	.0286	.1143
112	.20	.1143	.0286	.0571
113	.5143		.0286	.0571
114	.2857		.0571	.0857
115	.0571		.0571	.0857
116		.0286	.0286	.0286
117	.7714		.0286	.0286
118	.7428		.0286	.0571
119	.0286		.0286	.1714
120	.20			.0571
121	.80			.0286

Table VII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
122	.0286			.0286
124	.80			
125		.0571		.0286
126	.1143	.1143	.0571	.0286
127	.1143	.0286	.0857	.0857
128	.2857	.1143	.0286	.0571
129	.1714	.0857	.0857	.0857
130	.0571	.0286	.0857	.0857
132	.05714	.0286	.0286	
133	.1714		.0286	
134		.0571	.0286	.0571
135	.5143	.0286	.0571	.0571
136	.3714	.0286		.0571
137	.20	.0571	.0571	.0571
138	.4286		.1143	.1143
139	.4571		.0857	.1429
140	.0286		.0286	.0286

## Table VIII

Finally, Table VIII is the presentation, in terms of proportional form of the tabulation that was presented in Table III.

Table VIII

## Total Administrators

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
1	.8627	.0392	.0392	.0196
2	.4706	.098	.0588	.0196
3	.333	.156	.0392	.0582
4	.6471	.0588	.0588	.0784
5	.6078	.098		.0196
6	.333	.098	.0392	.0392
7	.5490	.117	.0588	.0392
8	.2941	.117	.0784	.137
9	.2549	.0784	.0784	.137
10	.3922	.0599	.098	.117
11	.8431			
13	.0784	.2941	.0196	.0196
14	.156	.2549	.0196	
15	.2941	.2941		
16		.117	.0196	.0392
17	.0196	.0784	.0392	.0784
18	.2754	.2363	.3392	.0196
19		.215	.0196	
20	.0196	.196		.0196
21	.156	.196	.0196	.0196
22	.333	.196		
23		.137	.0391	.0392
24	.176	.215	.0196	.0196
25	.0588	.098		
26	.176	.137	.0196	.0196
27	.196	.0784	.0588	.098
28	.6863	.0784		
29	.0588	.156		
31	.549		.0196	.0196
32	.2549	.0392	.0392	.0392
33	.7255	.0196		
34	.7255	.0196	.0196	.0196
35	.117	.156	.0196	.0588
36	.2353	.0392	.0588	.0392
37	.3922	.0392	.0392	.0392
38	.2754	.0784		
39	.0784	.156	.0392	.0588
40	.7059	.0392	.0196	
41	.2549	.0392	.1096	.0196
42	.2754	.098	.0196	.0196



Table VIII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
44	.9216			
45	.2549	.0784	.0392	.0196
46	.137	.0784	.0588	.0784
47	.7843			
48	.6471	.0196	.0196	.0196
49	.3922	.098		
50	.156	.0784	.0196	.0392
51	.2353	.0588	.0392	.0588
52	.8824	.0196	.0392	
53	.902		.0196	.0196
54	.9412			
55	1.00			
56	.9804			
57	.156	.196	.0196	.0784
58	.5294	.0392	.0392	.0392
59	1.00			
60	.9412		.0392	.0392
61	.215	.0196	.137	.0588
62	.215	.0392	.117	.0588
63	.215	.0196	.0588	.0588
64	.9412			
65	.2941	.0392	.0588	.098
66	.6667		.0392	.0588
67	.8431			
68	.9804			
69	.8627		.0196	
71	.4118	.0392	.0392	.0588
72	.5686	.0392		
73	.215	.098		
74	.4314	.0196	.0392	.0392
75	.5490	.0196	.0392	.0392
76	.4902	.0196	.0196	.0196
77	.3725	.0392	.0196	.0196
78	.137	.0784	.0586	.0392
79	.098	.117	.0392	.0392
80	.0196	.098	.0392	.0392
81	.0586	.0588		
82	.6667	.0196		
83	.196	.0588		.0392
84	.6078	.0392		.0196

Table VIII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
85	.3237	.0588	.0392	.0588
87	.215	.0588	.0588	.0588
88	.6275		.0196	.1096
89	.4902	.0196	.0784	.0392
90	.3529	.0392	.117	.0196
91	.3922	.0392	.0784	.1096
92	.0784	.0784	.0196	.117
93	.8627		.0196	.0196
94	.52984	.0392		
95	.6863			
96	.196	.0196	.0196	.0784
97	.2941	.098		
98	.333			
100	.137	.0588	.0196	.0196
101	.333	.0392		
102	.3922			
103	.9216			
104	.451	.0196	.0392	.0196
105	.8824			
106	.4706	.0196		.0196
107	.117	.0196		.0392
108	.2941	.0784		.0392
109	.6667	.0196	.0588	.0784
110	.196	.098	.0588	.117
111	.2941	.0196	.0196	.0784
112	.176	.098	.0196	.0392
113	.4706		.0196	.0392
114	.2549	.0196	.0392	.0588
115	.0588	.0392	.0392	.0588
116		.0588	.0196	.0196
117	.7451		.0196	.0196
118	.6667	.0196	.0196	.0392
119	.0392		.0392	.137
120	.176			.0392
121	.8431			.0196
122	.0196			
124	.7451			
125	.0196	.0588		.0196
126	.0784	.117	.0392	.0196
127	.098	.0392	.0588	.0588

Table VIII (Continued)

Practice	Current	Dropped	Implement Available Personnel	Implement Available Resources
128	.2549	.117	.0196	.0392
129	.117	.098	.0588	.0588
130	.0588	.0588	.0588	.0588
132	.6078	.0196	.0196	
133	.196	.0392	.0196	
134	.0392	.0784	.0196	.0392
135	.4902	.0196	.0392	.0392
136	.333	.0196		.0392
137	.196	.0588	.0392	.0392
138	.4118		.0784	.0784
139	.451		.0588	.098
140	.0392	.1096	.0196	.0196

## Table IX

Table IX is a compilation, in terms of proportions, of the responses in the category labeled "In Current Practice" from the four North Central Reports:

1. 1973 - 1974 Study of all North Central High Schools
2. 1975 - 1976 Study of all North Central High Schools
3. 1975 - 1976 Study of all Small Schools in the North Central Association
4. 1976 - 1977 Study of Illinois High Schools

as well as the current study. Since there is such a great differences in the populations of the North Central reports and the current study, it was decided that a percentage table would be more meaningful.

Table IX  
In Current Operation

N=	2,121	2,121	271	429	16	35	51
Practice	Total 73-74	Total 75-76	Small 75-76	Illinois 76-77	Supt.	Principals	Total
1	.4503	.4663	.4465	.3986	.8125	.8857	.8627
2	.1622	.1490	.1181	.1329	.4375	.4857	.4706
3	.1108	.1103	.1033	.0839	.25	.3714	.333
4	.2089	.2386	.2030	.1795	.6875	.7428	.6471
5	.1707	.1622	.1328	.1375	.50	.6571	.6078
6	.0495	.0429	.0332	.0140	.25	.3714	.333
7	.1528	.1513	.0849	.1282	.5625	.5429	.5490
8	.9081	.1429	.0738	.0886	.1875	.3429	.2941
9	.1419	.1518	.0775	.0839	.1875	.2857	.2549
10	.0726	.0641	.0443	.0536	.25	.4571	.3922
11	.3536	.3612	.2583	.2471	.875	.8286	.8431
13	.1094	.0773	.0517	.0583	.125	.0571	.0784
14	.0p787	.0756	.0626	.0513	.0625	.20	.156
15	.1235	.1339	.0996	.1072	.3125	.2857	.2941
16	.0333	.0387	.0221	.0093			
17	.008	.0118	.011	.0070		.0286	.0196
18	.0825	.0721	.0185	.0606	.25	.2587	.2754
19	.0387	.0311	.0332	.0210			
20	.0273	.0363	.0074	.0117		.0286	.0196
21	.1132	.0938	.0406	.0699	.0625	.20	.156
22	.2772	.2636	.2989	.2354	.25	.3714	.333
23	.024	.0146	.0037	.0117			
24	.1235	.1961	.0627	.1305	.1875	.1714	.176
25	.0552	.0535	.0849	.0373		.0857	.0588
26	.1028	.0990	.0664	.0769	.0625	.2286	.176
27	.0283	.0255	.0111	.0256	.125	.2286	.196
28	.0542	.1136	.0258	.1072	.6875	.6857	.6863
29	.0198	.0212	.0111	.0256	.125	.0286	.0588
31	.2735	.2659	.2620	.2005	.50	.60	.549
32	.0835	.0655	.0517	.0490	.3125	.2286	.2549
33	.1617	.1990	.1033	.2005	.75	.7143	.7255
34	.2753	.2565	.1808	.2448	.625	.7714	.7255
35	.1570	.1235	.2103	.1119	.1875	.0857	.117
36	.1301	.1070	.0738	.0583	.1875	.2571	.2353
37	.1028	.0858	.0295	.0676	.25	.4571	.3922

Table IX (Continued)

N=	2,121	2,121	271	429	16	35	51
practice	Total	Total	Small	Illinois			
	73-74	75-76	75-76	76-77	Supt.	Principals	Total
38	.0844	.0736	.0221	.0420	.325	.2571	.2754
39	.0901	.0641	.0590	.0256	.0625	.0857	.0784
40	.1344	.1386	.0755	.1259	.6875	.7143	.7059
41	.0754	.0802	.0369	.0756	.25	.2571	.2549
42	.1084	.1094	.0812	.1399	.1875	.3143	.2754
44	.2390	.2565	.1956	.2937	.875	.9429	.9216
45	.0962	.0919	.0627	.1096	.1875	.2857	.2549
46	.0825	.0896	.0369	.0769	.125	.1429	.137
47	.2461	.2645	.1255	.2238	.6857	.8286	.7843
48		.2018	.1402	.2051	.8125	.5714	.6471
49		.1820	.0923	.1445	.4375	.3714	.3922
50	.0967	.1198	.1292	.0513	.1875	.1429	.156
51	.1377	.1594	.1144	.0956	.25	.2286	.2353
52	.3107	.2801	.2657	.2704	.875	.8857	.8824
53	.3687	.3758	.1956	.3403	.875	.9143	.902
54	.3810	.4248	.3173	.3823	1.00	.9143	.9412
55		.4569	.3321	.3700	1.00	1.00	1.00
56	.3706	.3588	.1513	.2984	1.00	.9714	.9804
57	.2725	.2645	.2952	.1702	.125	.1714	.156
58	.1051	.10	.0406	.1002	.5625	.5143	.5294
59	.3442	.3711	.3137	.5128	1.00	1.00	1.00
60	.2197	.2122	.0554	.2681	1.00	.9143	.9412
61	.1518	.1433	.0627	.1538	.1875	.2286	.214
62	.0849	.0660	.0443	.0769	.3125	.1714	.215
63	.0184	.0189	.0037	.0326	.1875	.2286	.215
64	.1763	.2296	.1144	.2587	.9375	.9429	.9412
65	.0915	.1089	.0923	.119	.3125	.2857	.2941
66	.0858	.1070	.0886	.1026	.5625	.7143	.6667
67	.2834	.33	.2657	.2890	.8125	.8571	.8431
68	.1080	.1561	.0701	.1352	1.00	.9714	.9804
69		.0943	.0332	.1282	.9375	.8286	.8627
71	.1282	.1334	.1107	.1329	.4375	.40	.4118
72	.4069	.4008	.4022	.2587	.50	.60	.5686
73	.1330	.1094	.0812	.0816	.1875	.2286	.215
74	.0014	.0934	.0627	.1002	.25	.5143	.4314
75		.0759	.0517	.0769	.375	.6286	.5490
76	.1372	.1273	.1070	.1283	.4375	.5143	.4902
77	.1009	.1023	.0406	.0839	.375	.3714	.3725
78	.0750	.0641	.0959	.0396	.125	.1429	.137
79	.0934	.1155	.0738	.0559	.125	.0857	.098

Table IX (Continued)

N=	2,121	2,121	271	429	16	35	51
practice	Total	Total	Small	Illinois			
	73-74	75-76	75-76	76-77	Supt.	Principals	Total
80	.0580	.0490	.0332	.0443		.0286	.0196
81	.1933	.1928	.1365	.1678	.5625	.5714	.5686
82	.1240	.1231	.0812	.1235	.4375	.7714	.6667
83	.0302	.0316	.0221	.0280	.0625	.2571	.196
84	.1476	.1301	.1144	.1399	.50	.571	.6078
85	.1070	.1174	.1365	.0956	.1875	.3714	.3137
87	.0542	.0382	.0369	.0350	.125	.2571	.216
88	.3607	.3149	.2841	.2238	.625	.6286	.6275
89	.1235	.1325	.1070	.0699	.50	.4857	.4902
90	.0750	.0712	.0443	.0862	.1875	.4286	.3529
91	.0547	.0457	.0148	.0443	.25	.4571	.3922
92	.0363	.0283	.0517	.0350		.1143	.0784
93	.3281	.3239	.2878	.2331	.875	.8571	.8627
94	.1909	.2041	.1624	.1445	.375	.60	.5294
95	.0825	.1650	.1107	.1399	.75	.6571	.6863
96	.0321	.0288	.0258	.0288	.125	.2286	.196
97	.0471	.1579	.1070	.1329	.125	.3714	.2941
98	.0585	.0745	.0221	.0583	.1875	.40	.333
100	.0740	.0806	.0554	.0303	.125	.1429	.137
101	.071	.0698	.0701	.0699	.3125	.3429	.333
102	.0830	.0797	.0332	.0816	.375	.40	.3922
103	.2994	.3343	.2030	.0769	.9375	.9143	.9216
104	.0632	.0566	.0443	.0629	.4375	.4571	.451
105	.2329	.2508	.1439	.2191	.8125	.9143	.8824
106	NA	.1377	.0849	.1212	.4375	.4857	.4706
107	NA	NA	NA	.0373	.125	.1143	.117
108	NA	NA	NA	NA	.3125	.2857	.2941
109	.0934	.0919	.0185	.0816	.5625	.7143	.6667
110	.0316	.0321	.0074	.0256	.125	.2286	.196
111	.1009	.1150	.0775	.0629	.3125	.2q857	.2941
112	.0556	.0405	.0332	.0373	.125	.20	.176
113	.1099	.0995	.0221	.0886	.375	.5143	.4706
114	.0p769	.0660	.0332	.0513	.1875	.2857	.2549
115	.0490	.0410	.0554	.0443	.0625	.0571	.0588
116	.0226	.0273	.0111	.0210			

Table IX (Continued)

N=	2,121	2,121	271	429	16	35	51
practice	Total 73-74	Total 75-76	Small 75-76	Illinois 76-77	Supt.	Principals	Total
117	.1598	.1938	.0738	.2145	.6875	.7714	.7451
118	.0217	.0420	.0148	.0536	.50	.7428	.6667
119	.0420	.0354	.0074	.0023	.0625	.0286	.0392
120	.0561	.0627	.0701	.0396	.124	.20	.176
121	.1740	.1674	.1218	.1911	.9375	.80	.8431
122	.0288	.0325	.0148	.02561		.0286	.0196
124	.2037	.2197	.2325	.2005	.625	.80	.7451
125	.0118	.0094		.0047	.0625		.0196
126	.0094	.0174	.0185	.0093		.1143	.0784
127	.0519	.0528	.0221	.0117	.0625	.1143	.098
128	.0797	.0839	.0517	.0839	.1875	.2857	.2549
129	.10570	.0533	.0221	.0350		.1714	.117
130	.0189	.0202	.0111	.0047	.0625	.0571	.0588
132	.0344	.0519	.0406	.0862	.6875	.5714	.6078
133	.0316	.0363	.0185	.0420	.25	.1714	.196
134	.0170	.0141	.0037	.0140	.125		.0392
135	.1353	.1311	.0812	.0583	.4375	.5143	.4902
136	.0825	.1028	.0886	.0816	.25	.3714	.333
137	.0552	.0453	.0185	.0186	.1875	.20	.196
138	.0745	.07789	.0886	.0256	.375	.4286	.4118
139	.0396	.0471	.0258	.0629	.4375	.4571	.451
140	NA	.0636	.0627	.0606	.125	.0286	.0392



## Table X

Table X is a compilation, in terms of proportions, of the responses in the category labeled "Dropped" from the responses of the first three North Central studies (the 1976-1977 study of Illinois high schools did not make available material under the heading of "Dropped") as well as the current study. Once again the data is presented using percentages due to the difference in population between the North Central reports and the current study.

Table X

N= practice	Dropped					
	2,121 Total 73-74	2,121 Total 75-76	271 Small 75-76	16 Superintendents	35 Principals	51 Total
1	.0288	.0288	.0258		.0571	.0392
2	.0052	.0099	.0148		.1429	.098
3	.0137	.0118	.0111	.125	.1714	.156
4	.0019	.0033	.0111		.0857	.0588
5	.0108	.0099	.0221	.0625	.1143	.098
6	.047	.0057	.0074		.1429	.098
7	.0038	.0080	.0111		.1714	.117
8	.0028	.0052	.0111	.125	.1143	.117
9	.0033	.0038	.0111	.125	.0571	.0784
10	.0024	.0033	.0074	.0625	.0571	.0588
11	.0047	.0071	.0258			
13	.0026	.0283	.0480	.25	.3143	.2941
14	.0024	.0099	.0037	.25	.2571	.2549
15	.0118	.01377	.0185	.375	.2571	.2941
16	.0024	.0025	.0074	.125	.1143	.117
17	.0024	.0024	.0p074	.0625	.0857	.0784
18	.0038	.0071	.0074	.1875	.2571	.2353
19	.0057	.0099	.0295	.25	.20	.215
20	.0033	.0042	.0074	.1875	.20	.196
21	.0071	.0052	.0074	.1875	.20	.196
22	.0085	.0085	.0221	.3125	.1429	.196
23	.0009	.0028	.0074	.125	.1429	.136
24	.0080	.0104	.0074	.125	.2571	.215
25	.0028	.0024	.0074	.125	.0857	.098
26	.0019	.0038	.0074	.125	.1429	.137
27	.0019	.0024	.0074	.0625	.0857	.0784
28	.0019	.0042	.0111	.0625	.0857	.0784
29	.0014	.0033	.0111	.125	.1714	.156
31	.0014	.0014	.0037			
32	.0014	.0019	.0037	.0625	.0280	.0392
33	.0071	.0061	.0185		.0286	.0196
34	.0014	.0042	.0148		.0286	.1096
35	.0264	.0222	.0701	.125	.1714	.156
36	.0061	.0061	.0037		.0571	.0392
37	.0038	.0038	.0074	.0625	.0286	.0392

Table X (Continued)

Practice	N=	2,121 Total 73-74	2,121 Total 75-76	Dropped			
				271 Small 75-76	16 Superintendents	35 Principals	51 Total
38		.0057	.0047	.0111	.0625	.0857	.0784
39		.0311	.0174	.0332	.0625	.20	.156
40		.0009	.0019	.0037	.0625	.0286	.0392
41		.0019	.0038	.0148	.0625	.0286	.0392
42		.0042	.0057	.0148	.125	.0857	.098
44		.0033	.0047	.0111			
45		.0052	.0033	.0037	.125	.0571	.0784
46		.0057	.0075	.0074	.1875	.0286	.0784
47		.0005	.0024	.0037			
48			.0033	.0074		.0286	.0196
49			.0057	.0111	.0625	.1143	.093
50		.0019	.0052	.0148	.0625	.0857	.0784
51		.0014	.0028	.0074	.0625	.0571	.0588
52		.0014	.0038	.0074		.0286	.0196
53		.0052	.0038	.0111			
54		.0042	.0066	.0148			
55			.0028				
56		.0024	.0024	.0074			
57		.0118	.0207	.0221	.25	.1714	.196
58		.0042	.0042	.0074	.0625	.0286	.0392
59		.0019	.0024				
60		.0024	.0042	.0074			
61		.0019	.0038	.0074	.0625		.0196
62		.0014	.0024	.0074	.0625	.0286	.0392
63		.0009	.0014	.0037	.06725		.0196
64		.0005	.0014	.0037			
65		.0019	.0019	.0074	.0625	.0286	.0392
66			.0014	.0037			
67		.0009	.0042	.0074			
68		.0038	.0024	.0037			
69			.0042	.0037			
71		.0014	.0024	.0037		.0571	.0392
72		.0042	.0038	.0148	.125		.0392
73		.0014	.0028	.0074	.0625	.1143	.098
74			.0014	.0074	.0625		.0196

Table X (Continued)

N= Practice	2,121 Total 73-74	2,121 Total 75-76	Dropped			
			271 Small 75-76	16 Superintendents	35 Principals	51 Total
75		.0028	.0074	.0625		.0196
76	.0005	.0014	.0037		.0286	.0196
77	.0028	.0028	.0074	.0625	.0286	.0392
78	.0024	.054	.0074	.0625	.0857	.0784
79	.0052	.0057	.0111	.1875	.0857	.117
80	.0038	.0028	.0074	.125	.0857	.098
81	.0066	.0090	.0185	.0625	.0571	.0588
82	.0038	.0052	.0148		.0286	.0196
83	.0009	.0024	.0111	.125	.0286	.0588
84	.0009	.0014		.0625	.0286	.0392
85	.0009	.0047	.0074	.0625	.0571	.0588
87	.0024	.0038		.0625	.0571	.0588
88	.0005	.0005				
89	.0005	.0014		.0625		.0196
90	.0005	.0009		.125		.0392
91	.0024	.0019	.0037	.0625	.0280	.0392
92	.0014	.0028	.0074	.125	.0571	.0784
93		.0014				
94	.0009	.0038		.0625	.0280	.0392
95	.0005	.0028	.0111			
96	.0019	.0019	.0037	.0625		.0196
97	.0033	.0033		.125	.0857	.098
98	.005	.0025	.0074			
100	.0019	.0024	.0074	.125	.0280	.0588
101	.0005	.0028	.0074	.0625	.0286	.0392
102	.0014	.0024	.0074			
103		.0024	.0074			
104		.0014	.0037	.0625		.0196
105	.0009	.0009	.0037			
106	NA	.0019	.0074	.0625		.0196
107	NA	NA	NA	.0625		.0196
108	NA	NA	NA		.1143	.0784
109	.0024	.0024	.0074	.0625		.0196
110	.0019	.0024	.0074	.0625	.1143	.098
111	.0014	.0033	.0074		.0286	.0196
112	.0019	.0033	.0074	.0625	.1143	.098
113	.0019	.0028	.0074			
114	.0028	.0024	.0074	.0625		.0196
115	.0009	.0014	.0074	.125		.0392
116	.0024	.0019	.0074	.125	.0286	.0588

Table X (Continued)

N= Practice	2,121 Total 73-74	2,121 Total 75-76	Dropped			
			271 Small 75-76	16 Superintendents	35 Principals	51 Total
117	.0024	.0038	.0011			
118	.0024	.0019	.0074	.0625		.0196
119	.0014	.0009	.0037			
120	.0005	.0009	.0037			
121	.0009	.0009	.0037			
122	.0005	.0009	.0037			
124		.0009				
125	.0014	.0024	.0074	.0625	.0571	.0588
126	.0038	.0024	.0074	.125	.1143	.117
127	.0014	.0019	.0037	.0625	.0286	.0392
128	.0090	.0038	.0074	.125	.1143	.117
129	.0028	.0024	.0074	.125	.0857	.098
130	.0024	.0024	.0074	.125	.0286	.0588
132	.0014	.0019	.0074		.0286	.0196
133	.0028	.0019	.0037	.125		.0392
134	.0019	.0033	.0074	.125	.0571	.0784
135	.0019	.0028	.0074		.0286	.0196
136	.0005	.0019	.0037		.0286	.0196
137	.0014	.0028	.0074	.0625	.0571	.0588
138	.0005	.0014	.0037			
139	.0014	.0019	.0074			
140	NA	.0014	.0037	.0625		.0196

## Table XI

Table XI is a compilation, in terms of proportions, of the responses for superintendents, principals, and all administrators to the third and fourth categories, namely,

3. Would implement if the necessary personnel were available
4. Would implement if the necessary resources, other than personnel, were available.

Table XI

## Would Implement

Practice	Necessary Personnel Available			Necessary Resources Available		
	Supt.	Principals	Total	Supt.	Principals	Total
1		.0571	.0392		.0280	.0196
2	.0625	.0571	.0588		.0286	.0196
3		.0571	.0392		.0857	.0588
4	.0625	.0571	.0588		.1143	.0784
5					.0286	.0196
6		.0571	.0392		.0571	.0392
7	.0625	.0571	.0588		.0571	.0392
8	.0625	.0857	.0784	.0625	.1714	.1370
9	.0625	.0856	.0784	.0625	.1714	.1370
10	.0625	.1143	.098	.125	.1143	.117
13		.0286	.0196		.0286	.0196
14		.0286	.0196			
16		.0286	.0196		.0571	.0392
17		.0571	.0392	.0625	.0857	.0784
18	.0625	.0286	.0392		.0286	.01966
19		.0286	.0196			
20					.0286	.0196
21		.0286	.1096		.0286	.1096
23		.0571	.0392		.0571	.0392
24		.0286	.0196		.0286	.1096
26		.0286	.0196		.0286	.0196
27		.0847	.0588		.1429	.098
29					.0286	.1096
31		.0286	.0196		.0286	.0196
32		.0571	.0392		.0571	.0392
34		.0286	.0196		.0286	.0196
35		.0286	.0196	.0625	.0571	.0588
36		.0857	.0588		.0571	.0392
37		.0571	.0392		.0571	.0392
39		.0571	.0392		.0857	.0588
40		.0286	.0196			
41		.0286	.1096		.0286	.0196
42		.0286	.0196		.0286	.0196
45	.0625	.0280	.0392	.0625		.0196
46		.0857	.0588		.1143	.0784

Table XI (Continued)

Necessary Personnel Available				Necessary Resources Available		
practice	Supt.	Principals	Total	Supt.	Principals	Total
48		.0286	.0196		.0286	.0196
50		.0286	.0196		.0571	.0392
51		.0571	.0392		.0857	.0588
52		.0571	.0392			
53		.0286	.0196		.0286	.0196
57		.0286	.0196		.1143	.0784
58		.0571	.0392		.0571	.0392
60		.0571	.0392		.0571	.0392
61		.20	.137		.0857	.0588
62		.1714	.117		.0857	.0588
63		.0857	.0588		.0857	.0588
65		.0857	.0588		.1429	.098
66		.0571	.0392		.0857	.0585
69		.0286	.0196			
71		.0571	.0392		.0857	.0588
74		.0571	.0392		.0571	.0392
75		.0571	.0392		.0571	.0392
76		.0286	.0196		.0286	.0196
77		.0286	.1096		.0286	.0196
78		.0857	.0588		.0571	.0392
79		.0571	.0392		.0571	.0392
80		.0571	.0392		.0571	.0392
83					.0571	.0392
84					.0286	.0196
85		.0571	.0392		.0587	.0588
87		.0857	.0588		.0857	.0588
88		.0286	.0196		.0286	.1096
89		.1143	.0784		.0571	.0392
90		.1429	.098		.0286	.1096
91		.1143	.0784		.0286	.1096
92		.0286	.0196		.1714	.117
93		.0286	.0196		.0286	.0196
94					.0286	.0196
96		.0286	.0196	.0625	.0857	.0784
100		.0286	.0196		.0286	.0196
104		.0571	.0392		.0286	.0196
106					.0286	.0196
107					.0571	.0392
108					.0571	.0392
109		.0857	.0588		.1143	.0784



Table XI (Continued)

Practice	Necessary Personnel Available			Necessary Resources Available		
	Supt.	Principals	Total	Supt.	Principals	Total
110		.0857	.0588		.1714	.117
111		.0286	.0196		.1143	.0784
112		.0286	.0196		.0571	.0392
113		.0286	.0196		.0571	.0392
114		.0571	.0392		.0857	.0588
115		.0571	.0392		.0857	.0588
116		.0286	.0196		.0286	.0196
117		.0286	.0196		.0286	.0196
118		.0286	.0196		.0571	.0392
119	.0625	.0286	.0392	.0625	.1714	.137
120					.0571	.0392
121					.0286	.0196
122					.0286	.0196
125					.0286	.1096
126		.0571	.0392		.0286	.0196
127		.0857	.0588		.0857	.0588
128		.0286	.0196		.0571	.0392
129		.0857	.0588		.0857	.0588
130		.0857	.0588		.0857	.0588
132		.0286	.0196			
133		.0286	.0196			
134		.0286	.0196		.0571	.0392
135		.0571	.0392		.0571	.0392
136					.0571	.0392
137		.0571	.0392		.0571	.0392
138		.1143	.0784		.1143	.0784
139		.0857	.0588		.1429	.098
140		.0286	.0196		.0286	.0196

### Summary

The data of the eleven tables discussed in Part II of Chapter III along with the results of the interviews obtained from the sixteen administrators, and statements of philosophies obtained from the seven school districts indicate that principals more than superintendents are willing to develop new programs.

There is no lack of personnel able and willing to develop these programs, but there is a consistent lack of resources which will enable the administrators to, in fact, develop all the programs that they would like to develop in theory.

Finally, declining enrollment is making consolidation of classes, and in some instances consolidation of schools, more of a necessity. There was only one school district that has been experiencing a growth pattern, while all others interviewed are experiencing a decline in their student population.

Chapter IV is concerned with a more in-depth analysis of these findings and possible significance for the future.

## Chapter IV

## ANALYSIS OF THE DATA

The sixteen administrators who participated and were interviewed had various previous backgrounds in terms of total years of experience as administrators and years of experience in their current positions.

Of the sixteen administrators that were interviewed, there were one superintendent, one superintendent-principal, and fourteen principals. Seven of the administrators have their doctorate, and there was only one woman administrator.

In terms of administrative experience they had a total of two hundred and seventy four years combined, which averages out to slightly more than seventeen years each. The range goes from a high of twenty-six years to a low of five years, with three having seventeen years, and two with twenty-four and twelve years, and one each with the following: twenty-five, nineteen, eighteen, fifteen, thirteen, and ten years.

When consideration is given to the number of years spent in the current position, the range goes from a high of twenty-six years to a low of one month. In between there are three with ten years, two each with nine and five years, and one each with eighteen, fourteen, thirteen, eight and one-half, seven, three, and two. The average time spent in the current administrative position is nine and one-third years.

When a comparison is made between the total number of years of experience as an administrator, and the number of years spent in the current position, the range goes from a high of one hundred percent to a low of less than one-tenth of one percent. Another four spent more than seventy-five percent of their time as an administrator in their current position, six have

spent at least half of their administrative experience in their present position, two have spent more than twenty-five percent at their present school, and there were two administrators each with twenty and ten percent. The average of time spent by the administrators in their current position, compared with their total number of years spent as an administrator averages out to slightly more than fifty percent.

This data was presented to demonstrate that the administrators who were interviewed have had a great deal of administrative experience, both in terms of the total number of years and number of years in their current position.

In the questionnaire sent to all the administrators, there were four questions which pertained to the practice of:

1. Open space
2. Differentiated staffing
3. Team teaching
4. Modular scheduling

When the information from the superintendents was analyzed, it indicated that no one responded in the affirmative to the question about open space; two indicated that the district had differentiated staffing, six indicated that there was team teaching in the district, with two indicating it was on a limited basis; and two of the superintendents indicated that modular scheduling was present in the district.

As for the responses of the principals, once again no one indicated that open space was in practice in his school. Nine of the principals indicated that they do have some form of differentiated staffing, even though it may be on a limited basis. While twenty-eight principals indicated that their schools have team teaching, five of the twenty-eight said that it was only on

a limited basis. And finally only two of the principals stated that they have modular scheduling in their buildings.

Therefore, it can be clearly shown that the open space concept is not currently accepted in the high schools of suburban Cook County and that modular scheduling has been tried and discarded by most of the districts and schools in the county.

Differentiated staffing is doing somewhat better, being in practice in two of the districts and nine high schools. And team teaching is practiced in six of the districts, and twenty-eight of the schools. Differentiated staffing is a practice that will continue to grow as evidenced by the fact that three schools would implement it if the necessary personnel and resources were available. It should also be pointed out that one school district and two high schools have discontinued differentiated staffing.

During the study philosophies were obtained from seven school districts, interviews were conducted with sixteen administrators, and fifty-one administrators, comprised of sixteen superintendents and thirty-five principals, responded to the questionnaire. The last part will be considered in terms of total responses for both the superintendents and principals, examining the relationship that exists between the categories of: in current practice, dropped, and would implement; and then a consideration of the relationship between what the North Central Association studies found and the findings of the current study.

#### Analysis of Philosophies

The first two practices considered in the questionnaire are concerned with the students developing skills on their own initiative. Independent study implies that the student is self-motivated to study and acquire the knowledge on his own initiative. Individual progress implies that the

student will proceed at his own pace, and in contract learning an agreement is made between the teacher and the individual student in which attainable goals are set. There is an overall commitment to independent study (86%), individual progress (47%), contract learning (60%), and such extracurricular activities as involvement of students in program development (54%), uncensored school newspaper (72%), and grievance channels for students (27%).

These activities, as well as student involvement in extracurricular activities, will strengthen the student's ability to make decisions on his own and thus prepare himself for the future.

The philosophies also stress the importance of developing communication skills and the administrators' responses are in agreement with more than 90% supporting communication skills, 94% having remedial reading, and 67% requiring the teaching of reading skills.

The results of the questionnaire indicated that 47% of the administrators indicated that they have an effective use of subject resource centers, 74% have reading improvement labs, 67% have computerized guidance. Media facilities are also mentioned in the philosophies, and 84% of the administrators surveyed say that they have them. Having a variety of course offerings and methods of instruction is supported by the following: offer black studies (39%), other minority studies (23%), American Indian studies (15%), aerospace education (13%), prevention of drug abuse (88%), and work study and consumer education courses (100%).

In support of the districts' indication, as is stated in the philosophies studied, that paramount among all the districts is their intent to prepare the student to be a contributing citizen and meet the challenges of an ever-changing society, the study demonstrated that 49% of the administrators surveyed said that their schools offer innovative guidance and

counseling, 94% have effective programs for students with learning disabilities, 98% have programs for students with emotional disabilities, and 86% offer special classes for the disruptive student.

And finally, when careful consideration and analysis are made of the social needs, which stress the importance of the development of a sense of responsibility, awareness of consumer education, the appreciation of various cultures, there is sufficient evidence obtained from the responses of the administrators to support the philosophical objectives.

As has been previously stated, all of the administrators indicated that they have courses in consumer education, environmental education is reported in current practice by 64%. However, with 39% of the administrative responses indicating courses in black studies, 15% offering courses in American Indian studies, and 23% offering courses in other minority cultures, there is a definite need for additional courses in these areas.

Although there was no specific mention in the philosophical goals of providing for students who discontinue their education before graduation, the responses to the questionnaire indicate that the schools and districts are concerned for the student body after they are no longer students, either through graduation or by dropping out.

Forty-one percent of the administrators who returned their questionnaires indicated that they have an effective follow-up of drop-outs and 45% have effective programs for the drop-out; 49% offer adult education diploma completion programs, and one-third have a wide use of community learning resources.

It has been demonstrated that the actual activities reported by the superintendents and principals are an adequate reflection of the philosophies made available for the purpose of this study.

While only seven philosophies were made available, there was sufficient similarity and support from the survey instruments to indicate that our schools are attempting to meet the intellectual, personal, and social needs of the young adults of tomorrow.

It has been the intention to demonstrate that the philosophical goals are more than a statement for a North Central report, but are intended to be guidelines along with the districts, and high schools within the districts, and will therefore meet the intellectual, personal, and social needs of the young adults of tomorrow. This has been demonstrated above by indicating specific educational programs that are in agreement with the philosophical goals of the representative districts.

#### Analysis of the Interviews

In addition to questionnaires, follow-up interviews were conducted with selected administrators who responded to the survey questionnaire. The survey form was sent to all of the high school districts in suburban Cook County (twenty-eight) and fifty-six principals in the county. The superintendent-principals and principals were asked if they would participate in a follow-up interview at a mutually convenient time. A total of twenty-two of the thirty-five principals that did respond indicated that they would be willing to participate in the interview. The same thirty-five principals represented nineteen of the twenty-eight districts. The twenty-two principals who indicated a willingness to participate in an interview represented half, or fourteen of the total number of high school districts in suburban Cook County. Where two or more principals from the same district indicated a willingness to participate, a random choice was made as to which principal would be interviewed. There was only one superintendent-principal willing to be interviewed, which was done. There was also one superintendent who



expressed a willingness to be interviewed, and so his name was added to the list giving a total number of sixteen administrators representing fifteen of the districts, or one more than half.

Chapter III was devoted to the relating of the actual interviews, and therefore it will not be repeated. What is important is an analysis of the responses in light of what the current available literature reports.

Beginning with the qualities that are considered important, administrators want teachers who can meet the curriculum needs, are mature and possess common sense and a sense of humor. The need for these qualities is further supported by a study conducted by Charles Reavis and Shamus Mehaffie, who stated that the teacher should be able to teach more than one subject and grade level, and possess a variety of academic abilities, and contribute to the extracurricular program.<sup>1</sup>

In 1975 Lee Napier surveyed a group of principals in Mississippi and asked them to list the criteria that they use when they select staff. The results of this study indicated that these particular administrators placed more emphasis on the use of written and oral English and personal appearance than on academic preparation. This would indicate that they would not be impressed by how well a candidate performed in college, but by how well he filled out the application form and his personal appearance during the interview.<sup>2</sup>

Administrators also want teachers who can meet the curriculum needs, are mature and possess common sense and a sense of humor. In the article by Charles Reavis and Shamus Mehaffie, the authors likewise concluded that

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<sup>1</sup>Charles Reavis and Shamus Mehaffie, pp. 32-35.

<sup>2</sup>Lee Napier

principals want staff members who should be able to teach more than one subject and grade level, possess a variety of academic abilities, and can contribute to the extra curriculum program.<sup>3</sup>

Administrator A wants a teacher with a high level of academic preparation, as does Administrator D. Meanwhile Administrator E lists the academic preparation fifth after maturity, poise, energy and enthusiasm, and Administrator F will not even consider credentials but places the greatest emphasis on the prospective teacher's experiences both in and out of teaching.

Previous experience was only cited by Administrator F, who is willing to give a new teacher a start, but by Administrator K who also places the greatest emphasis on the teacher's background experiences, and Administrator M, who along with the applicant's credentials, considers the background experience most important.

Five principals listed previous experience as either a quality that they would look for when making the initial screening or a criterion they would use to determine if the teacher had the qualifications the principal wanted.

When principals listed previous experience, they are saying that although as a criterion it is not always considered primary, it is nevertheless an important credential for the prospective teacher. With the declining high school enrollment it will become more difficult for a teacher who is entering the job market direct from college to find a teaching position.

The qualifications that McCleary and Hencley<sup>4</sup> considered important in 1965, namely appearance, general knowledge, and communication skills, are

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<sup>3</sup>Frances F. Werner

<sup>4</sup>Lloyd E. McCleary and Stephen P. Hencley

still considered important and were mentioned by the administrators in this study.

Reavis and Mehaffie<sup>5</sup> also stated that the recruitment process should involve the community. The findings of the current study are that the community is not involved in the recruitment process. In fact, the community was not mentioned except in a reference to their failure to pass bond referendums, and limited community involvement on joint school-community boards. The lack of involvement by members of the community would be interpreted to mean that the community is satisfied with the job the schools are doing, but it is unwilling to spend additional funds for the educational program.

During a dissertation completed by John Payton in 1969, it was indicated that the principal involved the staff, particularly the department chairman, in the recruitment process, and that the staff members were also involved in this process.<sup>6</sup>

Eleven years later the same is still partially true, as is indicated by this study. The department chairman was named seven times as being involved in the staff selection process. While principals did not indicate that they seek recommendations from their staff for prospective teachers, Administrator K indicated that the staff members can be involved in finding new prospective teachers, and Administrator C indicated that the assistant principal in charge of curriculum sends out the requests for advertised positions. The staff members, then, are still very much involved in staff selection.

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<sup>5</sup>Reavis and Mehaffie

<sup>6</sup>John K. Payton

But what is meant by "very much"? To be even more specific, one administrator provided a set of his guidelines which outlines the selection process involvement of the deans and department heads.

Administrator C reported that his assistant principals and division coordinators are involved in the job interview; Administrator D emphasized that the department chairman is the most important person in the staff selection process. Administrator E also involved his department chairmen in the selection process. This same involvement by the department chairmen was reported by five other principals.

This involvement by staff members is more than just perfunctory, but a direct involvement, often with initial screening. For as one administrator put it, "The department chairman will be more directly involved with the teacher than will I."

As has been mentioned above, the principals are aware of who will be coming into their building to work. For the most part the principal does have the final authority in the selection process. As was demonstrated previously, the department chairmen are involved in staff selection, and the principals will trust their judgments; nevertheless, the principals will give their approval. It is a further demonstration of a good leader when he knows how and to what extent he can delegate authority and still maintain control.

This maintaining control is in agreement with the research reported in Chapter II, which offered proof that the principals have and continue to see themselves as the educational leaders in the school, which was demonstrated by the methods used in the staff selection process.

Fortunately there were no indications that any administrator is in the position described by Cross and Davis in which they describe the principal

who knows the type of leader that he wants, but before he has a chance to make the selection, the central office has sent him one that is completely wrong for the job.<sup>7</sup>

Several of the administrators interviewed indicated that they do work closely with the central office, especially in the case of two large districts, one with eight schools and the other with five. Even in these districts, the principal is still able to select his staff.

What about the ability to delegate authority and still have control of the situation, a necessary qualification for a good leader? Once again the principals interviewed indicated that they do rely on key teachers, namely assistant principals and department chairmen, but especially the latter. When it comes to staff selection, the department chairman is very much involved because the department chairman, as quoted above, is the one who will be working more closely with the teachers.

Since the second main focus of this study is concerned with the development of the educational program, consideration must be given to the role of the administrators and staff members in light of what researchers have said.

The four step approach that was cited by Gross and Watt which would involve the staff in structural change<sup>8</sup> was expanded by Administrator A with his description of a nine step process that would involve the staff members, especially the department chairmen, but also the student leaders as well. Here again during a twelve year period there is at least one district that has clear cut procedures. It is quite possible that other principals, not interviewed, would report similar guidelines as well.

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<sup>7</sup>Ray Cross & Wallace Davis

<sup>8</sup>Robert Gross and Robert Watt

Although Administrator A was the only principal who supplied a copy of a specific step by step approach for program development, it can not be interpreted to mean that his district is alone in having such guidelines. As has been stated above, not all principals were interviewed or even responded to the questionnaire. There is a strong possibility that other schools and districts also have similar guidelines for program development.

The information obtained from the administrators indicated a willingness on the part of their staff to develop programs. Ten of the principals stated that their staffs have developed new programs, either as part of a larger team, or as part of summer curriculum workshop.

This staff involvement should not be interpreted to mean that the faculty initiates the curriculum change. As Administrator B put it, he develops the ideas at the top and sees that they work their way down, a Theory X administrator. At the other end of the spectrum is Administrator D, a Theory Y administrator. In his school the process of program development begins with the teachers.

In contrast with the above is Administrator E, who sees the schools becoming more involved with outside agencies for their program development.

As in the case of staff recruitment and selection, the department chairman is active with the development of new programs. The department chairman's involvement may take the form of his own initiative, or his evaluation of proposals within his own department. Here again we have an example of delegation of authority by a principal to his staff members. But not all administrators are involved in program development; program reduction is a reality in many schools.

With the declining enrollment and rising costs of education, more of the school districts will be forced to continue to eliminate or at least

reduce the number of programs and class offerings. One method of reduction is through class consolidation, whereby two or more classes will be combined, possibly through a process of extrapolation where certain items of different courses are saved and added together to make another course, or simply combining two similar courses to make a new one. Of course, all this will mean that the principal will have the responsibility to determine which classes will be affected.

However, unlike program development, the faculty members are not involved in this reduction. Often it is the board that determines which programs will be affected. They, of course, respond to mandates of the tax payers who will not pass the referendums to pay for the increased costs of nearly all programs. If, on the other hand, the parents want to keep programs and are willing to pay for them, then the programs will stay.

Earlier it was pointed out that the parents may not be involved in the development or implementation of educational programs, but the staff members are; here it is a case of the faculty having no voice in program reduction, and the board members making the decisions.

As has been stated before, the administrators interviewed represented thirty-one percent of the total number of administrators who responded to the questionnaire sent.

#### Analysis of the Tables Tables I, II, III

Tables I through XI will be found in Chapter III. The first three, Tables I, II, and III, were concerned with the total number of responses from all of the superintendents, principals, and total number of administrators. In Table I it can readily be seen that very few of the superintendents express a willingness to implement new programs, whether based on availability

of personnel or resources. In fact a simple numerical count will indicate nine affirmative responses in each category. And the only practice in which both categories for implementation were checked were: school credit for community service, school credit for service activities, special seminars, integrated courses, and a planetarium.

The first two, granting class credit for other than actual class work, may very well be a trend of the future, especially in view of articles that stress more involvement with the community, such as that written by John Martin, who advocates that the emphasis be shifted from a comprehensive high school to a comprehensive program or community-based education.<sup>9</sup>

An examination of Column 2 of Table I, which is the indication by superintendents that the programs have been dropped, reveals that a majority, more than eighty practices, are listed by at least one superintendent. Concentrating on those practices with the highest frequency the following results exist: open campus is listed six times; open lunch periods is listed five times; modular scheduling, variant of differentiated scheduling, modular scheduling by hand, and mini courses are mentioned four times; the extended school day, and high school students as tutors for credit are checked by three superintendents as being dropped.

When the last two columns of Table I are considered, the implementation of new programs, two superintendents would implement special seminars if the resources were available.

A total of ten programs would be implemented if the personnel were available, and eight programs would be implemented if the resources were available. Of the total number listed, five of the programs are listed under both categories.

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<sup>9</sup>John H. Martin



When all categories of responses are examined, the results indicate 120 practices in current operation in at least one district; ten programs to be implemented when personnel are available; and eight programs to be implemented when resources are available. Clearly there are more programs in current operation than have been dropped, almost a 3 to 2 ratio. Very few new programs, however, would be implemented by comparison with those current or dropped.

Table II presents the same type of information for the responses of the principals. The results are very different. First of all there are one hundred and ninety-two positive responses to the statement of "would implement if personnel were available" and two hundred and forty-two positive responses to "would implement if resources were available." An obvious reason for the high totals in these categories is the fact that the study is dealing with the results of thirty-five principals, compared with sixteen superintendents. A more significant reason is that the principals are more involved in the planning and implementation of the educational program, and are also more aware of the immediate problems in the school than would be the superintendent. A third important observation is that the principal places greater emphasis on having the available resources rather than the available personnel. In fact one principal stated during the interview that he can develop any educational program with his current staff.

Table III is a combination of the responses of all of the superintendents and principals, using the same categories of responses.

#### Tables IV and V

Table IV is a presentation of the rank order of the responses of the sixteen superintendents, the rank being determined by the number of positive

responses to the first category, In Current Operation, with a high of 86 and a low of 22.

It is important to mention that the superintendent who was ranked first also had the second highest number of practices dropped, and indicated that he would implement three of the practices if the necessary resources were available. The superintendent who was ranked second had dropped only three activities, would implement three if he had the necessary personnel and four activities if he had the necessary resources. Finally those superintendents with the lowest number of responses to activities in current practice did not indicate any intention of implementing new programs.

Table V, a presentation of the rank order of the responses of the thirty-five principals, contains a high of eighty-nine practices and a low of twenty-one.

One principal indicated that he would implement forty-six activities if he had the necessary personnel and thirty-one if he had the necessary resources. And another would rely much more heavily on the necessary resources over personnel with a ratio of six to one.

Since not all of the administrators were interviewed, it is difficult to determine just exactly why they have the programs listed, or dropped, or would implement depending on the reason if sufficient personnel or resources.

Among those administrators that were interviewed the most common answers for having dropped a program were: because it had been popular at one time, but was not the case now; because it became too expensive to continue; or lack of interest on the part of the student or faculty to continue any longer.

## Tables VI, VII, VIII

Tables VI, VII, and VIII present the same information as Tables I, II, and III, only this time in percentage form. An examination of the column for total percentage of programs in practice, which would be Column 1 of Table VI, indicates that the following are 100%: reading program - remedial; work study programs; cooperative occupational education; consumer education; data processing education; and programs for students with emotional disabilities.

Regarding those at ninety percent or higher the results are: effective programs for students with learning disabilities; specific classes for disruptive students; and instructional materials center. All of these programs are in the area of curriculum except the instructional materials center which is an integral part of the curriculum.

The results presented in Table VII, the responses of the principals in percentage form, indicate that consumer educational and work study programs are the only activities stated by all thirty-five responding principals. When further examination of the responses of the principals is completed, the results indicate that ninety percent or more said they had the following: sex education, reading programs - remedial; cooperative occupation education; data processing education; and effective programs for students with emotional disabilities. Once again all of the programs fall into the category of curriculum.

Table VIII, which is Table III in percentage format including the responses of all of the superintendents and principals, indicates that there are two educational activities currently in operation in all of the districts and high schools surveyed. They are the work study program and

consumer education, the latter being mandated by the Illinois School Code, Chapter 122, Article 27, section 12.1.<sup>10</sup>

Looking at those activities that received an overall response of at least ninety percent, the results are: sex education; reading programs - remedial; reading programs - developmental; cooperative education courses; data processing education; effective programs for students with learning disabilities; and programs for students with emotional disabilities, again all in the area of curriculum.

#### Analysis of Tables IX, X, XI

The last three tables to be considered, presenting data which are written in percentage form, are the results of the current study as well as those obtained from the North Central Association.

#### Table IX

Table IX is a percentage presentation in which a comparison is made between the results of the current study and the following North Central Studies:

1. All schools in the North Central Association for 1973-1974.
2. All schools in the North Central Association for 1975-1976.
3. All small schools in the North Central Association for 1975-1976.
4. All Illinois schools in the North Central Association for 1976-1977.

listing the number of responses to the statement that a given educational practice was in current practice.

Percentages were used as they would present a more meaningful relationship between the current study and the North Central Studies. Column 1, all schools in the North Central Association for 1973-1974, has a population of

<sup>10</sup>Illinois School Code, Chapter 122, Article 27, Section 12.1

2,121 as does Column 2, the total population of the schools for the 1975-1976 study. Considering the small schools, defined by the North Central Association as a four year high school with three hundred or fewer students, for the same period (they are included in the total population for the 1975-1976 NC report) the population in Column 3 is 271. The fourth column, Illinois high schools for the 1976-1977 school year, has a population of 429. These large populations are being compared with a total population of 51, consisting of sixteen superintendents and thirty-five principals.

In many of the practices reported in Table IX the results indicate there is a significant increase in certain educational practices: independent study, individual programs, programmed learning, off campus courses, contract learning, the auto-tutorial approach, learning packages, school credit for community services, all part of individualization of instruction. In the area of curriculum all of the educational activities, with the exception of mini-courses, also showed an increase, with the highest being for work study courses, consumer education, effective programs for students with learning disabilities and programs for students with emotional disabilities (both covered under PL 94-142, The Education for All Handicapped Children Act).<sup>11</sup>

An examination of the table will show that while Independent Study was reported by slightly less than half of the North Central Schools, more than 80% of the participants in the current study stated it to be in practice. (It should be noted that for interpretation of the tables, the letters NC (North Central) will mean those results obtained from previous studies, and Current will mean the results obtained from the responses of the superintendents and principals in the current study.)

<sup>11</sup>Public Law 94-142, The Education for All Handicapped Children Act

Likewise in Individual Progress there is an almost threefold increase reported in the Current over the NC studies. As you read the results, it is clear that the responses of the administrators in the current study indicate an increase in the involvement of their schools in these educational practices.

Mini-courses is one activity that showed a decline in the Current over the NC studies. Likewise the non-graded school and modular scheduling by hand were not reported. This decline is not surprising when an examination of the results of the NC studies, which indicated that slightly more than 3% in 1973-74 and 1975-76 and less than one percent of Illinois schools stated that they had such practices, used for comparison. Modular scheduling has also been on the decline. A third educational practice, the magnet school, was also on a decline between 1973-74 and 1975-76, with about the same percent of Illinois schools reporting it as in practice during the 1976-77 school year. Finally the open space school, another educational activity on the way out, was reported by neither superintendents nor principals.

As a general rule, superintendents are more apt to report that a particular practice was not current in their district, than were principals.

In addition to those practices reported as not being in current by either superintendent or principal, the reader will note that no superintendent reported the year-round school, the school within a school, re-organized school year, unusual features of the building, sensitivity training, and the Upward Bound Program.

By contrast, only schools without walls and the educational ombudsman were reported by the superintendent, and not by the principal.

The trend of eliminating programs that has been seen during the last few years is continuing among the Cook County suburban high school districts today. The reasons being a declining enrollment, increased cost in the operation of the schools, and the fact that those programs that were popular during the seventies, such as modular scheduling, have lost their popularity.

#### Table X

Table X is a presentation of those programs that were reported dropped by the NC reports and the current study. The three categories for the North Central are the total population for 1973-74 and 1975-76, as well as small schools for 1975-76. It will be noted that in Table X Illinois schools are not included since the information was not available.

It is immediately evident that the percent for programs dropped in the current study are greater than for those dropped in the NC reports. In 1973-74 schools reporting that they dropped programs was, for the most part, less than one percent, with the exception being independent study, programmed learning, contract learning, modular scheduling, open campus, student lounge, honor study hall, and mini-courses. In the 1975-76 NC report we once again find independent study, programmed learning, modular scheduling, open campus, student lounge, honor study hall, and mini-courses. Only contract learning was not reported by at least one percent of the respondents.

Considering the small schools (a four year high school with 300 or fewer students) for 1975-76, which were included in the overall figure for the total schools for 1975-76, we see that many programs were listed as having been dropped. A total of thirty-two programs were reported as dropped by the administrators of the small schools.

The programs with the highest percentages were: student lounge, 7%; modular scheduling, 4%; and honors study hall, 3%. These figures are

consistent with those figures of the total population for the same time period, which is an indication that programs are no longer considered necessary, although they may be helpful to some students, as in the case of the Honor Study Hall.

The percentages for the superintendents who indicated that they had dropped certain programs is much higher than for the NC reports. More than 30% of the superintendents dropped the open campus and open modular scheduling, variant of differentiated scheduling, modular scheduling by hand, and mini-courses. Eighteen percent listed the following: the extended school day, school within a school plan, block of time, aerospace education, and high school students as tutors for credit. The following were reported by only 12% of the superintendents: programmed learning, school credit for community service, school credit for service activities, non-graded school, magnet school, subject selection of teachers, reorganized school year, variable course lengths, 2-2 Organization, student lounge operated by the students, student evaluation of teachers, integrated courses, students as teacher aides, college students as teachers, alternative ways to compute class rank, unusual inservice programs, teacher incentive pay, teacher evaluation of administrators, multiple principals, modified school plant, open space school, sensitivity training, student breakfast program, Upward Bound and Outward Bound Programs, performance contracting and the educational ombudsman.

These of course are not educational programs that would be considered as necessary for the education of the student, and are therefore expendable.

Finally an examination of the principals' responses indicates that more than 30% listed modular scheduling, 25% the following: variant of



differentiated scheduling, open campus, extended school day, subject selection of teachers; and 20% listed modular scheduling by hand, school within a school plan, block of time, and Honors study hall as educational activities they had dropped. Finally the following activities were listed by between 10 and 20% of the responding principals: individual progress, programmed learning, contract learning, auto-tutorial approach, learning packages, school credit for community services, non-graded school, open lunch period, magnet school, variable course lengths, 2-2 organization, student lounge operated by students, Black studies, mini-courses, other than letter grades used when reporting student progress, merit pay, dial access system, new approaches to language labs, sensitivity training, and the student breakfast program.

Once again it is a case of administrators dropping those programs which were at one time popular or less costly, and now the school administrators have placed their priorities elsewhere.

#### Table XI

Table XI, a presentation of the results of the questionnaires returned by the superintendents and principals in which they indicated which programs they would implement if they had the necessary personnel or resources, is the main thrust of this dissertation.

The author was concerned with the question of whether administrators would select staff to develop programs or develop the programs first and then select the staff to carry them out.

Table XI indicates that the administrators, especially the superintendents, are not planning to implement many education programs. The information contained in Table XI was presented previously in Tables I through VI in both frequency tables and percentage tables. Table I presented the

responses of the 16 superintendents by frequency, and Table IV presented the same information in percentage form. Tables II and V were concerned with the responses of the thirty-five principals, again by frequency first, and percentages second. Finally Tables III and VI combine all the responses of the 51 administrators, first in a frequency table and then by percent.

Table XI is a presentation, in a slightly different format, of an all percentage table, of the sixteen superintendents' and thirty-five principals' indication that they would implement certain educational programs.

Superintendents listed only nine educational programs that would be implemented if the necessary personnel were available; individual progress, off campus learning, learning packages, school credit for community services, school credit for service activities, special seminars, extended school day, integrated courses and a planetarium.

Implementation if the necessary resources were available would mean adding school credit for community services, school credit for service activities, a student lounge operated by the students, integrated courses, classroom interaction analysis, and a planetarium.

A total of five of the educational practices were listed on both personnel and resources being available: school credit for community integrated courses, and a planetarium. None of these are absolutely necessary and the first one, school credit for community services, would mean involvement by the community, another variable.

Referring back to Table X, the reader will see that of the activities listed as would be implemented, only individual progress and a planetarium were not listed as having been dropped.

The desire to implement the last two mentioned activities, by administrators (such as a student lounge for students operated by students, which

the students would not think a luxury), have been dropped and would be brought back if the necessary resources were available. The realization that the resources are limited is a very practical and realistic approach that must be taken by principals since they have an overall responsibility for the entire district and not one particular school, as is the case of the principal.

When an examination is made of the principals' responses, there are more positive responses including 89 under the heading of would implement if the necessary personnel were available and 95 under the heading of would implement if the necessary resources were available. A total of eighty activities would be implemented if both the necessary personnel and resources were available. This should not be interpreted to necessarily mean that the same administrator checked both columns, although it might be the case.

What this table does indicate is that the principals see the resources as more important than the personnel. For as one principal stated, "I have all the teachers I need to develop any program; all I need to implement them are the necessary resources."

A further analysis indicates that those programs that were listed by at least 11.43% of the principals in the first category are: special seminars, new creative studies, creative thinking courses, new and effective ways of teacher evaluation, unusual inservice programs, and unusual use of para-professionals and aides. Only one practice, special seminars, was also checked by the superintendents.

The principals also listed a number of activities that they would implement if the necessary resources were available. The following were checked by at least 11.43% of the principals: off campus learning, school credit for community services, school credit for service activities, special

seminars, study abroad under the school's direct control, aerospace education, mini-courses, community based education, teacher incentive pay, computer assisted instruction, dial access system, effective use of subject resource centers, effective follow-up of drop-outs, and effective program for drop-outs. Considering both criteria being necessary to implement the program only special seminars is listed. When a comparison is made with superintendents in the same category, school credit for community services, school credit for service activities, special seminars, and a planetarium are listed by the superintendent and at least 11.43% of the principals.

There are many more educational activities that were checked by the principal as would be implemented, but often only one principal did check this and their significance is minimal.

A comparison of the "would implement list" with the "dropped list" reveals that if the personnel were available the following would be new: new creative studies, new and effective ways of teacher evaluation, and unusual inservice programs, since they were not listed as having been dropped. The other three programs that would be implemented based on available were previously dropped: special seminars, creative thinking courses, and unusual use of paraprofessional aides. There is no evidence to indicate why these programs were dropped.

Under the heading of "would implement if the necessary resources were available" only computer assisted instruction, planetarium, effective follow-up of drop-outs, and effective programs for drop-outs had not been listed in the "dropped" category.

The other eleven educational practices had been listed as dropped: off campus learning, school credit for community services, school credit for service activities, special seminars, study abroad under the school's direct

control, aerospace education, mini-courses, community based education, teacher incentive pay, dial access system, and effective use of instructional television.

These responses can be interpreted to mean that principals would be more willing to implement programs that they had previously dropped than they would be to implement new programs.

#### Summary

Chapter IV was divided into two parts, the first concerned with an analysis of the interviews that were obtained from the sixteen administrators which consisted of one superintendent, one superintendent-principal, and fourteen principals.

Their similarity of responses to the questions about staff selection and the involvement of the administrative team as well as the faculty, and to the questions about program development with administrative and staff involvement, were noted, analyzed, and conclusions were developed.

The second part following this analysis, Tables IX, X, and XI were also discussed and analyzed. Conclusions were drawn both as to the possible reasons why certain programs are in current operation, have been dropped, or would be implemented. These responses were evaluated in relation to the available North Central reports, and comparisons were made between the responses obtained during the current study and the North Central Reports.

Further analysis was made by comparing the responses of the superintendents and the principals by category, as well as comparing the responses of each group within the particular group. That is, the superintendents' and principals' responses for in current practice, dropped, and would implement were compared. Further comparisons were made, but this

time only the responses of the superintendents or principals were considered. The relationships that exist between those programs that were dropped and those that were in current practice were established. Also the relationships that exist between those programs that were dropped and those that would be implemented were also established.

## Chapter V

## CONCLUSIONS AND RECOMMENDATIONS

## Introduction

The purpose of this study was to determine if a relationship exists between the initiation, development, and implementation of educational programs among suburban Cook County public high schools and the principal's role and responsibility, as educational leader, in the selection of staff to develop and implement the program.

Methods and procedures used in the study included:

1. Review of the related literature to determine what the leadership role of the principal is reported to be.
2. The utilization of a questionnaire designed by the North Central Association of Secondary Schools to determine which educational practices are in current practice, had been dropped, or would be implemented if the necessary personnel and/or resources would be available.
3. Development of a questionnaire sent to all of the administrators in suburban Cook County which would include all superintendents, superintendent-principals, and principals.
4. Information was obtained to answer questions about the size of the school in terms of student population and number of faculty members.
5. Development of a third questionnaire used in a follow-up interview with selected administrators.
6. Follow-up interviews with one superintendent, one superintendent-principal, and fourteen principals of suburban Cook County high school districts.

7. Preparation of frequency tables and percentage tables based on the results of the questionnaires and information obtained from the North Central Association of Secondary Schools.
8. Analysis of the results including trends and the interpretation of results to determine why there has been an increase or decrease in certain educational programs.
9. Statements of conclusions based on the above information.

The four previous chapters established the methods and procedures that were used, reviewed the literature concentrating on the area of the leadership style of the principal, presented and analyzed the data obtained from the questionnaires sent to the administrators of the suburban Cook County schools and follow-up interviews with sixteen administrators.

Chapter V presents the conclusions and recommendations of the study resulting from the review of the literature and the responses to the questionnaires and follow-up interviews.

#### Conclusions

1. The principals are involved in the staff selection process. This is demonstrated as a result of the interviews, during which time the sixteen administrators stated that while the department chairmen and assistant principals are involved in the staff selection process, the principals maintain control.
2. The assistant principals and department chairmen do take an active role in the recruitment process as well as actively participate in the interview situation to select new staff members, as was stated by the principals.
3. Other faculty members have no role in the staff selection process, except on an occasional basis.



4. Based on the information obtained during the interviews, it became apparent that the faculty members do play an active role in curriculum development, by either initiating changes to existing programs, or development of new programs as a result of curriculum workshop programs during the course of the school year or during the summer.
5. The principals were in agreement, based on the interviews, that they are not primarily involved in developing new programs, but provide the leadership to see that the work gets done.
6. The community has no voice in the staff selection process and limited involvement in program development.
7. The only involvement of board members in staff selection is as final authority, in accordance with the law; and similarly to give final approval to educational programs.
8. The current study indicates that by percent a greater number of practices have been reported dropped than was evident from the data of the North Central Association Reports between the years of 1973 and 1977. (Table X)
9. Programs have been dropped because they have lost their popularity or due to increased costs, compared with their usefulness, which has increased to a point that they are no longer feasible.
10. Superintendents do not plan on implementing district-wide programs or reinstating old programs for the district, to the same extent that principals are willing to develop or reinstitute new programs in their own particular schools. (Table XI)

11. The reliance on the material resources rather than personnel to develop new programs would indicate that the staff needed to develop and implement the programs are willing and able to do the job, and only the material resources are lacking.

The following questions were stated in Chapter I in terms of questions to be answered. They are restated here as declarative sentences along with a statement of affirmation or non-affirmation.

1. The principal will perceive himself to be the responsible leader for the implementation of the educational program. Affirmed.
2. The principals will agree in their perception of their own leadership roles. Not affirmed.
3. The criteria for staff selection will reflect the goals and philosophies of the school district. Affirmed.
4. The size of the staff will not determine the development and implementation of new educational programs. Affirmed.
5. There will be no significant differences in principal-teacher relationships between open space and traditional school environments. Not affirmed due to lack of open space schools.
6. The educational needs of the community will be a determining factor in the staff selection process. Not affirmed.
7. Community pressure will be a determining factor in the development and implementation of educational programs. Not affirmed.

#### Summary

The data presented in Chapter III and Chapter IV and the conclusions stated above indicate that the principals in the suburban Cook County high schools do play an important role in the selection of the staff members for

their schools and also give guidance to the staff members in the development and implementation of the educational programs.

The principals have developed specific techniques used to select the staff members and have definite qualities that they look for when they interview a prospective teacher. They rely on their assistant principals, department chairmen, and occasionally other staff members to help in this process. They are, however, the final decision makers and give the proper leadership during the staff selection process.

The principals also work with the staff members to develop the educational program, again providing leadership and guidance, and in certain instances prod the staff into action.

The staff members themselves have been described as being willing and able to develop programs.

The communities and members of the board of education in the various school districts play a very limited role in either the staff selection process or program development. Where they do have a part, it is primarily as their legal responsibility would dictate: i.e., the board's authority to hire staff members and approve programs; i.e., the right of parents to know what programs are being offered to their children and the expenditure of their tax dollars.

#### Recommendations

The following recommendations are based on the research data and conclusions noted above:

1. There should be more involvement of the staff members in the development of educational programs, and consolidation of those programs that would otherwise be eliminated. By their working

- in these two areas they may develop a sense of importance and commitment which would further improve the educational program.
2. The board members and community members should be willing to spend the money necessary to prepare the students for entrance into the twenty-first century. This is based on the administrators' statements that programs have been dropped, and that the trend will continue due to a lack of resources. Likewise there is a strong indication on the part of the principals that they would implement new programs if the necessary resources were available.
  3. By becoming more involved and aware of the needs of the schools, the community, members of the boards of education, administrators and faculty members will be able to plan for the future of their own school systems. The educators, who have the expertise, can explain why they see a need for the development of new programs, what is involved, and who is best qualified to complete the task. The community, for its part, must understand the reasons and be willing to support those that are educationally sound and will lead to the improvement of the education of their children.

Recommendations for further study include addressing the following questions:

1. How do other members of the administrative team see their role in the selection of staff and the development of the educational program?
2. How does the superintendent view his role in the selection of staff members and the development of the educational program?
3. How do faculty members see their role in the selection of staff and the development of the educational program?

4. How does the faculty involvement in the development of the educational program affect their teaching performance?
5. What is the relationship between the perception between the principals and superintendents of the needs of the educational program?
6. What is the relationship between the educational program and the student achievement?

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**APPENDIX A**

9704 South Tripp Avenue  
Oak Lawn, Illinois 60453  
June 16, 1980

Phone: 499-0010

Dear Administrator:

I am asking for your cooperation to help complete my Dissertation as the final requirement for the Ed. D. Degree at Loyola University of Chicago.

Enclosed is a three-page survey of current Educational Practices which your school or district may implement. These are taken from the NCA Survey that was conducted between 1973 and 1977.

I would also appreciate your answering a number of demographic questions that pertain to your school or district.

The scope of this study is the Suburban Cook County Public High Schools. A stamped, addressed envelope is included for your convenience.

Thank you for your fine cooperation.

Sincerely yours,

Raymond T. Kelly

INSTRUCTIONS FOR ANSWERING THE 140 STATEMENT SURVEY FORM

The following practices are taken from the questionnaire used by the North Central Association from 1973-1977.

For the purpose of this study you are asked to read each practice and then indicate which is applicable to your district or school.

1. IN CURRENT PRACTICE
2. DROPPED
3. WOULD IMPLEMENT IF PERSONNEL WERE AVAILABLE
4. WOULD IMPLEMENT IF NECESSARY RESOURCES, OTHER THAN PERSONNEL, WERE AVAILABLE
5. BOTH NUMBER 3 AND 4.

If your district or school has other practices that are not listed, please indicate these as well.

It will be appreciated if the completed questionnaires can be returned by July 1, 1980.

Return completed forms to:

Raymond T. Kelly  
9704 South Tripp Avenue  
Oak Lawn, Illinois 60453

Telephone: (312) 499-0010

## PRACTICE

IN CURRENT  
OPERATION

DROPPED

IMPLEMENT-  
AVAILABLE  
PERSONNELIMPLEMENT-  
AVAILABLE  
RESOURCES

## A, INDIVIDUALIZATION OF INSTRUCTION

1. Independent study
2. Individual progress (continuous progress)
3. Programed learning
4. Off campus courses
5. Contract Learning
6. Auto-Tutorial approach [subject]
7. Learning Packages
8. School credit for community services
9. School credit for service activities
10. Special seminars
11. Quarter or semester electives in courses
- 12.

## B. SCHOOL ORGANIZATION

13. Modular scheduling
14. Variant or differentiated scheduling
15. Open campus
16. Non-graded school
17. Year-round school
18. Extended school day
19. Modular scheduling by hand
20. School within a school (hall plan)
21. Block of time (integrated subjects)
22. Open lunch period
23. Magnet school
24. Student selection of teacher
25. Reorganized school year
26. Variable course lengths
27. Study abroad under school's direct control
28. Alternative school or prgrams
29. 2-2 Organization 9th&10 11th&12th
- 30.

## C. STUDENT AFFAIRS

31. Student involvement in program development
32. Unusual form of student government
33. Uncensored school newspaper
34. Grievance channels for students
35. Student lounge - operated by students
36. Student-Faculty Board
37. Student-Administration Board
38. Student Human Relations Committee
39. Honors's Study Hall
40. Board policies on student expression
41. Student representative on school board
42. Student evaluation of teachers
- 43.

## D. CURRICULUM

44. Sex Education
45. Integrated courses (specify subject)
46. Aerospace education
47. Especially effective course for slow learners
48. Environment education
49. Black studies
50. American Indian studies



PRACTICE	IN CURRENT OPERATION	DROPPED	IMPLEMENT- AVAILABLE PERSONNELL	IMPLEMENT- AVAILABLE RESOURCES
1. Other minority cultures				
2. Drug abuse education				
3. Reading program - developmental				
4. Reading program - remedial				
5. Work-study program				
6. Cooperative occupational education				
7. Mini-courses				
8. Interdisciplinary courses				
9. Consumer education				
10. Data processing education				
11. New creative studies				
12. Creative thinking courses				
13. Perceptual education				
14. Effective programs for students with learning disabilities				
15. Community-based education				
16. Teaching of reading skills required				
17. Career education				
18. Programs for students with emotional disabilities				
19. Special classes for disruptive students				
20.				
E. INSTRUCTION, EVALUATION, REPORTING				
21. Alternative ways of granting credit				
22. Students as teacher aides				
23. Other than letter grades reported				
24. Wide use of measurable performance objectives				
25. Inquiry (inductive) method (subject)				
26. Innovative guidance & counseling				
27. Simulation				
28. Laymen as mini-course instructors				
29. H.S. Students as tutors for credit				
30. College students as tutors				
31. Pass-fail grading				
32. Auditing of courses				
33. Alternative ways to compute class rank				
34. Counseling of parents				
35. Teacher advisory counseling/guidance				
36.				
F. STAFF DEVELOPMENT				
37. Differentiated staffing				
38. Greater teacher involvement in decision-making				
39. New and effective ways of teacher evaluation				
40. Unusual inservice programs				
41. Unusual use of paraprofessional/aides				
42. Teacher incentive pay				
43. Orientation of new teachers				
44. Teacher self-evaluation				
45. Evaluation by goal setting				
46. Classroom interaction analysis				
47. Teacher evaluation of administrators				
48. Staff Desegregation				
49.				

## PRACTICE

IN CURRENT  
OPERATION

DROPPED

IMPLEMENT-  
AVAILABLE  
PERSONNELIMPLEMENT-  
AVAILA BLE  
RESOURCES

## G. ADMINISTRATION

- 100. Multiple principals
- 101. Unusual administrative team structure
- 102. Unusual & effective use of department heads
- 103. Written job description for administrative team
- 104. Effective ways of effecting change
- 105. Evaluation of administrators
- 106. Management by Objectives
- 107. Non-traditional salary schedule
- 108. Merit pay

## H. EDUCATIONAL TECHNOLOGY AND SCHOOL FACILITIES

- 109. Computer assisted instruction
- 110. Dial access system
- 111. Effective use of instructional TV
- 112. New approaches to language labs
- 113. Effective use of subject resource centers
- 114. Open labs
- 115. Modified school plant
- 116. Open space school
- 117. Reading improvement lab
- 118. Computerized guidance
- 119. Planetarium
- 120. Campus type school
- 121. Instructional materials center
- 122. Unusual features of building(specify)
- 123.

## I. MISCELLANEOUS

- 124. Special recognition of students' achievement
- 125. School without walls
- 126. Sensitivity training
- 127. Community school
- 128. Student breakfast program
- 129. Upward Bound Program
- 130. Outward Bound Program
- 132. Bilingual education (TESL)
- 133. Performance contracting
- 134. Educational ombudsman
- 135. Adult education diploma completion program
- 136. Wide use of community learning resources
- 137. Effective shared time or shared programs
- 138. Effective follow-up of drop-outs
- 139. Effective program for drop-outs
- 140. Value education
- 141.
- 142.
- 143.
- 144.
- 145.
- 146.
- 147.

Dear Administrator:

Please answer each of the following questions:

1. Name and district number of your school.
2. Is a copy of the school's (district's) philosophy and/or goals available for study?
3. What was the school (district) enrollment as of September, 1979?
4. What is the size of the staff by department?
5. Does the school/district employ the "open space" concept?
6. Does the school/district have differentiated staffing?
7. Does the school/district have team teaching?
8. Does the school/district employ modular scheduling or a schedule other than the traditional "40 minutes" period, five days a week? Please explain.

The following questions pertain to the principal only.

9. Will you be willing to participate in an interview situation pertaining to your staffing needs and methods of staff selection and utilization?
10. At this interview, would you please provide me with any written policy concerning your staff selection process?

APPROVAL SHEET

The dissertation submitted by Raymond T. Kelly  
has been read and approved by the following  
committee:

Dr. Melvin P. Heller, Director  
Chairman and Professor  
Administration and Supervision  
School of Education, Loyola

Dr. Philip M. Carlin  
Associate Professor  
Administration and Supervision  
School of Education, Loyola

Dr. Jasper J. Valenti  
Associate Dean  
School of Education, Loyola

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 by the Committee with reference to content  
and form.

The dissertation is therefore accepted in partial fulfillment of the requirements  
for the degree of Doctor of Education.

December 30, 1981  
Date

M. P. Heller  
Director's Signature