THE NECESSARY JOB COMPETENCIES OF SECONDARY
SCHOOL PRINCIPALS AS PERCEIVED BY
SELECTED TEXAS EDUCATORS

DISSERTATION

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By

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The problem of this study was to determine competencies which are necessary for effective administration by secondary school principals. The sources of data included a review of the literature and supplemental materials. The survey technique, employing a jury-validated questionnaire, was used to collect the perceptions of superintendents, principals, teachers, and college professors in the State of Texas. A total of 316 educators responded to the questionnaire.

The development and findings of this study are presented in five chapters. Chapter I presents an introduction to the study. In Chapter II, a survey of the literature is reported. Chapter III contains details of the procedures employed in collecting data for the study. Chapter IV presents the data gathered through the use of the questionnaire. Chapter V presents the summary, findings, conclusions, and recommendations resulting from the study.

The study identified eight general areas of competency for secondary school principals. Those competency areas
were (1) organization and administration, (2) curriculum design and improvement, (3) the instructional process, (4) business and financial management, (5) student management, (6) personnel management, (7) facilities, equipment, and supplies, and (8) communications.

A total of ninety-five competencies was identified from the literature and from communications with college professors and practicing school administrators. The six-member jury panel validated ninety-one competencies for inclusion on the survey questionnaire. Eighty-eight of the ninety-one competencies submitted to the educator sample achieved the criterion level for acceptance. An analysis of variance procedure revealed that significant differences among group means appeared at the .01 level on eleven of the competency statements.

The competency-based preparation and certification concept appears to be sound and to be in harmony with other movements in American education. Many operational aspects need additional refinement; however, the concept holds considerable promise for improvement upon the traditional approaches to the preparation and certification of educators. The movement is widespread and is gaining momentum rapidly. Competency-based programs are in operation in colleges and universities in over half of the states.

Certain competencies are common to the various educator roles. It appears possible to identify those common
competencies and to establish them as a core of educator competencies at the state or university level. The cognitive and psychomotor learning domains are quite visible in operative programs. Competencies in the affective learning domain are poorly developed in most cases.

The following recommendations resulted from the study: (1) attempts to establish sets of competencies should include input from a broad cross-section of the education profession in each phase of development and validation, (2) additional research should be conducted to more precisely define those affective variables necessary for educator success, (3) a set of core competencies which are common to the various educator roles should be identified and validated, and the demonstration of competence in these areas should become requisite for all educators seeking certification, (4) the variable of time should become a larger part of competency-based programs, and participants who demonstrate minimum acceptable competence should not be required to remain in attendance for predetermined periods of time, (5) operative competency-based programs should include provision for continuous evaluation and modification based upon evaluation findings, and (6) each educator preparation institution in Texas should design and operate a competency-based program to determine feasibility of the approach at that institution.
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CHAPTER I

INTRODUCTION

The competence of the professional and auxiliary staff of a school is a strong indicator of the effectiveness of its instructional program. Each staff member is important to the overall effectiveness and efficiency of the school operation. According to Trump, however, the principal does more to influence the quality of the school program than any other person. The accomplishments of teachers and superintendents are greatly enhanced or restricted by the actions of the principal (5, p. 3).

Although most contemporary educators agree that instructional leadership is the most important function of the building principal, several studies reveal that principals usually spend a majority of their time in other endeavors (5, p. 19). During a typical week, a principal may perform hundreds of complex tasks. Schwab has stated that the minimum number of factors involved in dealing with problems in educational administration is upward of 4,500, with a more likely estimate of 50,000 (3, p. 95).

Present movements toward increased accountability, teacher negotiation, the drug culture, and new approaches
to instruction are requiring principals to develop leadership skills heretofore not used in educational administration.

This recognition of the change in leadership roles of school principals has caused a reevaluation of college training programs and state certification standards and practices. One result has been a steady movement toward training and certification programs based upon the demonstration of the competency to perform the job effectively.

Results of a survey sponsored by the American Association of Colleges for Teacher Education reveal that the competency-based movement is quite widespread. Of the 783 responding institutions, 125 reportedly had programs which could be classified as competency-based. Another 366 institutions reported that they were in some developmental stage of planning competency-based educator preparation programs (8, p. 26). Another survey was circulated to the chief state school officer in each state to ascertain the extent to which each of the fifty states had mandated or encouraged competency-based certification programs. The survey results indicated that ten states have mandated competency-based programs for teacher preparation. One additional state has mandated competency-based programs for the training of school administrators but not for teachers (7, p. 291).
Statement of the Problem

The problem of this study was to determine the necessary job competencies of secondary school principals as perceived by selected Texas educators.

Purposes of the Study

The purposes of this study were to determine those competencies which a person should possess in order to perform at an acceptable level as a secondary school principal, and to formulate generalizations concerning competency-based training and certification programs for secondary school principals.

Background and Significance of the Study

Houston and Howsam had the following observation concerning the speed with which the competency-based movement has reached the field of education:

Rarely, if ever, has any movement swept through teacher education so rapidly or captured the attention of so many in so short a time as has the competency-based movement. Already well underway, the approach holds promise of renovating or regenerating teacher education. Equally significantly, it appears probable that it will do so in record-setting time (4, p. viii).

Conferences, seminars, and pilot studies have appeared across the nation as educational leaders have attempted to understand and solve the many problems associated with such a major change in educator preparation and certification
programs. The initial effort of most planning groups has been to more precisely identify categories of responsibilities in which competency is expected.

Many early efforts were made to group administrative functions of like nature. One of the best known groupings of administrative functions was made by Gulick in the 1930's. According to Gulick, the activities of administration are planning, organizing, staffing, directing, coordinating, reporting, and budgeting. Gulick's analysis of administrative activity is based on the earlier efforts of the great French industrialist, Henri Fayol (2, p. 90).

In categorizing the duties of school principals, Campbell, Corbally, and Ramseyer listed school-community relationships, curriculum and instruction, pupil personnel, staff personnel, physical facilities, and finance and business management (1, p. 56).

In an Oregon study, the actual time spent by principals in performing certain specified administrative tasks was compared to the time the principals and national education authorities thought should be spent in performing those tasks:

A study of these data further indicates differences between how time should be spent and how it actually is spent. Office routing, activity programs, and teaching took approximately twice as much time, 53 percent, as the principals, 27 percent, or authorities, 21.5 percent, thought should be taken on these duties. Supervision and
improvement of instruction received only 12 percent of the principals' time, whereas, in contrast, the principals thought that 22 percent of their time should be devoted to this area, while authorities called for 31 percent (6, pp. 19-20).

Definition of Terms

For the purposes of this study, the following definitions were formulated:

**Competency** is proficiency in the performance of job responsibility.

**Competency-based training program** is a college or university educator preparation program that emphasizes the ability to perform rather than college course credits.

The **principal** of a junior high school or a senior high school is listed in the 1973-1974 "Public School Directory" published by the Texas Education Agency.

A **professor** is an instructor in a Texas college or university directly involved with the preparation of secondary school principals.

**Respondent category** is a group of respondents in the study who held equivalent job assignments. The respondent categories were professors, superintendents, principals, and teachers.

**Superintendent** is the chief school officer of a Texas school district which provides a secondary educational program.
A teacher is an instructor employed in a Texas junior high school or senior high school.

Teacher education is a college or university program leading to the qualification or certification of teachers, support staff, and administrators.

Limitations

This study was limited to a sample of 100 superintendents, 100 principals, 200 teachers, and 22 college and university professors in the State of Texas.

Basic Assumptions

It was assumed that superintendents, principals, teachers, and college professors were the best qualified persons available to identify the competencies necessary for the performance of the duties of secondary school principals. It was further assumed that the survey questionnaire was a valid instrument for collecting data for this study.

The Survey Instrument

A review of the literature was used to determine the most appropriate categories of responsibilities of secondary principals and to formulate specific competencies for each category. Using the accumulated information, a questionnaire was developed to survey the necessary job
competencies of secondary school principals as perceived by selected Texas educators.

The initial questionnaire was submitted to a validation panel of six educators who had expertise that especially qualified them to serve in this capacity. The panel consisted of two secondary school principals, one superintendent, one teacher, one university professor, and the executive director of a state-wide association for secondary school principals. Jury members were requested to evaluate each item on the questionnaire in terms of clarity of wording and appropriateness for inclusion on the final instrument. Approval by five of the six panel members was considered sufficient to include an item on the final questionnaire.

Procedures for Collection of Data

A random sampling technique was utilized to determine the superintendents, principals, and teachers to be included in the study. A professor from each of the twenty-two Texas colleges and universities providing a secondary principal certification program was also included in the study. A return of 67 percent of the survey questionnaires was considered adequate to support the objectives of this study.
Procedures for Analysis of Data

The data collected by the survey instruments were recorded on keypunch cards and processed by computer. Mean scores and standard deviations were computed for each respondent category for each item on the questionnaire. All items receiving a mean score of at least 3.5 by three of the four respondent categories were considered to be necessary job competencies of secondary school principals. The Scheffe' test was applied to make all possible comparisons between respondent categories for each item. Mean scores, standard deviations, and F-values are presented in tables in Chapter IV of this study.

These data and a review of the literature were used to draw conclusions and recommendations concerning the necessary job competencies of secondary school principals and competency-based preparation programs for educators.

Summary

Chapter I introduces the study, states the problem for the study, gives the purposes of the study, presents a definition of terms, acknowledges and limitations of the study, provides basic assumptions, explains the development of the survey instrument, and describes procedures for the collection and analysis of data.
Chapter II presents a survey of literature and supplemental data related to the background of the competency-based education movement in the United States, characteristics of competency-based teacher education programs, and the present status of competency-based programs. Details of the procedures employed in completing the study are reported in Chapter III. Chapter IV is a presentation of the data gathered by the use of the survey questionnaire developed for this study. Chapter V presents the summary, findings, conclusions, and recommendations resulting from this investigation.
CHAPTER BIBLIOGRAPHY


CHAPTER II

A REVIEW OF LITERATURE AND SUPPLEMENTAL DATA

A review of literature and supplemental data was undertaken in order to provide an understanding of the historical background of the competency-based teacher education movement in the United States, to study the most common characteristics of competency-based teacher education programs, and to determine the status of competency-based programs currently in operation. This understanding was essential to the development of a survey instrument to be used in determining the necessary job competencies for secondary school principals.

The Historical Background of Competency-Based Teacher Education

Several social and political developments have converged in the past few years to bring about widespread demands for increased accountability in the field of education. Krystal and Henrie identified those developments as a growing demand for cost/benefit analysis of federally funded programs, the increase of media reports of educational inadequacies, and the war on poverty (16, p. 1).
Roger Kaufman, himself a leader in the accountability movement, credits Leon Lessinger with being the father of educational accountability. Not only has Lessinger assisted with the birth of accountability, but he has also provided the tools for achieving a realistic accountability (15, p. 21).

Richburg points out that writers' perceptions of the antecedents in the accountability movement vary; however, most agree that the movement is attributed to federal government influence, a dissatisfied public, education of impoverished children as a national priority, and a tendency to look at education in terms of cost effectiveness (22, p. 2).

The Elementary and Secondary Education Act of 1965 provided the immediate thrust toward increased educational accountability. Title I of that law placed an evaluation requirement upon local school districts in regard to compensatory programs:

Each local educational agency shall at least annually provide an evaluation of the effectiveness of its program under Title I of this Act, in meeting the special education needs of the educationally deprived children, including appropriate objective measurements of educational achievement. The measurement of educational achievement under such a program shall include the measuring or estimating of educational deprivation of these children who will participate in the program, and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm (17, p. 4).
The second major accountability event was the Texarkana performance contract in 1969. The following year, a $2,000,000 contract was signed with the Gary, Indiana school system in which a contractor agreed to teach the entire curriculum in one elementary school. The fourth major event in the accountability movement was the OEO voucher experiment in Seattle, San Francisco, Alum Rock, California, and Rockland, Maryland (22, p. 7).

Added emphasis was placed upon the need for educational reform and increased accountability in President Richard Nixon's 1970 "Message on Education Reform." This is illustrated by the following passages:

Apart from the general public interest in providing teachers an honorable and well-paid professional career, there is only one important question to be asked about education: What do the children learn? Unfortunately, it is simply not possible to make any confident deduction from school characteristics as to what will be happening to the children in any particular school. . . . One conclusion (however) is inescapable: We do not yet have equal educational opportunity in America.

To achieve this . . . reform it will be necessary to develop broader and more sensitive measurements of learning than we now have . . . new measurements of educational output. . . .

From these considerations, we derive another concept: accountability. School administrators and school teachers alike are responsible for their performance, and it is in their interest as well as in the interests of their pupils that they be held accountable. Success should be measured not by some fixed national norm, but rather by the results achieved in relation to the actual situation of the particular school and the particular set of pupils (5, p. 11).
Edelfelt stated that educational reform should begin in several places, but it is particularly appropriate to start at the college and university level, because that is where the control of teacher education now rests. He argued that it is indefensible to call for change in schools without a substantial change in the institutions that prepare teachers (9, p. 21).

The recent movement toward competency-based teacher education and certification does not appear to result solely from the larger and more pronounced accountability thrust. The interest in competency-based education does draw strength and support from the larger movement. Burdin listed the increasing concern for educational accountability as one of five factors contributing to the competency-based movement (6, p. 42). According to Elam, the general attitude toward education in the Sixties made the idea appealing to educators:

Probably the roots of PBTE lie in the general societal conditions and the institutional response to them characteristic of the Sixties. For example, the realization that little or no progress was being made in narrowing wide inequality gaps led to increasing governmental attention to racial, ethnic, and socio-economic minority needs, particularly educational ones. The claim that traditional teacher education programs were not producing people equipped to teach minority group children and youth effectively has pointed directly to the need for reform in teacher education. Moreover, the claim of minority group youth that there should
be alternative routes to professional status has raised serious questions about the suitability of generally recognized teacher education programs (11, p. 9).

Rosner and Kay pointed out that the competency-based movement is not a product of federal bureaucracy, state certification agencies, or campuses of teacher education. The concept has grown over a number of years and has been spurred by the demands for more accountability in education, educational relevance, and cost-effectiveness in schools. One of the most important factors in the development of the movement has been the technological readiness of the educational profession. This readiness is due in large measure to the willingness of the federal government to invest large sums of money in research and development activities more closely related to the problems of the classroom.

The National Center for Educational Research and Development elementary models program and Teacher Corps projects of the U. S. Office of Education have led to schooling which is more systematic and field-oriented. Other research and development activities have resulted in minicourses, microteaching, computer-assisted instruction, and individualized instructional programs. All have pointed to the feasibility and potential effectiveness of instruction which allows students to progress at their individual rate of learning (23, p. 290).
Andrews analyzed the origin of the states' attitudes toward competency-based teacher education. The thrust in some states has resulted from legislation with little or no interaction from the educational profession. According to Andrews, the most serious difficulty arising from such action is the lack of options due to the specificity of a law. The major thrust in other states has come from the efforts of state personnel in offices of teacher education and teacher certification. In other cases, the movement has received priority as a result of the chief state school officers' commitment to the competency-based idea. States also receive much encouragement from outside forces. External funding sources such as Teacher Corps and Task Force '72 along with other interested educators urge states to develop formal policies and guidelines (2, p. 234).

The American Association of Colleges for Teacher Education is among the most active groups studying the potentials of competency-based education. The Association has sponsored activities across the nation and has commissioned a number of publications dealing with the various aspects of the phenomenon. Its Committee on Performance-Based Teacher Education has attempted to define and clarify concepts, to examine their potential, and identify related problems, issues, ambiguities, differences of opinion, and unanswered questions (11, p. 1).
Task Force '72 of the U. S. Office of Education spent a full year in brainstorming activities with leading American educators concerning the needs of national leadership in education. Among the resolutions adopted by the noted group was one pointing to the pressing need for a comprehensive plan for teacher education:

There is little mystery about the fragmentation of teacher education. The mystery lies in the question as to why nothing has been done about the problem. There is clearly a great need to relate preservice and inservice teacher education, not only more effectively, but to develop systematic teacher education programs that consider the training problems of teacher from the time they decide to become teachers to the time they retire from the profession. The Task Force strongly recommends the development of more effective links between preservice and inservice training programs and between the college trainers and school trainers (14, p. 79).

Through a grant from the U. S. Office of Education to the Texas Education Agency, the Texas Teacher Center Project was established in 1970. The AACTE Committee on Performance-Based Teacher Education serves as the national component of the project. A primary concern of the Project is to field test programs and to give national visibility to competency-based teacher education efforts:

One of the original thrusts of the Texas Teacher Center Project was to conceptualize and field test performance-based teacher education programs as pilot situations and contribute to a statewide effort
to move teacher certification to a performance base. By the inclusion of the national component in the Project, the Texas Project made it possible for all efforts in the nation related to performance-based teacher education to gain national visibility. More important, it gave to the nation a central forum where continuous study and further clarification of the performance-based movement might take place (1, p. 51).

The Rockefeller Brothers Fund recently made a grant to the Educational Testing Service for the purpose of establishing a National Commission on Performance-Based Education. The goal of the Commission is to coordinate various activities of the competency-based movement in order that genuine strengths can be identified and verified. Research and development centers will be established to generate data relative to teaching effectiveness. Four strategies will be employed. In one research program, the starting point will be models of teaching or instruction. The results of this work will be used as a basis for creating a taxonomy of teaching behavior. A second strategy will be similar to the first except that the starting point will be different conceptions of the role of the teacher. Each role will be used to describe how teachers would perform who acted consistently with the concept of the role and to describe the consequences for students if teachers enacted the role. The third strategy will be to utilize specific curricula and materials to describe what students learn if exposed to these curricula and
what kinds of teaching performance are most likely to produce these changes. The final strategy will be to develop studies in which specific student performances are measured and then to identify teachers who are more effective in producing these performances (19, pp. 296-298).

Characteristics of Competency-Based Teacher Education Programs

Competency-based teacher education has come to mean many things to many different people. As a result, it is often difficult to determine if certain programs are to be considered competency-based. Rosner and Kay warned that unless participating institutions and agencies come to agreement on what the critical dimensions are that the real promise of competency-based teacher education is unlikely to be realized (23, p. 291).

In the description of competency-based teacher education programs, Schmieder listed twenty-one distinguishing characteristics. Seven of the characteristics are specific, and the other fourteen are general in nature. As to the specific characteristics, he listed the following:

1. Precise objectives stated in behavioral terms,
2. Criteria to be applied in assessing the competencies of students made explicit and public as well as negotiable,
3. Students held accountable for meeting these criteria,
4. Decision-making regarding training needs based on successful mastery of objectives,
5. Instructors held accountable for effectiveness of planned program,
6. Achievement held constant and time varied, and
7. Emphasis placed upon exit requirements with considerable flexibility in entrance requirements (24, p. 5).

In a rather lengthy description of competency-based programs in operation, Elfenbein summarized the most common characteristics as follows:

Although all programs have rationales explaining why they are engaged in PBTE, not all have clearly stated conceptualizations of the end product, the functioning teacher in context and lead. Terminal objectives for the programs are not always clearly stated, nor are they always apparent from the written material. Some objectives are in the process of development or revision; some have not been agreed upon by the participants. Enabling objectives for modules and clusters are common and can be found in all programs. When modules combine into clusters or units, terminal objectives for this aspect of the program are apparent.

Objectives are generally determined by faculty, either jointly or individually. Other members of the profession--public school personnel and representatives of professional organizations--have little to do with the development, except in a few cases where they act as advisors. Objectives for what would traditionally be considered content areas are determined by the course instructor. Because objectives for the program are often broad, criteria on which to determine competency are somewhat
impressionistic and subjective. This is less true in the modules and clusters which deal with a limited portion of the total program (12, p. 30).

A letter from the Texas Commissioner of Education to administrators in local school districts, colleges and universities, and professional organizations described certain characteristics which should be considered in the planning of competency-based teacher education programs. According to the Commissioner, a well-planned program will provide for pre- and post-testing, multiple options to develop abilities, and a variety of assessment strategies to produce recyclical study at the ability level of each participant (10, p. 4).

The American Association of Colleges for Teacher Education has formulated a definition of competency-based teacher education through a list of essential elements. These elements are

1. Competencies to be demonstrated by the student are derived from explicit conceptions of teacher roles, stated so as to make possible assessment of a student's behavior in relation to specific competencies, and made public in advance.

2. Criteria to be employed in assessing competencies are based upon, and in harmony with, specified competencies; explicit in stating expected levels of mastery under specified conditions; and made public in advance.
3. Assessment of the student's competency uses his performance as the primary source of evidence; takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or evaluating situations or behaviors; and strives for objectivity.

4. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completion.

5. The instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified (11, pp. 5-6).

Most programs currently in the operational or formative stage employ the module as the key instructional method. In preparing instructional modules, the developer attempts to isolate specific abilities that appear requisite to effective teaching. He then defines learning activities designed to elicit these abilities as terminal behaviors (4, p. 511).

Houston and Howsam described the typical learning module as follows:

The instructional module includes a set of activities intended to facilitate the learner's achievement of a specific objective or set of objectives. It is a relatively self-contained unit, designed for a specific purpose, and is a part of a broader, more comprehensive instructional system. The module used in some programs focuses on limited objectives and can be completed in a short time, whereas the
The module employed in other programs is broad in scope and requires a week or a month for completion. Yet other programs use modules that vary widely in scope and in time commitment.

Although the form or format of the module may vary with its setting and its objectives, most modules include five parts. (1) The rationale is a clear statement explaining the importance and relevance of the objectives to be achieved. (2) The objectives of the module are stated in criterion-referenced terms, specifying the considerations for successful completion. (3) A pre-assessment tests the learner's competence in selected prerequisites and evaluates his present competence in meeting the objectives of the module. On the basis of this pre-assessment, the learner may opt out of the module, receive credit without further activities, or focus his efforts on areas of greatest need. (4) The enabling activities specify several procedures for attaining the competence specified by the module objectives. In most cases, modern technology is used to promote individualization, so that the student spends relatively more time in a learning carrel or in group activities than he does in lectures. However, students also engage in laboratory experiences, participate in seminars, work with children, and undergo simulated experiences. (5) The post-assessment, like the pre-assessment, measures competency in meeting the module objectives. Successful performance on a post-assessment signals completion of the module. Unsuccessful performance usually leads to recycling through the optional activities (a closed loop). Modules also include feedback mechanisms by which students are kept informed of their performance and progress (14, p. 10).

The Utah State University Protocol Project has developed and field tested six self-instructional modules concerned with language competency of the classroom teacher.
Each module is a complete unit, and each is independent of the others. The modules are individualized for use outside of the classroom and without the assistance of an instructor. A number of teacher education programs are currently using the Utah State modules (3, pp. 17-20).

An implied characteristic of the modular approach to competency-based education is that of individualization (11, p. 7). This characteristic allows the student to progress at his own rate of learning. Houston and Howsam pointed out that such programs are also personalized. Each student has some choice in the selection of objectives and of learning activities he is to pursue (14, p. 4). According to May, the concepts of individualization and personalization are the two main advantages to the use of independent study modules (18, p. 155).

Drumheller pointed out that instructors, or facilitators, are needed even though instructional packages are largely self-paced units. It is unlikely that competency-based instructional units will be developed that do not require a human facilitator unless the learners are extremely capable or the skills to be developed are extremely simple (8, p. 9).

Byram suggested that competency-based education is a special kind of individualized instruction. An instructional system characterized by objectives or competencies utilizes three processes to bring about
individualization. Assessment procedures determine the proficiency level of individual students; diagnosis is the process for determining why a student has not mastered a particular objective; and prescription is the selection of learning activities that will enable the learner to master the objective (7, p. 38).

The concept of field experience is characteristic of competency-based programs currently in operation. Merritt contended that the preservice experience of teacher candidates should also be guided by the competency-based idea. Performance objectives should be stipulated in order that the student teacher, the university supervisor, and the cooperating teacher understand and agree upon the behavior expected of the student teacher. In addition to providing guidance, well-stated performance objectives should also help the student teacher interpret the behavior he is observing (20, pp. 1-3).

The University of Georgia program provides field experiences through the cooperation of selected public schools. Experiences of prospective teachers are guided by a team of public school personnel, third and fourth year preservice students, a full-time team leader, and several part-time University of Georgia curriculum specialists (25, pp. 191-192).
Present Status of Competency-Based Teacher Education Programs

The movement toward competency-based teacher education and certification began about five years ago. Presently, there are a relatively small number of established programs with several more in various stages of development. Although there has been considerable interchange of ideas and information, competency-based developments have been largely uncoordinated:

Typically, institutions build programs to their own specifications, though each in some way uses the ideas and experience of others. The competencies for which teachers are being trained vary considerably from program to program. The programs have relatively primitive systems for assessing competence. Also, because they are new, the effectiveness of most C/PBTE training systems has not been tested (19, p. 296).

The lack of coordination at the national level leads to much difficulty in accurately assessing the breadth of the competency-based movement (23, p. 291). Schmieder reported on a rather comprehensive attempt to make such assessment. The results of the attempt showed that as of February, 1973, seventeen states had given legislative or administrative support to the concept. In fifteen of those states, competency-based programs were established as possible alternatives to certification. In New York and Texas, certification through competency-based preparation programs has been mandated as the only
acceptable course. The survey reported that fourteen other states were working on new certification standards and approaches. Schmieder listed ten colleges or universities where the total teacher education program is competency-based and eighty others that provide both competency-based and alternative programs (24, pp. 10-12).

In a report published a few months later, Wilson and Curtiss reported the results of a survey questionnaire sent to the chief state school officer in each of the states asking the degree to which the state had committed itself to the competency-based idea. The results showed that ten states have now mandated such programs to become effective at varying dates ranging to the year 1980 (27, pp. 76-77).

In Texas, the State Board of Education revised the standards for accrediting teacher education institutions. The new standards required that all teacher education and certification programs be competency-based by the year 1977. Recently, the Texas Attorney General ruled that it is not within the authority of the State Board of Education to make such a stipulation. The ruling does allow competency-based programs as one alternative for state certification of educational personnel (10, p. 1).

As early as 1968, models of competency-based teacher education programs were developed by Syracuse University,
the Ohio Consortium, Columbia University Teachers College, the University of Georgia, Michigan State University, the University of Wisconsin, Florida State University, the University of Massachusetts, and the Northwest Regional Education Laboratory (20, p. 1).

Incorporating the model advocated by Stanley Elam, the University of Nebraska began a competency-based secondary teacher preparation program in 1969. Learning activities related to behaviorally stated objectives have replaced traditional course content. Program evaluative data point to two major findings. Teacher education students like the performance-based approach better than traditional instructional methods. Data suggest that youngsters taught by graduates of the program can achieve more (26, p. 303).

A similar program for secondary education students is in operation at Illinois State University. The series of individual learning packages is organized into a book. Students progress at their own rate through the packages with direction from a team of professors. Although the activities vary greatly from one instructional package to another, there are certain features common to all. Each package contains a set of objectives, questions to be answered, required and optional learning activities, and evaluation procedures. For determining progress and attainment level, a value is assigned to each package:
Each of the instructional objective packages is assigned a merit weight that approximates the number of classroom hours an average student would need to complete the package. Equating 40 merits with each semester hour of credit, 320 merits would complete the course. Currently, 70% of these merits include all the objectives that instructors consider essential for the preservice teacher. The remaining 30% may be earned by working through optional self-paced packages or contracting for merits with advisers for independent study projects (13, p. 300).

The University of Georgia was one of nine institutions funded by the U. S. Office of Education for the purpose of developing specifications for comprehensive undergraduate and inservice teacher education programs. Development of the instructional component to include modular instruction and field-based operations has been completed. Approximately 500 preservice elementary teachers are now enrolled in the program. By 1975, all preservice elementary education students are expected to be in the comprehensive program model.

Program modules containing objectives, preassessment of the learner, learning activities, and postassessment of the learner have been developed as a vehicle for the acquisition of specified competencies. Competencies in the Georgia program are classified as either generic or enabling. Generic competencies are those generally applicable to all teachers. Enabling competencies include the knowledge of subject matter, philosophical and
sociological rationales, skills in attacking and solving problems, decision making, understanding of oneself, and knowledge of the teaching process (25, pp. 187-193).

One of the earliest competency-based programs was initiated in 1970 at Weber State College in Utah. Full implementation of the concept and a recognition of outstanding characteristics earned Weber State the Distinguished Achievement Award presented by the American Association of Colleges for Teacher Education for excellence in teacher education. Grading in the program is on a credit/no credit basis as students complete individual learning packets or modules. Work on learning packets, called WILKITs, is preceded by two sets of experiences. When a student expresses interest in an education major, he is scheduled into a set of structured field experiences consisting of thirty hours of contact in elementary and secondary schools. This experience enables the prospective teacher to examine his choice of profession and provides the opportunity for selecting the level at which he wishes to teach. In addition, the student participates in an interaction laboratory consisting of forty hours of informal group experiences. These experiences are designed to improve self-understanding, to generate proficiency in human relations skills, and to relate these skills to the teaching/learning process.
Evaluative judgements by students and graduates have been positive. Some evaluative statements have been negative concerning specific WILKITs and the difficulty of access to faculty members. Evaluation summaries show that graduates would not alter the general program structure, but they would revise certain program elements (21, pp. 320-324).


CHAPTER III

COLLECTION OF DATA

The problem of this study was to determine the necessary job competencies of secondary school principals as perceived by selected Texas educators. The following procedures were designed to obtain appropriate data: (1) a comprehensive review of literature and supplemental data, (2) construction of the initial survey questionnaire, (3) selection of the validation panel, (4) validation of the initial survey questionnaire, (5) construction of the final survey questionnaire, (6) selection of the sample, and (7) administration of the final survey questionnaire.

Comprehensive Review of Literature and Supplemental Data

The review of literature and supplemental data was undertaken to provide an understanding of the competency-based movement in American education, characteristics of competency-based teacher education programs, and the present status of competency-based teacher education programs. Another reason for the review of literature and supplemental data was to select a representative set of competencies for secondary school principals advocated by
leading education writers for the purpose of developing the questionnaire used in this study.

Development of the Initial Questionnaire

A review of literature and consultation with university professors and practicing school administrators preceded the development of the initial questionnaire. Information from these sources was used to define the categories of competencies needed by school principals and to formulate item statements for the initial questionnaire.

The tentative questionnaire was discussed in conferences with college professors, practicing school administrators, and a director of research and evaluation. Several word changes resulted from recommendations made by these experienced educators. Ninety-five competencies were selected for inclusion in the initial questionnaire.

Selection of Validation Panel

The validation panel consisted of six educators selected from educational institutions and associations in Texas. Each of the panel members (see Appendix A) was a veteran educator with background experience and present leadership position to especially qualify him to serve as a member of the panel.

The panel members were (1) a college professor in a large university with many years of experience in the
training of school administrators, (2) the Executive Secretary of the Texas Association of Secondary School Principals, (3) the President of the Texas Association of Secondary School Principals and principal of a junior high school in a medium-sized district in North Texas, (4) the president-elect of the Texas Association of Secondary School Principals and principal of a high school in a large school district in South Texas, (5) the President of the Texas Association of School Administrators and superintendent of a Texas school district with approximately 4,000 students, and (6) the president of a classroom teachers organization in a large city school district in North Texas.

Each prospective panel member was called by telephone and requested to participate in the validation procedure. The role of panel members in approving, disapproving, altering, and suggesting additional items on the survey instrument was explained. Each agreed to participate and to return his reply within two weeks of receipt of the instrument.

Validation of the Initial Survey Questionnaire

The initial survey questionnaire was mailed to each panel member for validation. A copy of the initial questionnaire (see Appendix B), accompanied by a letter
of instruction (see Appendix C), and a self-addressed, stamped envelope was mailed to the members of the panel. Individual panel members were requested to read each item and decide if the item was usable, usable with modification, or unusable. Squares for recording responses were placed in the right margin of the questionnaire. No response was necessary for items appropriately stated. For an item inappropriately stated, panel members were instructed to place a check mark in the square labeled "usable with modification" and to make the suggested alteration. If the item was inappropriate for inclusion on the final questionnaire, the jury member was instructed to place a check mark in the square labeled "unusable."

Space was provided at the end of each category of competencies for the jury member to suggest additional items to be included on the final instrument.

Construction of the Final Questionnaire

The construction of the final questionnaire (see Appendix D) was based on the responses of the validation panel. Items rated "usable" by five of the six panel members were included on the final questionnaire. Ninety-one of the original ninety-five items received approval by five or more panel members and were included on the final questionnaire.
Items used on the final instrument, a cover letter, and instructions for completion were typed on letter-size sheets of paper. The type was reduced in size for printing. The questionnaires, consisting of thirteen pages, were printed by offset press in booklet form. Blue paper stock was selected to give the eight-and-one-half-inch by four-and-one-fourth-inch booklets an attractive and distinctive appearance. Questionnaires mailed in the follow-up were printed on tan paper. The questionnaire was used to survey a sample of Texas educators with knowledge concerning the necessary job competencies for secondary school principals.

Selection of the Sample

The Texas Education Agency provided a list of Texas colleges and universities providing secondary principal certification programs. All twenty-two were used in the study.

The 1972-73 "Public School Directory" was used to develop a list of school districts and secondary schools needed for the selection of a sample of superintendents and secondary school principals for the study (2). The name of each school district was typed on an individual piece of paper and all names were placed in a box. A child drew names from the box until one hundred were
drawn. The superintendents of the districts drawn constituted the superintendents sample.

The names of all junior and senior high schools were placed in the box, and the procedure was repeated. The principals of the one hundred schools drawn constituted the sample of principals used in the study.

A systematic sampling procedure was employed to select two hundred secondary teachers from the twenty counties included in Education Service Center Regions 10 and 12. A computer program was written to select each fifty-first name from a computer tape containing a roster of all secondary teachers in Regions 10 and 12. A table of random numbers was used to select the first teacher to be included in the sample.

Administration of the Final Survey Instrument

The validated questionnaire was administered to the sample of 422 Texas educators. The first page of the booklets was a letter explaining the purpose of the study and a request for the participation of the recipient. Instructions for completing and returning the questionnaire were printed on the second page. A booklet and a self-addressed, stamped envelope were mailed to each educator in the sample.

A working list was prepared for each respondent category. An identification number was assigned to each
name on the lists and the numbers affixed to the questionnaires prior to mailing. The numbers were checked off the working lists as instruments were returned.

Approximately three weeks after the initial mailing, a follow-up mailing was sent to non-respondents. The mailing consisted of a letter asking participation in the study, a second copy of the questionnaire, and a self-addressed, stamped envelope for convenient return.

These procedures resulted in a return of 316 usable questionnaires, or 75 percent. Three questionnaires were returned with no response to the item statements. This return of usable questionnaires exceeded the two-thirds standard considered acceptable to accomplish the purposes of this study.

After the deadline for returning the questionnaires, the data were recorded on keypunch cards for computer processing. The results of the data treatment are presented in tables included in Chapter IV.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

PRESENTATION OF FINDINGS

The data presented in this chapter were obtained by compiling results of the questionnaire, "A Research Study to Determine the Necessary Job Competencies of Texas Secondary School Principals." The responses of 316 educators representing public schools and higher education in the State of Texas are presented.

The ninety-one competency statements included in the questionnaire resulted from an extensive review of educational literature and related material. Competencies of like nature were grouped into eight separate competency areas. Data are reported in eight tables representing the competency areas defined. Data in each table present the number of respondents, the group mean, the standard deviation, the F-ratio, and the probability of differences among group means for individual competency statements.

Table I presents a distribution of sample returns by respondent categories. A total of 422 Texas superintendents, principals, teachers, and secondary education professors were requested to participate in the study. A total of 316 usable instruments was returned for data treatment.
TABLE I
DISTRIBUTION OF SAMPLE RETURNS BY RESPONDENT CATEGORIES

<table>
<thead>
<tr>
<th>Survey Groups</th>
<th>Number in Sample</th>
<th>Number of Returns</th>
<th>Percent Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendents</td>
<td>100</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Principals</td>
<td>100</td>
<td>76</td>
<td>76</td>
</tr>
<tr>
<td>Teachers</td>
<td>200</td>
<td>140</td>
<td>70</td>
</tr>
<tr>
<td>Professors</td>
<td>22</td>
<td>18</td>
<td>82</td>
</tr>
<tr>
<td>Total</td>
<td>422</td>
<td>316</td>
<td>75</td>
</tr>
</tbody>
</table>

Eighty-two of the 100 superintendents, seventy-six of the 100 principals, 140 of the 200 teachers, and eighteen of the twenty-two professors responded to the questionnaire.

The percentage of return from each respondent group and the total return of 75 percent exceeded the 67 percent return considered necessary to support the purposes of the study.

Organization and Administrative Competencies: Survey Items 1.1 through 1.13

The data presented in Table II report the perceived importance of the thirteen competencies related to the organization and administration functions of secondary school principals.
### TABLE II
ANALYSIS OF 13 ITEMS RELATING TO ORGANIZATION AND ADMINISTRATION

<table>
<thead>
<tr>
<th>Item</th>
<th>Superintendents</th>
<th>Principals</th>
<th>Teachers</th>
<th>Professors</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N    M    SD</td>
<td>N    M    SD</td>
<td>N    M    SD</td>
<td>N    M    SD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1</td>
<td>82    4.20  1.06</td>
<td>76    4.51  .72</td>
<td>140   4.37  .80</td>
<td>18    4.44  .78</td>
<td>1.89</td>
<td>.13</td>
</tr>
<tr>
<td>1.2</td>
<td>82    4.72  .57</td>
<td>76    4.71  .67</td>
<td>140   4.52  .66</td>
<td>18    4.78  .43</td>
<td>2.67</td>
<td>.05</td>
</tr>
<tr>
<td>1.3</td>
<td>82    4.59  .60</td>
<td>76    4.57  .60</td>
<td>140   4.45  .65</td>
<td>18    4.22  1.06</td>
<td>2.06</td>
<td>.11</td>
</tr>
<tr>
<td>1.4</td>
<td>82    3.78  1.06</td>
<td>76    3.93  .96</td>
<td>140   4.01  .89</td>
<td>18    4.06  .87</td>
<td>1.08</td>
<td>.36</td>
</tr>
<tr>
<td>1.5</td>
<td>82    4.21  .77</td>
<td>76    4.57  .77</td>
<td>140   4.41  .67</td>
<td>18    4.67  .49</td>
<td>4.43</td>
<td>.01</td>
</tr>
<tr>
<td>1.6</td>
<td>82    4.40  .77</td>
<td>76    4.46  .64</td>
<td>140   4.24  .75</td>
<td>18    4.67  .59</td>
<td>3.03</td>
<td>.03</td>
</tr>
<tr>
<td>1.7</td>
<td>82    4.23  .88</td>
<td>76    4.17  .79</td>
<td>140   4.00  1.05</td>
<td>18    4.56  .70</td>
<td>2.53</td>
<td>.06</td>
</tr>
<tr>
<td>1.8</td>
<td>82    4.05  1.01</td>
<td>76    4.18  .79</td>
<td>140   4.14  .73</td>
<td>18    4.17  .79</td>
<td>3.39</td>
<td>.76</td>
</tr>
<tr>
<td>1.9</td>
<td>82    4.46  .71</td>
<td>76    4.64  .60</td>
<td>140   4.40  .69</td>
<td>18    4.72  .57</td>
<td>2.98</td>
<td>.03</td>
</tr>
<tr>
<td>1.10</td>
<td>82    4.40  .75</td>
<td>76    4.39  .82</td>
<td>140   4.18  .88</td>
<td>18    4.22  1.06</td>
<td>1.71</td>
<td>.16</td>
</tr>
<tr>
<td>1.11</td>
<td>82    2.79  1.34</td>
<td>76    3.04  1.20</td>
<td>140   3.59  1.20</td>
<td>18    3.50  .86</td>
<td>8.49</td>
<td>.01</td>
</tr>
<tr>
<td>1.12</td>
<td>82    3.65  .95</td>
<td>76    3.67  .93</td>
<td>140   3.90  .92</td>
<td>18    4.06  .80</td>
<td>2.25</td>
<td>.08</td>
</tr>
<tr>
<td>1.13</td>
<td>82    3.79  1.17</td>
<td>76    4.05  .94</td>
<td>140   4.01  1.04</td>
<td>18    3.78  1.22</td>
<td>1.13</td>
<td>.34</td>
</tr>
</tbody>
</table>
Item 1.1, "The principal functions as an integral part of the district's 'administrative team' in formulating district-wide policies and regulations," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.51 indicated that principals perceived the competency to have higher importance than did the other respondent groups. Superintendents perceived the competency to have the lowest importance with a mean of 4.20. Professors recorded a mean of 4.44, and the teachers group mean was 4.37. Standard deviations ranged from a high of 1.06 by superintendents to a low of .72 by principals. Teachers and professors recorded standard deviations of .80 and .78, respectively. No significant differences among group means appeared at the .01 level.

Item 1.2, "The principal implements policies of the board of trustees and regulations set by the superintendent," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.78 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers perceived the competency to have the lowest importance with a mean of 4.52. Superintendents recorded a mean of 4.72, and the principals' group mean was 4.71. Standard
deviations ranged from a high of .67 by principals to a low of .43 by professors. Teachers and superintendents recorded standard deviations of .66 and .57, respectively. No significant differences among group means appeared at the .01 level.

Item 1.3, "The principal exercises proper administrative authority in situations not covered by law, policy, or regulation," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.59 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Professors perceived the competency to have the lowest importance with a mean of 4.22. Principals recorded a mean of 4.57, and the mean for teachers was 4.45. Standard deviations ranged from a high of 1.06 by professors to a low of .60 by superintendents and principals. The standard deviation of the teachers group was .65. No significant differences among group means appeared at the .01 level.

Item 1.4, "The principal interprets state and federal laws, regulations of the Commissioner of Education to staff, students, and school patrons," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.06 indicated that professors perceived the
competency to have higher importance than did any other respondent group. Superintendents perceived the competency to have the lowest importance with a mean of 3.78. Teachers recorded a mean of 4.01, and the principals group mean was 3.93. Standard deviations ranged from a high of 1.06 by superintendents to a low of .87 by professors. Principals and teachers recorded standard deviations of .96 and .89, respectively. No significant differences among group means appeared at the .01 level.

Item 1.5, "The principal demonstrates a broad knowledge of the legal rights and responsibilities of students, staff, and school patrons," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.67 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents perceived the competency to have the lowest importance with a mean of 4.21. Principals recorded a mean of 4.57, and the teachers group mean was 4.41. Standard deviations ranged from a high of .77 by superintendents and principals to a low of .49 by professors. The standard deviation for the teachers group was .67. A significant difference appeared between the mean scores of principals and superintendents at the .01 level. Principals perceived the competency significantly more important than did superintendents.
Item 1.6, "The principal utilizes a systematic approach to problem solving and administrative decision making," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.67 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers perceived the competency to have the lowest importance with a mean of 4.24. Principals recorded a mean of 4.46, and the superintendents group mean was 4.40. Standard deviations ranged from a high of .77 by superintendents to a low of .59 by professors. Teachers and principals recorded standard deviations of .75 and .64, respectively. No significant differences among group means appeared at the .01 level.

Item 1.7, "The principal develops strategies for involving staff members in reaching administrative decisions," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated the professors perceived the competency to have higher importance than did any other respondent group. Teachers perceived the competency to have the lowest importance with a mean of 4.00. Superintendents recorded a mean of 4.23 and the principals group mean was
4.17. Standard deviations ranged from a high of 1.05 by teachers to a low of .70 by professors. Superintendents and principals recorded standard deviations of .88 and .79, respectively. No significant differences among group means appeared at the .01 level.

Item 1.8, "The principal understands the purposes of local regulatory agencies and their relationships to the school and the community," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.18 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents perceived the competency to have the lowest importance with a mean of 4.05. Professors recorded a mean of 4.17, and the teachers group mean was 4.14. Standard deviations ranged from a high of 1.01 by superintendents to a low of .73 by teachers. Principals and professors recorded a standard deviation of .79. No significant differences among group means appeared at the .01 level.

Item 1.9, "The principal effectively organizes his daily and long-range work schedule so that all responsibilities of the office are met," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals.
A mean score of 4.72 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers perceived the competency to have the lowest importance with a mean of 4.40. Principals recorded a mean of 4.64, and the superintendents group mean was 4.46. Standard deviations ranged from a high of .71 by superintendents to a low of .57 by professors. Teachers and principals recorded standard deviations of .69 and .60, respectively. No significant differences among group means appeared at the .01 level.

Item 1.10, "The principal delegates tasks and functions without relinquishing responsibility," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.40 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Teachers perceived the competency to have the lowest importance with a mean of 4.18. Principals recorded a mean of 4.39, and the professors group mean was 4.22. Standard deviations ranged from a high of 1.06 by professors to a low of .75 by superintendents. Teachers and principals recorded standard deviations of .88 and .82, respectively. No significant differences among group means appeared at the .01 level.

Item 1.11, "The principal utilizes computer technology to provide administrative and instructional assistance to
the school," received a mean score of at least 3.50 by only two of the respondent groups and was not accepted as a necessary job competency for secondary school principals. A mean of 3.59 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents perceived the competency to have the lowest importance with a mean of 2.79. Professors recorded a mean of 3.50, and the principals group mean was 3.04. Standard deviations ranged from a high of 1.34 by superintendents to a low of .86 by professors. The principals and teachers groups each recorded a standard deviation of 1.20. Significant differences appeared among group means at the .01 level. Teachers perceived the competency to be significantly more important than did the principal and superintendent groups.

Item 1.12, "The principal utilizes reliable research findings as a method of solving educational problems," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 4.06 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents perceived the competency to have the lowest importance with a mean of 3.65. Teachers recorded a mean
of 3.90, and the principals group mean was 3.67. Standard deviations ranged from a high of .95 by superintendents to a low of .80 by professors. Principals and teachers recorded standard deviations of .93 and .92, respectively. No significant differences among group means appeared at the .01 level.

Item 1.13, "The principal demonstrates the ability to forecast student population and to relate forecasts to future personnel, financial, facility, and curriculum needs of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.05 indicated that principals perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 3.78, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.01, and the superintendents group mean was 3.79. Standard deviations ranged from a high of 1.22 by professors to a low of .94 by principals. Superintendents and teachers recorded standard deviations of 1.17 and 1.04, respectively. No significant differences among group means appeared at the .01 level.

Curriculum Design and Improvement Competencies: Survey Items 2.1 through 2.13

The data presented in Table III report the perceived importance of the thirteen competencies related
to the curriculum design and improvement functions of secondary school principals.

Item 2.1, "The principal demonstrates a knowledge of current movements and innovative practices in education across the state and nation," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 4.04, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.23, and the teachers group mean was 4.17. Standard deviations ranged from a high of 1.02 by teachers to a low of .51 by professors. Principals and superintendents recorded standard deviations of .89 and .82, respectively. No significant differences among group means appeared at the .01 level.

Item 2.2, "The principal demonstrates a working knowledge of contemporary educational planning and evaluation techniques," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 4.09,
<table>
<thead>
<tr>
<th>Item</th>
<th>Superintendents</th>
<th>Principals</th>
<th>Teachers</th>
<th>Professors</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>2.1</td>
<td>82</td>
<td>4.23</td>
<td>.82</td>
<td>76</td>
<td>4.04</td>
<td>.89</td>
</tr>
<tr>
<td>2.2</td>
<td>82</td>
<td>4.18</td>
<td>.77</td>
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perceived the competency to have the lowest importance. Teachers recorded a mean of 4.19, and the superintendents group mean was 4.18. Standard deviations ranged from a high of 1.03 by teachers to a low of .69 by professors. Superintendents and principals recorded standard deviations of .77 and .75, respectively. No significant differences among group means appeared at the .01 level.

Item 2.3, "The principal demonstrates the skills of developing and measuring performance and process objectives," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.17 indicated that superintendents perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.92, perceived the competency to have the lowest importance. Teachers and professors recorded group means of 4.06. Standard deviations ranged from a high of 1.35 by professors to a low of .81 by superintendents. Teachers and principals recorded standard deviations of 1.04 and .83, respectively. No significant differences among group means appeared at the .01 level.

Item 2.4, "The principal establishes a framework for regular reviews with the staff concerning the progress toward attainment of the goals and objectives established for the school," received a mean score of at least 3.50
by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.50 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 4.16, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.35, and the teachers group mean was 4.18. Standard deviations ranged from a high of 1.02 by teachers to a low of .62 by professors. Principals and superintendents recorded standard deviations of .88 and .76, respectively. No significant differences among group means appeared at the .01 level.

Item 2.5, "The principal develops and implements strategies for the involvement of staff, students, consultants, and school patrons in curriculum planning," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.39 indicated that professors perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.91, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.30, and the teachers group mean was 4.09. Standard deviations ranged from a high of 1.09 by teachers to a low of .78 by professors. Principals and superintendents
recorded standard deviations of .91 and .81, respectively. No significant differences among group means appeared at the .01 level.

Item 2.6, "The principal effectively utilizes guidance data for program planning and direction," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.04 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.89, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.01, and the professors group mean was 3.94. Standard deviations ranged from a high of .98 by teachers to a low of .79 by superintendents. Principals and professors recorded standard deviations of .92 and .82, respectively. No significant differences among group means appeared at the .01 level.

Item 2.7, "The principal directs formal and informal curriculum evaluations," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.28 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.99, perceived the competency to have the lowest importance.
Superintendents recorded a mean of 4.12, and the teachers group mean was 4.01. Standard deviations ranged from a high of .93 by teachers to a low of .76 by principals. Superintendents and professors recorded standard deviations of .86 and .83, respectively. No significant differences among group means appeared at the .01 level.

Item 2.8, "The principal develops a management plan for major curriculum studies," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 4.06 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.59, perceived the competency to have the lowest importance. Teachers recorded a mean of 3.74, and the superintendents group mean was 3.66. Standard deviations ranged from a high of 1.11 by superintendents and teachers to a low of .83 by professors. The principals standard deviation was .98. No significant differences among group means appeared at the .01 level.

Item 2.9, "The principal establishes a framework to insure articulation between curricular offerings," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 4.05 indicated that teachers
perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.86, perceived the competency to have the lowest importance. Superintendents recorded a mean of 3.95, and the professors group mean was 3.94. Standard deviations ranged from a high of 1.08 by teachers to a low of .83 by superintendents. Principals and professors recorded standard deviations of .95 and .87, respectively. No significant differences among group means appeared at the .01 level.

Item 2.10, "The principal establishes procedures which insure maximum continuity and the minimum of unnecessary overlap in curriculum areas," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.14 indicated that teachers perceived the competency to have higher importance than did any other group. Professors, with a mean of 3.83, perceived the competency to have the lowest importance. Principals recorded a mean of 4.09, and the superintendents group mean was 4.06. Standard deviations ranged from a high of 1.03 by teachers to a low of .79 by professors. Superintendents and principals recorded standard deviations of .81 and .80, respectively. No significant differences among group means appeared at the .01 level.

Item 2.11, "The principal designs and implements a learner needs assessment for the school," received a mean
score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 3.93 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.59, perceived the competency to have the lowest importance. Teachers and professors recorded means of 3.89. Standard deviations ranged from a high of 1.09 by teachers to a low of .86 by superintendents. Principals and professors recorded standard deviations of .97 and .90, respectively. No significant differences among group means appeared at the .01 level.

Item 2.12, "The principal demonstrates knowledge of discrepancy evaluation," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 3.78 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.62, perceived the competency to have the lowest importance. Teachers and superintendents recorded group means of 3.71. Standard deviations ranged from a high of 1.16 by teachers to a low of .88 by professors. Principals and superintendents recorded standard deviations of 1.12 and .95, respectively. No significant differences among group means appeared at the .01 level.
Item 2.13, "The principal demonstrates the ability to organize, analyze, and report student performance data," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.13 indicated that superintendents perceived the competency to have higher importance than did any other group. Professors, with a mean of 3.94, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.06, and the principals group mean was 4.04. Standard deviations ranged from a high of 1.00 by professors to a low of .83 by superintendents. Teachers and principals recorded standard deviations of .98 and .87, respectively. No significant differences between group means appeared at the .01 level.

The Instructional Process Competencies: Survey Items 3.1 through 3.14

The data presented in Table IV report the perceived importance of the fourteen competencies related to the instructional process functions of secondary school principals.

Item 3.1, "The principal demonstrates a knowledge of various learning theories which are applicable to his school situation," received a mean score of at least 3.50 by all respondent groups and was accepted as a
TABLE IV
ANALYSIS OF 14 ITEMS RELATING TO THE INSTRUCTIONAL PROCESS

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necessary job competency for secondary school principals. A mean score of 4.15 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents and professors, with mean scores of 4.06, perceived the competency to have the lowest importance. Principals recorded a mean of 4.07. Standard deviations ranged from a high of .97 by teachers to a low of .64 by professors. Superintendents and principals recorded standard deviations of .89 and .81, respectively. No significant differences between group means appeared at the .01 level.

Item 3.2, "The principal demonstrates knowledge of laws and regulations pertaining to the accreditation standards of the State and, if applicable, the Southern Association of Colleges and Schools," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.61 indicated that principals perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.24, perceived the competency to have the lowest importance. Professors recorded a mean of 4.50, and the superintendents group mean was 4.41. Standard deviations ranged from a high of .81 by teachers to a low of .62 by professors. Superintendents and principals recorded
standard deviations of .80 and .63, respectively. A significant difference appeared between the mean scores of principals and teachers at the .01 level. Principals perceived the competency to be significantly more important than did teachers.

Item 3.3, "The principal organizes class schedules in a manner which encourages staff members to try new and innovative approaches to instruction," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.72 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.31, perceived the competency to have the lowest importance. Principals recorded a mean of 4.42, and the superintendents group mean was 4.33. Standard deviations ranged from a high of .85 by teachers to a low of .57 by professors. Superintendents and principals recorded standard deviations of .75 and .72, respectively. No significant differences among group means appeared at the .01 level.

Item 3.4, "The principal utilizes classroom observation to assess the level of curriculum implementation," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency
for secondary school principals. A mean score of 4.50 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 3.77, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.16, and the principals group mean was 4.00. Standard deviations ranged from a high of 1.10 by teachers to a low of .71 by professors. Superintendents and principals recorded standard deviations of .88 and .83, respectively. A significant difference among group means appeared at the .01 level. Superintendents and professors perceived the competency to be significantly more important than did teachers.

Item 3.5, "The principal selects standardized tests designed to measure progress or attainment levels in the several aspects of student development," received a mean score of at least 3.50 by only one respondent group and was not accepted as a necessary job competency for secondary school principals. A mean score of 3.60 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 3.34, perceived the competency to have the lowest importance. Professors recorded a mean of 3.39, and the principals group mean was 3.36. Standard deviations ranged from a high of 1.17
by teachers to a low of .92 by professors. Principals and superintendents recorded standard deviations of .99 and .98, respectively. No significant differences among group means appeared at the .01 level.

Item 3.6, "The principal demonstrates the necessary skills for developing relevant teaching plans," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 3.74 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 3.56, perceived the competency to have the lowest importance. Principals recorded a mean of 3.71, and the teachers group mean was 3.67. Standard deviations ranged from a high of 1.20 by professors to a low of .91 by superintendents. Teachers and principals recorded standard deviations of 1.10 and .94, respectively. No significant differences among group means appeared at the .01 level.

Item 3.7, "The principal identifies and makes arrangements for staff visitations to observe exemplary programs and practices," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.11 indicated that professors
perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.79, perceived the competency to have the lowest importance. Teachers recorded a mean of 3.98, and the superintendents group mean was 3.91. Standard deviations ranged from a high of 1.02 by teachers to a low of .68 by professors. Superintendents and principals recorded standard deviations of .88. No significant differences among group means appeared at the .01 level.

Item 3.8, "The principal identifies those aspects of the teachers' class presentation in need of improvement and suggests alternate avenues for improvement," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.15 indicated that superintendents perceived the competency to have higher importance than did any other group. Teachers, with a mean of 3.82, perceived the competency to have the lowest importance. Principals recorded a mean of 4.08, and the professors group mean was 4.06. Standard deviations ranged from a high of 1.09 by teachers to a low of .73 by professors. Superintendents and principals recorded standard deviations of .89 and .84, respectively. No significant differences among group means appeared at the .01 level.
Item 3.9, "The principal develops meaningful staff development activities based upon the identified needs of the staff," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other group. Principals, with a mean of 4.05, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.18, and the teachers group mean was 4.15. Standard deviations ranged from a high of .86 by superintendents and teachers to a low of .75 by principals. The professors recorded a standard deviation of .84. No significant differences among group means appeared at the .01 level.

Item 3.10, "The principal identifies and arranges for the services of specialists for staff improvement activities," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.77, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.01, and the superintendents group mean
was 3.90. Standard deviations ranged from a high of 1.02 by principals to a low of .69 by professors. Teachers and superintendents recorded standard deviations of 1.00 and .86, respectively. No significant differences among group means appeared at the .01 level.

Item 3.11, "The principal identifies and makes known to staff various community learning resources," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other group. Principals, with a mean of 3.75, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.05, and the superintendents group mean was 3.96. Standard deviations ranged from a high of .95 by principals to a low of .69 by professors. Teachers and superintendents recorded standard deviations of .94 and .87, respectively. No significant differences among group means appeared at the .01 level.

Item 3.12, "The principal assists individuals and groups of teachers in the identification and selection of appropriate instructional materials," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school
principals. A mean score of 4.00 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 3.79, perceived the competency to have the lowest importance. Principals recorded a mean of 3.88, and the superintendents group mean was 3.82. Standard deviations ranged from a high of 1.12 by teachers to a low of .77 by professors. Principals and superintendents recorded standard deviations of .98 and .92, respectively. No significant differences appeared among group means at the .01 level.

Item 3.13, "The principal assists teachers in obtaining the maximum utilization of teacher aides," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.10 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 3.83, perceived the competency to have the lowest importance. Principals recorded a mean of 4.00, and the superintendents group mean was 3.95. Standard deviations ranged from a high of .99 by teachers to a low of .71 by professors. Principals and superintendents recorded standard deviations of .95 and .87, respectively. No significant differences among group means appeared at the .01 level.

Item 3.14, "The principal demonstrates skill in the enlistment and utilization of community volunteers,"
received a mean score of at least 3.50 by three respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 3.85 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.34, perceived the competency to have the lowest importance. Professors recorded a mean of 3.78, and the superintendents group mean was 3.62. Standard deviations ranged from a high of 1.11 by teachers to a low of .55 by professors. Principals and superintendents recorded standard deviations of 1.10 and .92, respectively. A significant difference appeared between the mean scores of teachers and principals at the .01 level. Teachers perceived the competency to be significantly more important than did principals.

Business and Financial Management Competencies: Survey Items 4.1 through 4.8

The data presented in Table V report the perceived importance of the eight competencies related to the business and financial management functions of secondary school principals.

Item 4.1, "The principal assists in formulating the district budget by providing realistic estimates of financial requirements for the school," received a mean score of at least 3.50 by all respondent groups and was
TABLE V

ANALYSIS OF 8 ITEMS RELATING TO BUSINESS AND FINANCIAL MANAGEMENT

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accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.01, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.31, and the principals group mean was 4.26. Standard deviations ranged from a high of 1.05 by superintendents to a low of .70 by professors. Teachers and principals recorded standard deviations of .85 and .81, respectively. No significant differences between group means appeared at the .01 level.

Item 4.2, "The principal actively involves teachers and other staff members in the budgeting process," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.44 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.88, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.01, and the principals group mean was 3.98. Standard deviations ranged from a high of 1.13 by superintendents to a low of .78 by professors. Principals and teachers recorded standard deviations of .99 and .96, respectively. No significant differences among group means appeared at the .01 level.
Item 4.3, "The principal demonstrates skill in documenting the need for district funds for use by the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.83, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.14, and the principals group mean was 4.13. Standard deviations ranged from a high of 1.09 by superintendents to a low of .74 by teachers. Principals and professors recorded standard deviations of .93 and .77, respectively. No significant differences among group means appeared at the .01 level.

Item 4.4, "The principal implements state law and district policy governing the proper expenditure of school funds," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the competency to have higher importance than did any other group. Superintendents, with a mean of 3.87, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.14, and the principals group mean was 4.12. Standard
deviations ranged from a high of 1.16 by superintendents to a low of .77 by teachers and professors. The standard deviation for the principals group was .99. No significant differences among group means appeared at the .01 level.

Item 4.5, "The principal demonstrates skill in operating the school within budgetary limitations," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.16, perceived the competency to have the lowest importance. Principals recorded a mean of 4.45, and the teachers group mean was 4.25. Standard deviations ranged from a high of 1.05 by superintendents to a low of .62 by professors. Principals and teachers recorded standard deviations of .84 and .74, respectively. No significant differences among group means appeared at the .01 level.

Item 4.6, "The principal maintains complete and accurate records of the fiscal operation of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.67 indicated that professors perceived the competency to
have higher importance than did any other group. Superintendents, with a mean of 3.60, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.27, and the principals group mean was 4.24. Standard deviations ranged from a high of 1.52 by superintendents to a low of .59 by professors. Principals and teachers recorded standard deviations of 1.02 and .89, respectively. Significant differences among group means appeared at the .01 level. Principals, teachers, and professors perceived the competency to be significantly more important than did superintendents.

Item 4.7, "The principal interprets to the staff, students, and community the state laws and district policies relating to the fiscal operations of the school," received a mean score of at least 3.50 by all respondent categories and was accepted as a necessary job competency for secondary school principals. A mean score of 3.94 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.55, perceived the competency to have the lowest importance. Professors recorded a mean of 3.89, and the principals group mean was 3.74. Standard deviations ranged from a high of 1.21 by superintendents to a low of .85 by teachers. Principals and professors recorded standard deviations of 1.17 and .96,
respectively. No significant differences among group means appeared at the .01 level.

Item 4.8, "The principal establishes concise and workable procedures for procuring goods, services, and supplies for the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.31 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.87, perceived the competency to have the lowest importance. Principals and professors recorded means of 4.17. Standard deviations ranged from a high of 1.13 by superintendents to a low of .88 by teachers. Principals and professors recorded standard deviations of 1.08 and 1.04, respectively. No significant differences among group means appeared at the .01 level.

Student Management Competencies: Survey Items 5.1 through 5.12

The data presented in Table VI report the perceived importance of the twelve competencies related to the student management functions of secondary school principals.

Item 5.1, "The principal involves students appropriately in the decision-making process," received a mean score of at least 3.50 by all respondent groups and was
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Table VI: Analysis of 12 Items Relating to Student Management
accepted as a necessary job competency for secondary school principals. A mean score of 4.39 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.75, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.01, and the superintendents group mean was 3.87. Standard deviations ranged from a high of 1.07 by teachers to a low of .78 by professors. Superintendents and principals recorded standard deviations of 1.05 and 1.02, respectively. No significant differences among group means appeared at the .01 level.

Item 5.2, "The principal works cooperatively with the student council organization of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.18, perceived the competency to have the lowest importance. Principals recorded a mean of 4.24, and the teachers group mean was 4.22. Standard deviations ranged from a high of .94 by principals to a low of .62 by professors. Superintendents and teachers recorded standard deviations of .89 and .77, respectively.
No significant differences among group means appeared at the .01 level.

Item 5.3, "The principal supervises the process of orientation of students new to the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.15 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 3.96, perceived the competency to have the lowest importance. Principals recorded a mean of 4.13, and the professors group mean was 4.11. Standard deviations ranged from a high of .94 by principals to a low of .86 by superintendents. Professors and teachers recorded standard deviations of .90 and .87, respectively. No significant differences among group means appeared at the .01 level.

Item 5.4, "The principal involves parents in the dispensation of serious or persistent discipline problems," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.63 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 4.44, perceived the competency to have the lowest importance. Principals recorded a
mean of 4.61, and the teachers group mean was 4.48. Standard deviations ranged from a high of .78 by professors to a low of .62 by superintendents. Principals and teachers recorded standard deviations of .75 and .70, respectively. No significant differences among group means appeared at the .01 level.

Item 5.5, "The principal establishes a system for hearing student grievances and appeals," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.72 indicated that professors perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 4.03, perceived the competency to have the lowest importance. Superintendents and teachers recorded group means of 4.22. Standard deviations ranged from a high of .88 by principals to a low of .67 by professors. Superintendents and teachers recorded standard deviations of .86 and .81, respectively. No significant differences among group means appeared at the .01 level.

Item 5.6, "The principal maintains the confidentiality of information relating to the personal aspects of students' lives," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.61 indicated that professors perceived the competency
to have higher importance than did any other respondent group. Superintendents, with a mean of 4.49, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.59, and the principals group mean was 4.55. Standard deviations ranged from a high of .85 by principals and professors groups to a low of .61 by teachers. Superintendents recorded a standard deviation of .69. No significant differences among group means appeared at the .01 level.

Item 5.7, "The principal maintains supervision of the guidance and counseling services of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.42 indicated that principals perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 3.92, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.24, and the professors group mean was 4.17. Standard deviations ranged from a high of .90 by teachers to a low of .74 by principals. Professors and superintendents recorded standard deviations of .79 and .75, respectively. A significant difference among group means appeared at the .01 level. Superintendents and principals perceived the competency to have significantly higher importance than did teachers.
Item 5.8, "The principal demonstrates skill in enhancing relationships between different ethnic cultures in the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.67 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.25, perceived the competency to have the lowest importance. Principals recorded a mean of 4.39, and the superintendents group mean was 4.33. Standard deviations ranged from a high of .88 by superintendents to a low of .59 by professors. Teachers and principals recorded standard deviations of .81 and .73, respectively. No significant differences among group means appeared at the .01 level.

Item 5.9, "The principal provides an adequate system for reporting student performance to parents, prospective employers, and institutions of higher learning," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. Mean scores of 4.50 indicated that principals and professors perceived the competency to have higher importance than did any other respondent groups. Teachers, with a mean of 4.16, perceived the competency to have the lowest importance. The superintendents group
mean was 4.38. Standard deviations ranged from a high of .81 by teachers to a low of .64 by principals. Superintendents and professors recorded standard deviations of .75 and .71, respectively. A significant difference appeared between the group means of principals and teachers at the .01 level. Principals perceived the competency to be significantly more important than did teachers.

Item 5.10, "The principal collects, organizes, analyzes, and interprets data concerning the status of former students," received a mean score of at least 3.50 by three of the four respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 3.65 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Principals, with a mean of 3.38, perceived the competency to have the lowest importance. Professors recorded a mean of 3.56, and the teachers group mean was 3.55. Standard deviations ranged from a high of 1.14 by teachers to a low of 1.02 by superintendents. Professors and principals recorded standard deviations of 1.10 and 1.03, respectively. No significant differences among group means appeared at the .01 level.

Item 5.11, "The principal designs the class schedule to allow the maximum scheduling flexibility," received a mean score of at least 3.50 by all respondent groups and
was accepted as a necessary job competency for secondary school principals. A mean of 4.52 indicated that superintendents perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.27, perceived the competency to have the lowest importance. Professors recorded a mean of 4.50, and the principals group mean was 4.45. Standard deviations ranged from a high of .90 by teachers to a low of .62 by principals. Professors and superintendents recorded standard deviations of .71 and .67, respectively. No significant differences among group means appeared at the .01 level.

Item 5.12, "The principal demonstrates a broad understanding of various student-class scheduling techniques," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.61 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.28, perceived the competency to have the lowest importance. Principals recorded a mean of 4.46, and the superintendents group mean was 4.37. Standard deviations ranged from a high of .90 by teachers to a low of .66 by principals. Superintendents and professors recorded standard deviations of .87 and .70,
respectively. No significant differences between group means appeared at the .01 level.

Personnel Management Competencies: Survey Items 6.1 through 6.14

The data presented in Table VII report the perceived importance of the fourteen competencies related to the personnel management functions of secondary school principals.

Item 6.1, "The principal screens, interviews, and recommends prospective staff members for assignment to his building," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 4.46 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.04, perceived the competency to have the lowest importance. Professors recorded a mean of 4.17, and the teachers group mean was 4.12. Standard deviations ranged from a high of 1.16 by superintendents to a low of .81 by principals. Professors and teachers recorded standard deviations of 1.10 and 1.07, respectively. No significant differences among group means appeared at the .01 level.

Item 6.2, "The principal develops and implements an orientation program for all new personnel," received a
TABLE VII
ANALYSIS OF 14 ITEMS RELATING TO PERSONNEL MANAGEMENT

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mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.50 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.18, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.31, and the professors group mean was 4.22. Standard deviations ranged from a high of 1.03 by superintendents to a low of .77 by teachers. Professors and principals recorded standard deviations of .94 and .82, respectively. No significant differences among group means appeared at the .01 level.

Item 6.3, "The principal develops meaningful job descriptions for all personnel positions in his building," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.29 indicated that principals perceived the competency to have higher importance than did any other group. Superintendents, with a mean of 4.05, perceived the competency to have the lowest importance. Professors recorded a mean of 4.28, and the teachers group mean was 4.07. Standard deviations ranged from a high of 1.02 by professors to a low of .76 by principals. Superintendents and teachers recorded
standard deviations of 1.01 and .86, respectively. No significant differences among group means appeared at the .01 level.

Item 6.4, "The principal assigns staff duties and responsibilities in accordance with the identified capabilities of staff members and the needs of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.57 indicated that principals perceived the competency to have higher importance than did any other group. Teachers, with a mean of 4.36, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.49, and the professors group mean was 4.44. Standard deviations ranged from a high of .75 by teachers to a low of .57 by principals. Professors and superintendents recorded standard deviations of .70 and .67, respectively. No significant differences among group means appeared at the .01 level.

Item 6.5, "The principal demonstrates a working knowledge of laws and court decisions relating to the employment and dismissal of personnel," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other
group. Superintendents, with a mean of 4.21, perceived the competency to have the lowest importance. Principals recorded a mean of 4.46, and the teachers group mean was 4.22. Standard deviations ranged from a high of .91 by superintendents to a low of .51 by professors. Teachers and principals recorded standard deviations of .65 and .64, respectively. No significant differences among group means appeared at the .01 level.

Item 6.6, "The principal maintains accurate documentation upon which recommendations for termination or retention are based," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.83 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.39, perceived the competency to have the lowest importance. Principals recorded a mean of 4.71, and the superintendents group mean was 4.45. Standard deviations ranged from a high of .93 by superintendents to a low of .38 by professors. Teachers and principals recorded standard deviations of .88 and .54, respectively. A significant difference between the group means of principals and teachers appeared at the .01 level. Principals perceived the competency to be significantly more important than did teachers.
Item 6.7, "The principal maintains the confidentiality of privileged information concerning staff members," received a mean of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of 4.78 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.60, perceived the competency to have the lowest importance. Principals recorded a mean of 4.76, and the teachers group mean was 4.63. Standard deviations ranged from a high of .74 by superintendents to a low of .49 by principals. Professors and teachers recorded standard deviations of .55 and .54, respectively. No significant differences among group means appeared at the .01 level.

Item 6.8, "The principal maintains complete and up-to-date personnel files as required by policies and regulations," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.19, perceived the competency to have the lowest importance. Principals recorded a mean of 4.39, and the teachers group mean was 4.28. Standard deviations ranged from a high of 1.04
by superintendents to a low of .62 by professors. Principals and teachers recorded standard deviations of .92 and .69, respectively. No significant differences among group means appeared at the .01 level.

Item 6.9, "The principal develops handbooks stipulating district policies and school regulations for use by staff members," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.36 indicated that principals perceived the competency to have higher importance than did any other group. Teachers, with a mean of 3.88, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.29, and the professors group mean was 4.28. Standard deviations ranged from a high of 1.15 by teachers to a low of .83 by professors. Superintendents and principals recorded standard deviations of .96 and .84, respectively. Significant differences among group means appeared at the .01 level. Superintendents and principals perceived the competency to have significantly higher importance than did the teachers group.

Item 6.10, "The principal develops and implements a staff evaluation system based upon the written job description and/or other written criteria," received a mean score of at least 3.50 by all respondent groups and was
accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other group. Teachers, with a mean of 4.09, perceived the competency to have the lowest importance. Superintendents and principals recorded mean scores of 4.20. Standard deviations ranged from a high of .88 by superintendents to a low of .70 by professors. Teachers and principals recorded standard deviations of .86 and .83, respectively. No significant differences among group means appeared at the .01 level.

Item 6.11, "The principal demonstrates skill in interpreting the communications agreement between the staff and the board of trustees," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.22 indicated that professors perceived the competency to have higher importance than did any other group. Teachers, with a mean of 3.83, perceived the competency to have the lowest importance. Principals recorded a mean of 4.18, and the superintendents group mean was 3.85. Standard deviations ranged from a high of 1.21 by teachers to a low of .95 by principals. Superintendents and professors recorded standard deviations of 1.18 and 1.06, respectively. No significant differences among group means appeared at the .01 level.
Item 6.12, "The principal establishes appeal processes designed to safeguard employee rights," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.17 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.63, perceived the competency to have the lowest importance. Professors recorded a mean of 4.11, and the principals group mean was 4.03. Standard deviations ranged from a high of 1.28 by superintendents and professors to a low of .91 by teachers. Principals recorded a standard deviation of 1.01. A significant difference between the group means of teachers and superintendents appeared at the .01 level. Teachers perceived the competency to have significantly higher importance than did superintendents.

Item 6.13, "The principal demonstrates skill in formulating work schedules for auxiliary personnel," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.09 indicated that principals perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 3.78, perceived the competency
to have the lowest importance. Teachers recorded a mean of 4.01, and the superintendents group mean was 3.94. Standard deviations ranged from a high of 1.36 by professors to a low of .86 by teachers. Superintendents and principals recorded standard deviations of 1.09 and 1.02, respectively. No significant differences among group means appeared at the .01 level.

Item 6.14, "The principal designs and implements a staff development program for auxiliary personnel based upon identified needs," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.04 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.71, perceived the competency to have the lowest importance. Professors recorded a mean of 3.94, and the principals group mean was 3.80. Standard deviations ranged from a high of 1.11 by professors to a low of .85 by teachers. Principals and superintendents recorded standard deviations of 1.05 and 1.04, respectively. No significant differences among group means appeared at the .01 level.

Facilities, Equipment, and Supplies Competencies: Survey Items 7.1 through 7.8

The data presented in Table VIII report the perceived importance of the eight competencies related to
the facilities, equipment, and supply management functions of secondary school principals.

Item 7.1, "The principal maintains an up-to-date inventory of all materials, equipment, and supplies assigned to the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.26 indicated that principals perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 4.00, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.10, and the teachers group mean was 4.09. Standard deviations ranged from a high of .98 by superintendents to a low of .77 by professors. Teachers and principals recorded standard deviations of .94 and .91, respectively. No significant differences among group means appeared at the .01 level.

Item 7.2, "The principal demonstrates a knowledge of good practices for physical maintenance and routine upkeep of school facilities," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.30 indicated that principals perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of
### TABLE VIII

**ANALYSIS OF 8 ITEMS RELATING TO FACILITIES, EQUIPMENT, AND SUPPLIES**

<table>
<thead>
<tr>
<th>Item</th>
<th><strong>Superintendents</strong></th>
<th><strong>Principals</strong></th>
<th><strong>Teachers</strong></th>
<th><strong>Professors</strong></th>
<th>F</th>
<th>P</th>
</tr>
</thead>
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<td>.58</td>
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<td>1.11</td>
<td>76</td>
<td>4.03</td>
<td>1.07</td>
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<tr>
<td>7.8</td>
<td>82</td>
<td>3.71</td>
<td>1.13</td>
<td>76</td>
<td>4.03</td>
<td>1.06</td>
</tr>
</tbody>
</table>
4.02, perceived the competency to have the lowest importance. Superintendents recorded a mean of 4.14, and the professors group mean was 4.06. Standard deviations ranged from a high of .96 by teachers to a low of .77 by principals. Superintendents and professors recorded standard deviations of .92 and .80, respectively. No significant differences among group means appeared at the .01 level.

Item 7.3, "The principal schedules classes and activities in such a manner that optimum utilization of facilities is assured," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other respondent group. Teachers, with a mean of 4.32, perceived the competency to have the lowest importance. Principals recorded a mean of 4.51, and the superintendents group mean was 4.44. Standard deviations ranged from a high of .82 by teachers to a low of .58 by principals. Superintendents and professors recorded standard deviations of .73 and .62, respectively. No significant differences among group means appeared at the .01 level.

Item 7.4, "The principal demonstrates the ability to locate vendors of specialty items or hard-to-locate materials and supplies," received a mean score of at
least 3.50 by only two of the respondent groups and was not accepted as a necessary job competency for secondary school principals. A mean score of 3.64 indicated that teachers perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.24, perceived the competency to have the lowest importance. Professors recorded a mean of 3.61, and the principals group mean was 3.49. Standard deviations ranged from a high of 1.18 by superintendents to a low of .85 by professors. Teachers and principals recorded standard deviations of 1.09 and 1.03, respectively. No significant differences among group means appeared at the .01 level.

Item 7.5, "The principal involves staff members in selecting instructional materials, equipment, and supplies to be purchased for school use," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.44 indicated that professors perceived the competency to have higher importance than did any other respondent groups. Superintendents, with a mean of 4.14, perceived the competency to have the lowest importance. Principals recorded a mean of 4.29, and the teachers group mean was 4.23. Standard deviations ranged from a high of .99 by superintendents to a low of .70 by professors. Teachers and principals recorded standard
deviations of .84 and .75, respectively. No significant differences among group means appeared at the .01 level.

Item 7.6, "The principal develops daily and long-term work schedules for persons responsible for the maintenance and daily upkeep of the school buildings and grounds," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 3.88 indicated that principals perceived the competency to have higher importance than did any other respondent group. Professors, with a mean of 3.67, perceived the competency to have the lowest importance. Superintendents recorded a mean of 3.86, and the teachers group mean was 3.78. Standard deviations ranged from a high of 1.18 by principals to a low of 1.03 by teachers. Professors and superintendents recorded standard deviations of 1.14 and 1.08, respectively. No significant differences among group means appeared at the .01 level.

Item 7.7, "The principal implements district policies and regulations concerning the use of school facilities for non-school activities," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.28 indicated that professors perceived the competency to have higher importance than did any
other respondent group. Superintendents, with a mean of 3.84, perceived the competency to have the lowest importance. Principals recorded a mean of 4.03, and the teachers group mean was 4.00. Standard deviations ranged from a high of 1.11 by superintendents to a low of .67 by professors. Principals and teachers recorded standard deviations of 1.07 and .91, respectively. No significant differences among group means appeared at the .01 level.

Item 7.8, "The principal demonstrates a knowledge of equipment, materials, and supplies utilized for proper building maintenance and longevity," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.03 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.71, perceived the competency to have the lowest importance. Professors recorded a mean of 3.83, and the teachers group mean was 3.77. Standard deviations ranged from a high of 1.13 by superintendents to a low of 1.06 by principals. Professors and teachers recorded standard deviations of 1.10 and 1.08, respectively. No significant differences among group means appeared at the .01 level.
Communications Competencies: Survey
Items 8.1 through 8.9

The data presented in Table IX report the perceived importance of the nine competencies related to the communications functions of secondary school principals.

Item 8.1, "The principal clearly defines school policies and regulations to all employees of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.67 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.44, perceived the competency to have the lowest importance. Professors recorded a mean of 4.56, and the teachers group mean was 4.54. Standard deviations ranged from a high of .93 by superintendents to a low of .60 by principals. Professors and teachers recorded standard deviations of .78 and .69, respectively. No significant differences among group means appeared at the .01 level.

Item 8.2, "The principal analyzes the influences on the school by community characteristics such as social class, cultural values, power structures, and interest groups," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean of
### TABLE IX

**ANALYSIS OF 9 ITEMS RELATING TO COMMUNICATIONS**

<table>
<thead>
<tr>
<th>Item</th>
<th>Superintendents</th>
<th>Principals</th>
<th>Teachers</th>
<th>Professors</th>
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<td>M</td>
<td>SD</td>
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<td>1.14</td>
<td>76</td>
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<td>.82</td>
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<td>3.98</td>
<td>1.11</td>
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<td>76</td>
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<td>.98</td>
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</tbody>
</table>
4.33 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.87, perceived the competency to have the lowest importance. Principals recorded a mean of 4.16, and the teachers group mean was 4.10. Standard deviations ranged from a high of 1.14 by superintendents to a low of .69 by professors. Principals and teachers recorded standard deviations of .82. No significant differences among group means appeared at the .01 level.

Item 8.3, "The principal considers the interests of the various publics in the school attendance area," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.20 indicated that principals perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.98, perceived the competency to have the lowest importance. Professors recorded a mean of 4.17, and the teachers group mean was 4.10. Standard deviations ranged from a high of 1.25 by professors to a low of .77 by principals. Superintendents and teachers recorded standard deviations of 1.11 and .95, respectively. No significant differences among group means appeared at the .01 level.
Item 8.4, "The principal identifies appropriate methods for involving school patrons in the planning and evaluation of educational programs and activities of the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.39 indicated that professors perceived the competency to have higher importance than did any other group. Superintendents, with a mean of 3.80, perceived the competency to have the lowest importance. Principals recorded a mean of 3.91, and the teachers group mean was 3.86. Standard deviations ranged from a high of 1.11 by teachers to a low of .70 by professors. Superintendents and principals recorded standard deviations of 1.06 and .85, respectively. No significant differences among group means appeared at the .01 level.

Item 8.5, "The principal effectively handles grievances presented by parents and other school patrons," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.83 indicated that professors perceived the competency to have higher importance than did any other group. Superintendents, with a mean of 4.43, perceived the competency to have the lowest importance. Principals recorded a mean of 4.58, and the teachers group
mean was 4.45. Standard deviations ranged from a high of .92 by superintendents to a low of .51 by professors. Teachers and principals recorded standard deviations of .77 and .59, respectively. No significant differences among group means appeared at the .01 level.

Item 8.6, "The principal demonstrates techniques of eliciting the cooperation and support of parents for school activities," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.56 indicated that professors perceived the competency to have higher importance than did any other group. Superintendents, with a mean of 4.19, perceived the competency to have the lowest importance. Principals recorded a mean of 4.26, and the teachers group mean was 4.25. Standard deviations ranged from a high of 1.13 by superintendents to a low of .70 by professors. Principals and teachers recorded standard deviations of .90 and .86, respectively. No significant differences among group means appeared at the .01 level.

Item 8.7, "The principal develops strategies for enlisting the support of influential individuals and groups in the community," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.33 indicated that professors perceived the
competency to have higher importance than did any other respondent group. Superintendents, with a mean of 3.94, perceived the competency to have the lowest importance. Principals recorded a mean of 4.04, and the teachers group mean was 3.95. Standard deviations ranged from a high of 1.19 by superintendents to a low of .59 by professors. Teachers and principals recorded standard deviations of 1.02 and .96, respectively. No significant differences among group means appeared at the .01 level.

Item 8.8, "The principal develops a systematic approach for providing news media with content for interesting and informative reports concerning the school," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.28 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean of 4.10, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.15, and the principals group mean was 4.13. Standard deviations ranged from a high of .92 by teachers to a low of .75 by professors. Superintendents and principals recorded standard deviations of .87 and .84, respectively. No significant differences among group means appeared at the .01 level.
Item 8.9, "The principal demonstrates the ability to recognize and effectively deal with the political aspects of public school education," received a mean score of at least 3.50 by all respondent groups and was accepted as a necessary job competency for secondary school principals. A mean score of 4.28 indicated that professors perceived the competency to have higher importance than did any other respondent group. Superintendents, with a mean score of 3.96, perceived the competency to have the lowest importance. Teachers recorded a mean of 4.10, and the principals group mean was 4.08. Standard deviations ranged from a high of 1.05 by superintendents to a low of .75 by professors. Teachers and principals recorded standard deviations of 1.03 and .98, respectively. No significant differences among group means appeared at the .01 level.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The recent movement toward competency-based educator preparation and certification is a product of several societal and educational changes which occurred during the past ten years. Writers generally agree that the movement is not a direct result of the educational accountability trend, but has received added attention, encouragement, and support from the larger national movement.

Competency-based teacher education programs first appeared in 1968 and now appear in one form or the other in well over half of the states. It is difficult to assess the exact operational breadth of the concept because no uniform set of criteria for determining what constitutes a competency-based program has been established. Through legislative or regulatory action, several states have mandated that competency-based preparation programs become operative at varying times during the next several years.

New York and Texas were the early leaders in state mandated programs. The Texas Attorney General recently
ruled that the mandate in that state was in conflict with the state constitution and therefore unenforceable. Texas and several other states now permit competency-based programs on a program-approval basis.

Programs currently in operation vary from one to the other; however, certain common characteristics appear rather frequently. Among the most common characteristics are (1) learner expectations stated in behavioral terms, (2) participants advised of expectations in advance, (3) time necessary for competence demonstration is a variable, (4) instruction through modules or learning packets, (5) assessment of competence based upon participant performance, and (6) the provision for field experiences of participants.

Practically all competency-based programs currently in operation are designed to prepare and certify classroom teachers. Many efforts are currently being made to identify competencies and design educational programs for other educator roles.

The primary purpose of this study was to develop a set of competencies which could serve as the core for a college or university program for the preparation and certification of secondary school principals. The set of competencies resulting from this study is suggested as minimum performance criteria for such a program.
The study involved a review of literature in order to provide an understanding of the historical background of the competency-based teacher education movement, to study the most common characteristics of competency-based programs, and to determine the status of competency-based teacher education programs currently in operation. A review of supplemental materials, including sets of competencies previously developed, was also carried out. Information from these sources and from consultation with practicing administrators was used to identify eight areas of principals' competency and an original set of ninety-five competencies.

A jury consisting of six well-known Texas educators was selected to assist with clarification of wording and for validation of the competencies identified. A final survey instrument included the competencies validated by the panel of jurors.

Utilizing the ninety-one validated competencies, a survey questionnaire was developed and copies mailed to 422 Texas secondary school principals, superintendents, secondary school teachers, and college and university professors of educational administration. The return of 316 useable survey instruments represented 75 percent of the sample selected. The return for each respondent category exceeded the 67 percent standard considered sufficient to support the purposes of the study.
The data presented in this study represent the perceptions of 316 educators employed in administrative and instructional positions in public schools and colleges and universities in the State of Texas. The data accumulated through the use of the survey instrument are presented in Chapter IV of the study.

Findings

In regard to the necessary job competencies for secondary school principals, the data from the survey instrument revealed the following:

1. Educators in the various roles agree to a large degree upon the importance of the various competencies needed by secondary school principals. Significant differences among group means appeared at the .01 level on eleven of the ninety-one competencies included on the survey questionnaire.

2. In considering all ninety-one competencies, professors were more positive than any of the other respondent groups. Group mean scores indicated that superintendents were the least positive among the groups.

3. In regard to the eight areas of competency, all groups combined perceived those competencies associated with the management of students and personnel as the most important. Those competencies associated with the principals'
management of the instructional process were perceived to be of lowest importance.

4. In regard to group response to all items, standard deviations revealed that the professors group was nearer agreement as to the importance of the competencies than any other group.

5. Principals and teachers perceived personnel management as the most important area of competence for the principal. Principals felt that those competencies associated with curriculum design and improvement were least important. Teachers perceived the least important competence area to be the management of the instructional process.

6. Superintendents and professors perceived the most important competencies for the principal to be those associated with internal and external communications. Superintendents perceived those competencies associated with business and finance to be of least importance. Professors perceived plant management as the least important area of competence.

7. Of the ninety-one competencies included on the survey instrument, eighty-eight met the criteria for acceptance as necessary job competencies for secondary school principals. Those competencies are as follows:
I. Organization and Administration

1.1 The principal functions as an integral part of the district's "administrative team" in formulating district-wide policies and regulations.

1.2 The principal implements policies of the board of trustees and regulations set by the superintendents.

1.3 The principal exercises proper administrative authority in situations not covered by law, policy, or regulation.

1.4 The principal interprets state and federal laws, regulations of the Commissioner of Education, decisions of the courts and the State Board of Education to staff, students, and school patrons.

1.5 The principal demonstrates a broad knowledge of the legal rights and responsibilities of students, staff, and school patrons.

1.6 The principal utilizes a systematic approach to problem solving and administrative decision making.

1.7 The principal develops strategies for involving staff members in reaching administrative decisions.

1.8 The principal understands the purposes of local regulatory agencies and their relationships to the school and the community.

1.9 The principal effectively organizes his daily and long-range work schedule so that all responsibilities of the office are met.

1.10 The principal delegates tasks and functions without relinquishing responsibility.

1.11 The principal utilizes reliable research findings as a method of solving educational problems.
1.12 The principal demonstrates the ability to forecast student population and to relate forecasts to future personnel, financial, facility, and curriculum needs of the school.

The following competencies relating to organization and administration were suggested by one or more respondents:

1. The principal displays evidence of professional growth and practices.
2. The principal assigns priorities to his duties.
3. The principal recognizes when a problem exists.

II. Curriculum Design and Improvement

2.1 The principal demonstrates a knowledge of current movements and innovative practices in education across the state and nation.

2.2 The principal demonstrates a working knowledge of contemporary educational planning and evaluation techniques.

2.3 The principal demonstrates the skills of developing and measuring performance and process objectives.

2.4 The principal establishes a framework for regular reviews with the staff concerning the progress toward attainment of the goals and objectives established for the school.

2.5 The principal develops and implements strategies for the involvement of staff, students, consultants, and school patrons in curriculum planning.

2.6 The principal effectively utilizes guidance data for program planning and direction.

2.7 The principal directs formal and informal curriculum evaluations.

2.8 The principal develops a management plan for major curriculum studies.
2.9 The principal establishes a framework to insure articulation between curricular offerings.

2.10 The principal establishes procedures which insure maximum continuity and the minimum of unnecessary overlap in curriculum areas.

2.11 The principal designs and implements a learner needs assessment for the school.

2.12 The principal demonstrates knowledge of discrepancy evaluation.

2.13 The principal demonstrates the ability to organize, analyze, and report student performance data.

The following competency relating to curriculum design and improvement was suggested by one or more respondents:

1. The principal establishes cost analysis for various instructional elements in the school.

III. The Instructional Process

3.1 The principal demonstrates a knowledge of various learning theories which are applicable to his school situation.

3.2 The principal demonstrates knowledge of laws and regulations pertaining to the accreditation standards of the State and, if applicable, the Southern Association of Colleges and Schools.

3.3 The principal organizes class schedules in a manner which encourages staff members to try new and innovative approaches to instruction.

3.4 The principal utilizes classroom observation to assess the level of curriculum implementation.

3.5 The principal demonstrates the necessary skills for developing relevant teaching plans.
3.6 The principal identifies and makes arrangements for staff visitations to observe exemplary programs and practices.

3.7 The principal identifies those aspects of the teachers' class presentation in need of improvement and suggests alternate avenues for improvement.

3.8 The principal develops meaningful staff development activities based upon the identified needs of the staff.

3.9 The principal identifies and arranges for the services of specialists for staff improvement activities.

3.10 The principal identifies and makes known to staff various community learning resources.

3.11 The principal assists individuals and groups of teachers in the identification and selection of appropriate instructional materials.

3.12 The principal assists teachers in obtaining the maximum utilization of teacher aides.

3.13 The principal demonstrates skill in the enlistment and utilization of community volunteers.

IV. Business and Financial Management

4.1 The principal assists in formulating the district budget by providing realistic estimates of financial requirements for the school.

4.2 The principal actively involves teachers and other staff members in the budgeting process.

4.3 The principal demonstrates skill in documenting the need for district funds for use by the school.

4.4 The principal implements state law and district policy governing the proper expenditure of school funds.
4.5 The principal demonstrates skill in operating the school within budgetary limitations.

4.6 The principal maintains complete and accurate records of the fiscal operation of the school.

4.7 The principal interprets to the staff, students, and community the state laws and district policies relating to the fiscal operations of the school.

4.8 The principal establishes concise and workable procedures for procuring goods, services, and supplies for the school.

The following competency relating to business and financial management was suggested by one or more respondents:

1. The principal develops the operational budget for his school.

V. Student Management

5.1 The principal involves students appropriately in the decision-making process.

5.2 The principal works cooperatively with the student council organization of the school.

5.3 The principal supervises the process of orientation of students new to the school.

5.4 The principal involves parents in the dispensation of serious or persistent discipline problems.

5.5 The principal establishes a system for hearing student grievances and appeals.

5.6 The principal maintains the confidentiality of information relating to the personal aspects of students' lives.

5.7 The principal maintains supervision of the guidance and counseling services of the school.
5.8 The principal demonstrates skill in enhancing relationships between different ethnic cultures in the school.

5.9 The principal provides an adequate system for reporting student performance to parents, prospective employers, and institutions of higher learning.

5.10 The principal collects, organizes, analyzes, and interprets data concerning the status of former students.

5.11 The principal designs the class schedule to allow the maximum scheduling flexibility.

5.12 The principal demonstrates a broad understanding of various student-class scheduling techniques.

The following competencies relating to student management were suggested by one or more respondents:

1. The principal demonstrates the skills necessary for handling student attendance records.

2. The principal demonstrates knowledge of rules, regulations, and deadlines established for University Interscholastic League competition.

VI. Personnel Management

6.1 The principal screens, interviews, and recommends prospective staff members for assignment to his building.

6.2 The principal develops and implements an orientation program of all new personnel.

6.3 The principal develops meaningful job descriptions for all personnel positions in his building.

6.4 The principal assigns staff duties and responsibilities in accordance with the identified capabilities of staff members and the needs of the school.
6.5 The principal demonstrates a working knowledge of laws and court decisions relating to the employment and dismissal of personnel.

6.6 The principal maintains accurate documentation upon which recommendations for termination or retention are based.

6.7 The principal maintains the confidentiality of privileged information concerning staff members.

6.8 The principal maintains complete and up-to-date personnel files as required by policies and regulations.

6.9 The principal develops handbooks stipulating district policies and school regulations for use by staff members.

6.10 The principal develops and implements a staff evaluation system based upon the written job description and/or other written criteria.

6.11 The principal demonstrates skill in interpreting the communications agreement between the staff and the board of trustees.

6.12 The principal establishes appeal processes designed to safeguard employee rights.

6.13 The principal demonstrates skill in formulating work schedules for auxiliary personnel.

6.14 The principal designs and implements a staff development program for auxiliary personnel based upon identified needs.

VII. Facilities, Equipment, and Supplies

7.1 The principal maintains an up-to-date inventory of all materials, equipment, and supplies assigned to the school.

7.2 The principal demonstrates a knowledge of good practices for physical maintenance and routine upkeep of school facilities.
7.3 The principal schedules classes and activities in such a manner that optimum utilization of facilities is assured.

7.4 The principal involves staff members in selecting instructional materials, equipment, and supplies to be purchased for school use.

7.5 The principal develops daily and long-term work schedules for persons responsible for the maintenance and daily upkeep of the school buildings and grounds.

7.6 The principal implements district policies and regulations concerning the use of school facilities for non-school activities.

7.7 The principal demonstrates a knowledge of equipment, materials, and supplies utilized for proper building maintenance and longevity.

VIII. Communications

8.1 The principal clearly defines school policies and regulations to all employees of the school.

8.2 The principal analyzes the influences on the school by community characteristics such as social class, cultural values, power structures, and interest groups.

8.3 The principal considers the interests of the various publics in the school attendance area.

8.4 The principal identifies appropriate methods for involving school patrons in the planning and evaluation of educational programs and activities of the school.

8.5 The principal effectively handles grievances presented by parents and other school patrons.

8.6 The principal demonstrates techniques of eliciting the cooperation and support of parents for school activities.
The principal develops strategies for enlisting the support of influential individuals and groups in the community.

The principal develops a systematic approach for providing news media with content for interesting and informative reports concerning the school.

The principal demonstrates the ability to recognize and effectively deal with the political aspects of public school education.

The following competency relating to communications was suggested by one or more respondents:

1. The principal plans his decision-making process to include input from parents and students.

Conclusions

In regard to educator preparation and certification through competency-based education, the survey of literature and results of the survey questionnaire revealed the following:

1. The competency-based preparation and certification concept is in harmony with other current movements in American education. Although many operational aspects need additional refinement, the concept holds considerable promise for improving upon traditional approaches to the preparation and certification of educators.

2. The competency-based movement is quite widespread and appears to be gaining momentum. Most opposition to
the concept is voiced by college and university professors in liberal arts fields.

3. It appears possible to identify the basic competencies necessary for effective performance of the various educator roles, and to design preparation programs for the development of those competencies.

4. Preliminary evaluations indicate that those who have received training in both competency-based and traditional programs perceive the competency-based concept to be a more effective approach to educator preparation.

5. Certain competencies are common to the various educator roles. It appears possible to identify those common competencies and to establish them as a core of educator competencies at the state or individual university level.

6. Some so-called competency-based programs currently in operation are little more than highly traditional programs with an added set of course objectives. In those programs, time is not a variable, pre-testing is non-existent, alternative approaches for acquiring competence are not available, and program completion is based upon the completion of a set of course offerings.

7. The cognitive and psychomotor learning domains are quite visible in programs currently in operation with the affective domain poorly developed in most cases.
8. The basic concept of competency-based education is the demonstration of specific competencies; however, the principle of "testing out" has largely been omitted from operative programs.

9. Most competency-based programs currently in operation provide limited alternative approaches to the evaluation and enhancement of performance abilities of individual participants.

10. The competency-based preparation concept holds considerably more promise in those states in which colleges and universities are afforded flexibility in the design and implementation of such programs.

Recommendations

On the basis of the findings, the following recommendations may be made:

1. Attempts to establish sets of competencies should include input from a broad cross section of the education profession in each phase of development and validation.

2. Additional research should be conducted to more precisely define those affective variables necessary for educator success.

3. A set of core competencies which are common to the various educator roles should be identified and validated. Demonstration of competence in these areas should become requisite for all educators seeking certification.
4. The variable of time should become a larger part of competency-based programs. Participants who demonstrate minimum acceptable competence should not be required to remain in attendance for a pre-determined period of time.

5. Operative competency-based programs should include provision for continuous evaluation and modification based upon evaluation findings.

6. Each educator preparation institution in Texas should design and operate a competency-based program to determine feasibility of the approach at that institution. Continuation should be based upon evaluation results.

7. A historical study of opposition to competency-based education in Texas should be conducted.
APPENDIX A

JURY PANEL FOR INSTRUMENT VALIDATION

Mr. O. E. Hendricks, Superintendent
New Braunfels Independent School District
Box 1061
New Braunfels, Texas 78130

Mr. Carl M. Bailey, Principal
Atkins Junior High School
Avenue U
Lubbock, Texas 79412

Mr. Harold Massey, Executive Secretary
Texas Association of Secondary School Principals
316 West 12th Street
Austin, Texas 78701

Mr. Marvin Greer, Principal
Roosevelt High School
5000 Walzem Street
San Antonio, Texas 78218

Dr. Kenneth McIntyre, Professor
Department of Educational Administration
University of Texas
Austin, Texas 78701

Mr. W. W. Leavel, President
Classroom Teachers of Dallas
3816 San Jacinto Street
Dallas, Texas 75204
I. ORGANIZATION AND ADMINISTRATION

1.1 The principal functions as an integral part of the district's "administrative team" in formulating district-wide policies and regulations.

1.2 The principal implements policies of the board of trustees and regulations set by the superintendent.

1.3 The principal understands his proper administrative authority in situations not covered by law, policy, or regulation.

1.4 The principal interprets state and federal laws, regulations of the Commissioner of Education, decisions by the courts and the State Board of Education to staff, students, and school patrons.

1.5 The principal demonstrates a broad knowledge of the legal rights and responsibilities of students, staff and school patrons.

1.6 The principal demonstrates the use of a systematic approach to problem solving and administrative decision making.

1.7 The principal develops strategies for involving staff members in reaching administrative decisions.

1.8 The principal understands the purposes of local regulatory agencies and their relationships to the school and the community.

1.9 The principal effectively organizes his daily and long-range work schedule so that all responsibilities of the office are met.

1.10 The principal delegates tasks and functions without relinquishing responsibility.

1.11 The principal understands the worth of professional growth resulting from an organized program of study, from participation in professional conferences, from travel and observation, and other learning activities.

1.12 The principal recognizes the ability of computer technology to provide administrative and instructional assistance to the school.
1.13 The principal recognizes the importance of research findings as a method of solving educational problems.

1.14 The principal demonstrates the ability to forecast student population and to relate forecasts to future personnel, financial, facility, and curriculum needs of the school.

Please suggest other Organization and Administrative Competencies

II. CURRICULUM DESIGN AND IMPROVEMENT

2.1 The principal demonstrates a knowledge of current movements and innovative practices in education across the state and nation.

2.2 The principal demonstrates a working knowledge of contemporary educational planning and evaluation techniques.

2.3 The principal demonstrates the skills of developing and measuring performance and process objectives.

2.4 The principal establishes a framework for regular reviews with the staff concerning the progress toward attainment of the goals and objectives established for the school.

2.5 The principal develops and implements strategies for the involvement of staff, students, consultants, and school patrons in curriculum planning.
2.6 The principal effectively utilizes guidance data for program planning and direction.

2.7 The principal demonstrates the ability to identify and to effectively manage opposition to curriculum change.

2.8 The principal directs formal and informal curriculum evaluations.

2.9 The principal develops a management plan for major curriculum studies.

2.10 The principal establishes a framework to insure articulation between curricular offerings.

2.11 The principal establishes procedures which insure maximum continuity and the minimum of unnecessary over-lap in curriculum areas.

2.12 The principal designs and implements a learner needs assessment for his school.

2.13 The principal demonstrates knowledge of discrepancy evaluation.

2.14 The principal demonstrates the ability to organize, analyze, and report student performance data.

Please suggest other Curriculum Design and Improvement Competencies.
III. THE INSTRUCTIONAL PROCESS

3.1 The principal demonstrates a knowledge of various learning theories which are applicable to his school situation.

3.2 The principal demonstrates knowledge of laws and regulations pertaining to accreditation standards of the State and the Southern Association of Colleges and Schools.

3.3 The principal organizes class schedules in a manner which encourages staff members to try new and innovative approaches to instruction.

3.4 The principal demonstrates the use of classroom observation in assessing the level of curriculum implementation.

3.5 The principal demonstrates the skills of self-evaluation of teaching practices.

3.6 The principal demonstrates knowledge of standardized tests designed to measure progress or attainment level in the several aspects of student development.

3.7 The principal demonstrates the necessary skills for developing relevant teaching plans.

3.8 The principal identifies and makes arrangements for staff visitations to observe exemplary educational programs and practices.

3.9 The principal identifies those aspects of the teachers' class presentation in need of improvement and suggests alternate avenues of improvement.

3.10 The principal develops meaningful staff development activities based upon the identified needs of the staff.

3.11 The principal identifies and contracts for the services of specialists for staff improvement activities.

3.12 The principal identifies and makes known to the staff various community learning resources.

3.13 The principal assists individuals and groups of teachers in the identification and selection of appropriate instructional materials.
3.14 The principal assists teachers in obtaining the maximum utilization of teacher aides.

3.15 The principal demonstrates skill in enlisting and utilizing community volunteers.

Please suggest other Instructional Process competencies.

IV. BUSINESS AND FINANCIAL MANAGEMENT

4.1 The principal assists in formulating the budget for the district by providing realistic estimates of financial requirements for the school.

4.2 The principal actively involves teachers and other staff members in the budgeting process.

4.3 The principal demonstrates skill in documenting the need for district funds for use by the school.

4.4 The principal understands and implements state law and district policy governing the proper expenditure of school funds.

4.5 The principal demonstrates skill in operating the school within budgetary limitations.

4.6 The principal maintains complete and accurate records of the fiscal operation of the school.

4.7 The principal interprets to the staff, students, and community state law and district policy relating to the fiscal operations of the school.
4.8 The principal establishes concise and workable procedures for procuring goods, services, and supplies for the school.

Please suggest other Business and Financial Management competencies.

V. STUDENT MANAGEMENT

5.1 The principal involves students whenever possible in the decision-making process.

5.2 The principal understands and works cooperatively with the student government organization.

5.3 The principal supervises the process of orientation of students new to the school.

5.4 The principal effectively involves parents in the dispensation of serious student discipline problems.

5.5 The principal establishes a system for hearing student grievances concerning the school operation.

5.6 The principal maintains the confidentiality of information relating to the personal aspects of students' lives.

5.7 The principal maintains direction of the counseling services of the school.

5.8 The principal demonstrates skill in enhancing relationships between different ethnic cultures.
5.9 The principal provides an adequate system for reporting student performance to parents, prospective employers, and institutions of higher learning.

5.10 The principal collects, organizes, analyzes, and interprets data concerning the status of former students.

5.11 The principal designs the class schedule to allow the maximum scheduling flexibility.

5.12 The principal demonstrates a broad understanding of various student-class scheduling techniques.

Please suggest other Student Management competencies.

VI. PERSONNEL MANAGEMENT

6.1 The principal screens, interviews, and recommends prospective staff members for assignment to his building.

6.2 The principal develops and implements an orientation program of all new personnel.

6.3 The principal develops meaningful job descriptions for all personnel positions in his building.

6.4 The principal assigns staff duties and responsibilities in accordance with the identified capabilities of staff members and the needs of the school.
6.5 The principal demonstrates a working knowledge of state laws relating to the employment and dismissal of personnel.

6.6 The principal maintains accurate documentation upon which recommendations for termination or retention are based.

6.7 The principal maintains the confidentiality of privileged information concerning staff members.

6.8 The principal maintains complete and up-to-date personnel files as required by policies and regulations.

6.9 The principal develops handbooks stipulating district policies and school regulations for use by staff members.

6.10 The principal develops and implements a staff evaluation system based upon the written job description and/or other written criteria.

6.11 The principal demonstrates skill in interpreting the communications agreement between the staff and the Board of Trustees.

6.12 The principal demonstrates respect for appeal processes designed to safeguard employee rights.

6.13 The principal demonstrates skill in formulating work schedules for auxiliary personnel.

6.14 The principal designs and implements a staff development program for auxiliary personnel based upon identified needs.

Please suggest other Personnel Management competencies.
VII. FACILITIES, EQUIPMENT, AND SUPPLIES

7.1 The principal maintains an up-to-date inventory of all materials, equipment, and supplies assigned to the school.

7.2 The principal demonstrates a knowledge of good practices for physical maintenance and routine upkeep of school facilities.

7.3 The principal schedules classes and activities in such a manner that maximum utilization of facilities is assured.

7.4 The principal demonstrates the ability to locate vendors of specialty items or hard-to-locate materials and supplies.

7.5 The principal involves staff members in selecting instructional materials, equipment, and supplies to be purchased for school use.

7.6 The principal develops daily and long-term work schedules for persons responsible for the maintenance and daily upkeep of the school buildings and grounds.

7.7 The principal implements district policies and regulations concerning the use of school facilities for non-school activities.

7.8 The principal demonstrates a knowledge of equipment, materials, and supplies utilized for proper building maintenance and longevity.

Please suggest other competencies for managing Facilities, Equipment, and Supplies.
VIII. COMMUNICATIONS

8.1 The principal clearly defines school policies and regulations to all employees of the school.

8.2 The principal analyzes the influences on the school by community characteristics such as social class, cultural values, power structures, and interest groups.

8.3 The principal demonstrates an awareness of the interests of the various publics in the school attendance area.

8.4 The principal identifies appropriate methods for involving school patrons in the planning and evaluation of educational programs and activities of the school.

8.5 The principal effectively handles grievances presented by parents and other school patrons.

8.6 The principal demonstrates a knowledge of the purposes of parent groups of the school.

8.7 The principal demonstrates techniques of eliciting the cooperation and support of parents for school activities.

8.8 The principal develops strategies for enlisting the support of influential individuals and groups in the community.

8.9 The principal develops a systematic approach for providing news media with content for interesting and informative reports concerning the school.

8.10 The principal demonstrates the ability to recognize and effectively deal with the political aspects of public school education.

Please suggest other Communications competencies.
Thank you for serving as a member of the committee to validate the attached instrument. All six committee members are leaders in Texas education and all have a vital interest in the movement toward a competency-based preparation program for Texas educators. This particular study is concerned with the competency-based program for secondary school principals.

After the instrument is returned by each committee member, the boxes that presently appear beside each item will be replaced by a five-point rating scale. A sample of three-hundred Texas educators will be asked to evaluate the importance of each competency as it relates to the ability of the beginning secondary school principal to successfully administer his school. The following is an example of an item statement as it will appear on the instrument submitted to the sample of three hundred:

1.1 The principal functions as an integral part of the district's "administrative team" in formulating district-wide policies and regulations.

You are requested to read each item and decide if the item is "useable", "unuseable", or "useable with modification". If the item is useable in its present form, no mark is necessary.
If the item, in your opinion, needs some modification, please place a check mark (✓) in the appropriate box and make the needed modification to the item. If you feel that the item is not usable in any form, place a check mark (✓) in that box. You are encouraged to suggest additional measurable competencies at the end of each category of competencies.

All major modifications to existing items and all new items suggested will be resubmitted to the committee for validation.

Again, thank you for assisting in this most important endeavor.

Sincerely,

Joe Austin, Coordinator
Planning and Evaluation

JA:da
Enclosure
Dear Fellow Educator:

You are probably aware of the current movement across the nation toward educator certification based upon the demonstration of job competency as opposed to the traditional course requirements of colleges and universities. Such programs are currently being established in our own State and all Texas college and university preparation programs will be "competency-based" in the near future.

This booklet is a compilation of secondary principal competencies suggested by several leading education writers across the nation. It is an initial attempt to determine which competencies are necessary to secondary principals in the State of Texas. As a secondary school educator, you are asked to help make this determination by evaluating these competencies in accordance with the instructions on the following page. The results of this study will be presented to all colleges and universities in Texas which offer a principals' certification program.

A stamped, addressed envelope is enclosed for your return of the completed booklet.

Thank you for participating in this most worthwhile undertaking. Hopefully, the results of this study will lead to an improved certification program for Texas principals.

Sincerely,

Joe Austin, Coordinator
Planning, Evaluation, Research, Development
Region 10, Education Service Center
P. O. Box 1300
Richardson, Texas 75080
DIRECTIONS FOR EVALUATING THE ATTACHED COMPETENCY STATEMENTS

1. Using your job situation and past experience as a basis for judgement, indicate the degree of importance of each competency by placing a check mark (\(\checkmark\)) in the appropriate box to the right of the item. A mark of five indicates that the competency is extremely important or essential in order for the beginning secondary principal to perform at an acceptable level. A mark of one indicates that the competency is of little or no importance to the effectiveness of a beginning secondary principal.

2. Please extend the document by adding competencies which you believe should be considered in a college or university program which prepares candidates for initial certification as a Texas secondary principal. You may do so by adding the statement(s) in the space provided at the end of each section.

3. When you have completed the instrument, place it in the mail for return. No individual or school district will be identified as the results of this study are reported. The identification numbers in the top, left hand corner of the first page and those along the right hand margin in parentheses are for computer use and for determining the total number of instruments returned.
1. ORGANIZATION AND ADMINISTRATION

1.1 The principal functions as an integral part of the district's "administrative team" in formulating district-wide policies and regulations.

1.2 The principal implements policies of the board of trustees and regulations set by the superintendent.

1.3 The principal exercises proper administrative authority in situations not covered by law, policy, or regulation.

1.4 The principal interprets state and federal laws, regulations of the Commissioner of Education, decisions by the courts and the State Board of Education to staff, students, and school patrons.

1.5 The principal demonstrates a broad knowledge of the legal rights and responsibilities of students, staff, and school patrons.

1.6 The principal utilizes a systematic approach to problem solving and administrative decision making.

1.7 The principal develops strategies for involving staff members in reaching administrative decisions.

1.8 The principal understands the purposes of local regulatory agencies and their relationships to the school and the community.

1.9 The principal effectively organizes his daily and long-range work schedule so that all responsibilities of the office are met.

1.10 The principal delegates tasks and functions without relinquishing responsibility.

1.11 The principal utilizes computer technology to provide administrative and instructional assistance to the school.
1.12 The principal utilizes reliable research findings as a method of solving educational problems.

1.13 The principal demonstrates the ability to forecast student population and to relate forecasts to future personnel, financial, facility, and curriculum needs of the school.

Please suggest additional Organization and Administration competencies.

II. CURRICULUM DESIGN AND IMPROVEMENT

2.1 The principal demonstrates a knowledge of current movements and innovative practices in education across the state and nation.

2.2 The principal demonstrates a working knowledge of contemporary educational planning and evaluation techniques.

2.3 The principal demonstrates the skills of developing and measuring performance and process objectives.

2.4 The principal establishes a framework for regular reviews with the staff concerning the progress toward attainment of the goals and objectives established for the school.
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<tr>
<td>2.5</td>
<td>The principal develops and implements strategies for the involvement of staff, students, consultants, and school patrons in curriculum planning.</td>
<td>[5]</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
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<tr>
<td>2.6</td>
<td>The principal effectively utilizes guidance data for program planning and direction.</td>
<td>[5]</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
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<td>2.9</td>
<td>The principal establishes a framework to insure articulation between curricular offerings.</td>
<td>[5]</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
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<tr>
<td>2.10</td>
<td>The principal establishes procedures which insure maximum continuity and the minimum of unnecessary overlap in curriculum areas.</td>
<td>[5]</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
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<tr>
<td>2.13</td>
<td>The principal demonstrates the ability to organize, analyze, and report student performance data.</td>
<td>[5]</td>
<td>[4]</td>
<td>[3]</td>
<td>[2]</td>
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Please suggest additional Curriculum Design and Improvement competencies.
### III. THE INSTRUCTIONAL PROCESS

| 3.1 | The principal demonstrates a knowledge of various learning theories which are applicable to his school situation. | [5] [4] [3] [2] [1] (31) |
| 3.2 | The principal demonstrates knowledge of laws and regulations pertaining to the accreditation standards of the State and, if applicable, the Southern Association of Colleges and Schools. | [5] [4] [3] [2] [1] (32) |
| 3.3 | The principal organizes class schedules in a manner which encourages staff members to try new and innovative approaches to instruction. | [5] [4] [3] [2] [1] (33) |
| 3.4 | The principal utilizes classroom observation to assess the level of curriculum implementation. | [5] [4] [3] [2] [1] (34) |
| 3.5 | The principal selects standardized tests designed to measure progress or attainment levels in the several aspects of student development. | [5] [4] [3] [2] [1] (35) |
| 3.6 | The principal demonstrates the necessary skills for developing relevant teaching plans. | [5] [4] [3] [2] [1] (36) |
| 3.7 | The principal identifies and makes arrangements for staff visitations to observe exemplary programs and practices. | [5] [4] [3] [2] [1] (37) |
| 3.8 | The principal identifies those aspects of the teachers' class presentation in need of improvement and suggests alternate avenues for improvement. | [5] [4] [3] [2] [1] (38) |
| 3.9 | The principal develops meaningful staff development activities based upon the identified needs of the staff. | [5] [4] [3] [2] [1] (39) |
| 3.10 | The principal identifies and arranges for the services of specialists for staff improvement activities. | [5] [4] [3] [2] [1] (40) |
3.11 The principal identifies and makes known to staff various community learning resources.

3.12 The principal assists individuals and groups of teachers in the identification and selection of appropriate instructional materials.

3.13 The principal assists teachers in obtaining the maximum utilization of teacher aides.

3.14 The principal demonstrates skill in the enlistment and utilization of community volunteers.

Please suggest additional Instructional Process competencies.

IV. BUSINESS AND FINANCIAL MANAGEMENT

4.1 The principal assists in formulating the district budget by providing realistic estimates of financial requirements for the school.

4.2 The principal actively involves teachers and other staff members in the budgeting process.
4.3 The principal demonstrates skill in documenting the need for district funds for use by the school.

4.4 The principal implements state law and district policy governing the proper expenditure of school funds.

4.5 The principal demonstrates skill in operating the school within budgetary limitations.

4.6 The principal maintains complete and accurate records of the fiscal operation of the school.

4.7 The principal interprets to the staff, students, and community the state laws and district policies relating to the fiscal operations of the school.

4.8 The principal establishes concise and workable procedures for procuring goods, services, and supplies for the school.

Please suggest additional Business and Financial Management competencies.
V. STUDENT MANAGEMENT

5.1 The principal involves students appropriately in the decision-making process. [5] [4] [3] [2] [1] (53)

5.2 The principal works cooperatively with the student council organization of the school. [5] [4] [3] [2] [1] (54)

5.3 The principal supervises the process of orientation of students new to the school. [5] [4] [3] [2] [1] (55)

5.4 The principal involves parents in the dispensation of serious or persistent discipline problems. [5] [4] [3] [2] [1] (56)

5.5 The principal establishes a system for hearing student grievances and appeals. [5] [4] [3] [2] [1] (57)

5.6 The principal maintains the confidentiality of information relating to the personal aspects of students' lives. [5] [4] [3] [2] [1] (58)

5.7 The principal maintains supervision of the guidance and counseling services of the school. [5] [4] [3] [2] [1] (59)

5.8 The principal demonstrates skill in enhancing relationships between different ethnic cultures in the school. [5] [4] [3] [2] [1] (60)

5.9 The principal provides an adequate system for reporting student performance to parents, prospective employers, and institutions of higher learning. [5] [4] [3] [2] [1] (61)

5.10 The principal collects, organizes, analyzes, and interprets data concerning the status of former students. [5] [4] [3] [2] [1] (62)

5.11 The principal designs the class schedule to allow the maximum scheduling flexibility. [5] [4] [3] [2] [1] (63)

5.12 The principal demonstrates a broad understanding of various student-class scheduling techniques. [5] [4] [3] [2] [1] (64)

1 (80)

Dup. 1-4
VI. PERSONNEL MANAGEMENT

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<tr>
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<th>EXTRREMELY IMPORTANT</th>
<th>OF LITTLE OR NO IMPORTANCE</th>
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<tr>
<td>6.1</td>
<td>The principal screens, interviews, and recommends prospective staff members for assignment to his building.</td>
<td>[5] [4] [3] [2] [1]</td>
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<td>6.2</td>
<td>The principal develops and implements an orientation program of all new personnel.</td>
<td>[5] [4] [3] [2] [1]</td>
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<tr>
<td>6.3</td>
<td>The principal develops meaningful job descriptions for all personnel positions in his building.</td>
<td>[5] [4] [3] [2] [1]</td>
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<tr>
<td>6.4</td>
<td>The principal assigns staff duties and responsibilities in accordance with the identified capabilities of staff members and the needs of the school.</td>
<td>[5] [4] [3] [2] [1]</td>
</tr>
<tr>
<td>6.5</td>
<td>The principal demonstrates a working knowledge of laws and court decisions relating to the employment and dismissal of personnel.</td>
<td>[5] [4] [3] [2] [1]</td>
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<tr>
<td>6.6</td>
<td>The principal maintains accurate documentation upon which recommendations for termination or retention are based.</td>
<td>[5] [4] [3] [2] [1]</td>
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</table>

Please suggest additional Student Management competencies.
6.7 The principal maintains the confidentiality of privileged information concerning staff members.

6.8 The principal maintains complete and up-to-date personnel files as required by policies and regulations.

6.9 The principal develops handbooks stipulating district policies and school regulations for use by staff members.

6.10 The principal develops and implements a staff evaluation system based upon the written job description and/or other written criteria.

6.11 The principal demonstrates skill in interpreting the communications agreement between the staff and the board of trustees.

6.12 The principal establishes appeal processes designed to safeguard employee rights.

6.13 The principal demonstrates skill in formulating work schedules for auxiliary personnel.

6.14 The principal designs and implements a staff development program for auxiliary personnel based upon identified needs.

Please suggest additional Personnel Management competencies.
VII. FACILITIES, EQUIPMENT AND SUPPLIES

7.1 The principal maintains an up-to-date inventory of all materials, equipment and supplies assigned to the school. [5] [4] [3] [2] [1] (19)

7.2 The principal demonstrates a knowledge of good practices for physical maintenance and routine upkeep of school facilities. [5] [4] [3] [2] [1] (20)

7.3 The principal schedules classes and activities in such a manner that optimum utilization of facilities is assured. [5] [4] [3] [2] [1] (21)

7.4 The principal demonstrates the ability to locate vendors of specialty items or hard-to-locate materials and supplies. [5] [4] [3] [2] [1] (22)

7.5 The principal involves staff members in selecting instructional materials, equipment, and supplies to be purchased for school use. [5] [4] [3] [2] [1] (23)

7.6 The principal develops daily and long-term work schedules for persons responsible for the maintenance and daily upkeep of the school buildings and grounds. [5] [4] [3] [2] [1] (24)

7.7 The principal implements district policies and regulations concerning the use of school facilities for non-school activities. [5] [4] [3] [2] [1] (25)

7.8 The principal demonstrates a knowledge of equipment, materials, and supplies utilized for proper building maintenance and longevity. [5] [4] [3] [2] [1] (26)

Please suggest additional competencies for managing Facilities, Equipment and Supplies.
### VIII. COMMUNICATIONS

8.1 The principal clearly defines school policies and regulations to all employees of the school.

8.2 The principal analyzes the influences on the school by community characteristics such as social class, cultural values, power structures, and interest groups.

8.3 The principal considers the interests of the various publics in the school attendance area.

8.4 The principal identifies appropriate methods for involving school patrons in the planning and evaluation of educational programs and activities of the school.

8.5 The principal effectively handles grievances presented by parents and other school patrons.

8.6 The principal demonstrates techniques of eliciting the cooperation and support of parents for school activities.

8.7 The principal develops strategies for enlisting the support of influential individuals and groups in the community.

8.8 The principal develops a systematic approach for providing news media with content for interesting and informative reports concerning the school.

8.9 The principal demonstrates the ability to recognize and effectively deal with the political aspects of public school education.

Please suggest additional Communications competencies.
DATE: November 5, 1973

TO: The College or University Administrator Addressed

FROM: Joe Austin

SUBJECT: Enclosed Research Instrument

Many educational leaders across the state are busy collecting data to use in establishing competency based preparation and certification programs for Texas educators. The enclosed booklet is designed to collect information which should be valuable input into this effort. The data will also be used to complete a doctoral dissertation at North Texas State University under the direction of Dr. E. Vaughn Huffstutler.

This study is concerned with establishing a set of competencies for secondary school principals in the State of Texas by surveying a total of 422 Texas educators. You are asked to route the enclosed instrument to the professor in your department who is responsible for teaching courses designed to prepare secondary school principals for certification.

When the data from the twenty-two colleges and universities, one hundred superintendents, one hundred secondary principals, and two hundred secondary teachers are compiled, you will be mailed the frequency distribution for each respondent group to each item on the instrument. This data should be of assistance to you as you design or alter secondary principal preparation courses.

Thank you for your cooperation in this effort.

JA:da
Enclosure
APPENDIX F

DATE: January 4, 1974

TO: College Administrator Addressed

FROM: Joe Austin

SUBJECT: Enclosed Questionnaire

Several weeks ago you were mailed a copy of a survey instrument designed to collect data relative to the competencies of secondary school principals in Texas. Our request was that you give the questionnaire to a professor in your department who is responsible for teaching secondary principal preparation courses. Our records indicate that it has not been received in our office at this time.

Enclosed is a copy of the questionnaire and a stamped, self-addressed envelope for convenient return. We hope to receive input from all twenty-two colleges and universities in the state in which certification programs are operative.

Thank you for your consideration of this matter.

Ja:mg
Enclosures
APPENDIX G

DATE: January 4, 1974

TO: Educator Addressed

FROM: Joe Austin

SUBJECT: Enclosed Questionnaire

Several weeks ago you were mailed a copy of a survey instrument designed to collect data relative to the competencies of secondary school principals. Our records indicate that the questionnaire has not been received in our office at this time.

Enclosed is a second copy of the questionnaire and a stamped, self-addressed envelope for your convenient return. We hope to receive input from as many as possible in order to increase the validity of the study.

Thank you for your consideration of this matter.

JA:da

Enclosures
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