THE DEVELOPMENT OF A RATING SCALE FOR USE BY
TEXAS SCHOOL BOARD MEMBERS TO EVALUATE
A SUPERINTENDENT'S PERFORMANCE

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

DOCTOR OF EDUCATION

By

Carl H. Craighead, B.S., M.Ed.
Denton, Texas
August, 1972
The Development of a Rating Scale for Use by Texas School Board Members to Evaluate a Superintendent's Performance. Doctor of Education (Administrative Leadership), August, 1972, 164 pp., 11 tables, bibliography, 54 titles.

The problem with which this investigation is concerned is that of developing a scale for rating a public school superintendent in Texas in terms of his adherence to selected characteristics of administrative leadership. A secondary problem is to verify the hypothesis that very few schools in Texas, if any, use a rating scale to evaluate the performance of the superintendent.

The purpose of this study will be to identify a set of administrative leadership characteristics which are accepted by members of Boards of Trustees, professors of educational leadership, and superintendents.

The following procedures were designed to obtain appropriate data: (1) preparation of a prelude questionnaire constructed to determine the current use of rating scales in Texas for evaluating teachers, supervisors, principals, and superintendents; (2) selection by stratified random samples of superintendents to whom the prelude survey would be mailed; (3) a review of the literature from which the initial list of characteristics related to rating a school superintendent.
would be constructed; (4) selection of a jury panel to validate the initial list of characteristics; (5) validation of the initial list of characteristics; (6) construction of a Q-Sort instrument to be used by respondents to rank the remaining characteristics; and (7) administration of the Q-Sort instrument.

The findings of this study include the following items: (1) only one school in Texas used a rating scale specifically designed for a school superintendent's performance, (2) forty-five superintendents responded to a questionnaire mailed to fifty schools and the results revealed that 67 per cent of the school districts used rating scales for teachers, 36 per cent used rating scales for supervisors, and 40 per cent used rating scales for principals, and none of the districts used rating scales for evaluating the performance of a school superintendent, (3) the respondents to the Q-Sort instrument ranked characteristics in the category Personal Qualities most desirable.

The conclusions of this study, based on the findings, indicate that less than 5 per cent of the school districts used rating scales to evaluate the performance of the superintendent of schools. Results of the validation procedure and the administration of the Q-Sort instrument indicate that a rating scale designed to evaluate the performance of a school superintendent should include these categories: (1) personal qualities, (2) personnel and staff, (3) educational
program, (4) channels of communication, (5) school board relationships, (6) organization, (7) business and finance, (8) planning, (9) legal and administrative functions, and (10) developing policy.

As a result of the findings of this study, the following recommendations are made:

1. School Boards of Trustees should evaluate the performance of a school superintendent in a manner similar to that whereby other professional personnel are evaluated.

2. To assist in this evaluation process, an instrument should be used which was designed specifically for evaluating a school superintendent's performance.

3. To make the rating scale more practical for a particular school district, the current members of the Board of Trustees should agree on the characteristics to be included and excluded on the scale from any lists contained herein.
# TABLE OF CONTENTS

## LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>iv</td>
<td></td>
</tr>
</tbody>
</table>

## Chapter

### I. INTRODUCTION

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement of the Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>1</td>
</tr>
<tr>
<td>Background and Significance</td>
<td>2</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>6</td>
</tr>
<tr>
<td>Limitations</td>
<td>6</td>
</tr>
<tr>
<td>Basic Assumptions</td>
<td>6</td>
</tr>
<tr>
<td>Instruments</td>
<td>7</td>
</tr>
<tr>
<td>Procedures for Collecting Data</td>
<td>8</td>
</tr>
<tr>
<td>Procedure for Analysis of Data</td>
<td>8</td>
</tr>
<tr>
<td>Summary</td>
<td>8</td>
</tr>
</tbody>
</table>

### II. REVIEW OF THE LITERATURE RELATED TO CHARACTERISTICS OF A SUPERINTENDENT'S PERFORMANCE

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Administration and School Finance</td>
<td>11</td>
</tr>
<tr>
<td>Teacher Negotiation and Consultation</td>
<td>12</td>
</tr>
<tr>
<td>Agreements</td>
<td>16</td>
</tr>
<tr>
<td>Staff Relations and Delegation of Authority</td>
<td>17</td>
</tr>
<tr>
<td>The Superintendent and School Board</td>
<td>19</td>
</tr>
<tr>
<td>Relations</td>
<td>21</td>
</tr>
<tr>
<td>The Superintendent and Instruction</td>
<td>23</td>
</tr>
<tr>
<td>Theory, Research, and the Superintendent</td>
<td>25</td>
</tr>
<tr>
<td>Modern Technology and the Superintendent</td>
<td>27</td>
</tr>
<tr>
<td>Accountability and Evaluation</td>
<td>29</td>
</tr>
<tr>
<td>School Law - The Legal Aspects of Supervision</td>
<td>30</td>
</tr>
<tr>
<td>The Superintendent as a Change Agent</td>
<td>32</td>
</tr>
<tr>
<td>Administering the Personnel Program</td>
<td>33</td>
</tr>
<tr>
<td>General Characteristics of the Superintendent</td>
<td>34</td>
</tr>
<tr>
<td>Summary</td>
<td>44</td>
</tr>
</tbody>
</table>

### III. COLLECTION OF DATA

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation of a Prelude Questionnaire</td>
<td>49</td>
</tr>
<tr>
<td>Selection of Superintendents to Whom Prelude Questionnaires Would be Mailed</td>
<td>50</td>
</tr>
<tr>
<td>Construction of the Initial List of Characteristics</td>
<td>51</td>
</tr>
</tbody>
</table>
Selection of the Jury Panel .................................................. 52
Validation of the Initial List of Characteristics ......................... 53
Construction of the Final Q-Sort Instrument ................................ 54
Selection of Participants in the Final Survey ............................. 55
Administration of the Q-Sort Instrument .................................. 56

IV. TREATMENT AND ANALYSIS OF DATA ........................................ 58

Summary of Responses to the Prelude Questionnaire ..................... 58
Summary of Responses to the Q-Sort Instrument .......................... 63
Treatment of Data .................................................................. 64
Analysis of Data ................................................................... 65
Analysis of Professors' Rankings ............................................. 65
Analysis of Members of Boards of Trustees' Rankings ..................... 70
Analysis of Superintendents' Rankings ..................................... 74
Summary of the Final Ranking .................................................. 78

V. OVERVIEW OF THE STUDY ..................................................... 81

Summary of the Study ............................................................. 81
Summary of the Findings ....................................................... 84
Conclusions ....................................................................... 87
Implications of the Findings ................................................ 88
Recommendations for Future Studies ...................................... 89

APPENDIX A ........................................................................ 92
APPENDIX B ........................................................................ 93
APPENDIX C ....................................................................... 100
APPENDIX D ....................................................................... 102
APPENDIX E ....................................................................... 106
APPENDIX F ....................................................................... 109
APPENDIX G ....................................................................... 118
APPENDIX H ....................................................................... 119
APPENDIX I ....................................................................... 121
APPENDIX J ....................................................................... 127
APPENDIX K ....................................................................... 129
APPENDIX L .................................................. 131
APPENDIX M .................................................. 133
APPENDIX N .................................................. 135
APPENDIX O .................................................. 136
APPENDIX P .................................................. 137
APPENDIX Q .................................................. 149
APPENDIX R .................................................. 153
APPENDIX S .................................................. 159
BIBLIOGRAPHY ............................................. 160
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. RESPONSE TO PRELUDE SURVEY QUESTION NUMBER ONE-A</td>
<td>59</td>
</tr>
<tr>
<td>II. RESPONSE TO PRELUDE SURVEY QUESTION NUMBER ONE-B</td>
<td>60</td>
</tr>
<tr>
<td>III. RESPONSE TO PRELUDE SURVEY QUESTION NUMBER ONE-C</td>
<td>61</td>
</tr>
<tr>
<td>IV. RESPONSE TO PRELUDE SURVEY QUESTION NUMBER ONE-D</td>
<td>62</td>
</tr>
<tr>
<td>V. RESPONSE TO PRELUDE SURVEY QUESTION NUMBER THREE</td>
<td>63</td>
</tr>
<tr>
<td>VI. COLLEGE PROFESSORS' RANKINGS, 1-12</td>
<td>66</td>
</tr>
<tr>
<td>VII. COLLEGE PROFESSORS' RANKINGS, 13-24</td>
<td>68</td>
</tr>
<tr>
<td>VIII. BOARD MEMBERS' RANKINGS, 1-12</td>
<td>70</td>
</tr>
<tr>
<td>IX. BOARD MEMBERS' RANKINGS, 13-24</td>
<td>72</td>
</tr>
<tr>
<td>X. SUPERINTENDENTS' RANKINGS, 1-12</td>
<td>74</td>
</tr>
<tr>
<td>XI. SUPERINTENDENTS' RANKINGS, 13-24</td>
<td>76</td>
</tr>
</tbody>
</table>
CHAPTER I

INTRODUCTION

In a period of time when many teachers have been given continuing contracts and elaborate evaluating instruments are used for rating both teachers and the supervisory staff, the chief administrator of Texas schools, the superintendent, continues to be reviewed annually by members of the Boards of Trustees on an "informal" or "discussion" type basis which is, in reality, subjective.

There are numerous rating scales and evaluation forms for teachers and principals, but a review of the literature reveals that there is only one instrument which can be used by members of the Boards of Trustees in Texas to evaluate the superintendent according to accepted areas of administrative leadership characteristics (2, p. 175). A personal investigation of this instrument reveals that it was devised by the president of the local Board of Trustees and may or may not have an empirical basis.

Statement of the Problem

The problem of this study will be to develop a scale for rating a public school superintendent in Texas in terms of his adherence to selected characteristics of administrative leadership.
Purpose of the Study

The purpose of this study will be to identify a set of administrative leadership characteristics which are accepted by members of Boards of Trustees, professors of educational leadership, and superintendents.

Background and Significance of the Study

The public school superintendent occupies one of the most important positions in his community. This role is continually changing and needs to be assessed periodically. Observers often think they know the status of a position, but upon careful analysis situations are often not what they seem (8, p. 1).

The school superintendent is a highly specialized professional who wields immense powers and influence. He is among the highest paid and most respected members of the community. He heads an operation that spends more money and employs more people than most businesses in the community, often more than all the businesses combined (6, p. 14).

The superintendent of schools is a person who, by the very special nature of the position he holds, finds himself squarely in the middle of many and varied activities and responsibilities (9). He is responsible indirectly to an entire community and directly to an elected Board of Trustees. Right now, that notion fits neatly under the heading of "accountability."
At the National School Boards Association meeting in April, 1971, school board members' preoccupation with accountability was reflected in the convention's workshops. In a session on "Your Superintendent--Recharge or Discharge," Loyd L. Turner, president of the Fort Worth, Texas, Board of Education, outlined a method his board uses to evaluate a superintendent's performance. He said Fort Worth's superintendent is under a three-year contract which calls for yearly evaluation. Each board member grades him from A to F in 21 categories such as health, morals, appearance, confidence, judgment, philosophy, belief in children, and decision making. If the superintendent is graded between A and B, he is given a one-year extension of his contract or a salary increase; if his grades fluctuate between B and D, he is in the "recharge" zone and does not receive a contract extension or a salary increase; if he receives between D and F, he is in the "discharge" zone (2, p. 175).

The typical board member, a layman, readily admits that he is an educational amateur. Even the most experienced businessman is hard put to evaluate the credentials and qualifications of a professional educator (6, p. 14).

The problem of selection of executives in industry is a highly specialized one and cannot ordinarily be entrusted to the personnel department unless the staff includes someone with considerable psychological background. Since executive jobs require high-level performance involving the utilization of a wide range of abilities and personality traits, the clinical approach represents the best means of
evaluating men and women for these positions (4, p. 10).

Ahern states that "rating scales are currently the most popular method of evaluating employee performance" (1, p. 163). An outstanding objective technique is the Forced-Choice Performance Report. An excellent example is the form that United Parcel Service uses in evaluating supervisors and executives (1, p. 165).

The commonly used rating devices employed in the evaluation of teacher and/or supervisor performances have four significant weaknesses. The first and most common weakness is that of "halo effect." Second, the rater allows his own bias in some areas to influence his ratings. Third, the "generosity error" is quite common. Fourth, the devices available do not apply to all situations.

"Halo effect" is that psychological phenomenon in which the rater tends to permit his general feeling of favorableness or unfavorableness toward the subject to influence the rating of specific traits (7, p. 196).

"Bias" on the part of the rater in his interpretation of the rating instrument is the second observed error. This error is likely to exist to some degree as long as human judgments are a major factor in ratings (7, p. 196).

Third, it is quite common for the rater to give the subject the benefit of the doubt. This tendency is known as the "generosity error" (7, p. 196).
A fourth objection may be added to most rating devices in that they may be developed commercially and do not apply to the specific situation, or they may be developed empirically with inadequate validation.

Rating, by definition, is "making an estimate;" i.e., rendering an opinion or judgment. It is not a measurement (1, p. 166). Nevertheless, it is possible for the chief administrator to be more fairly rated if a scale is developed based on a job description, written performance standards, or simply knowledge in advance as to the expected role he is to play in the eyes of the trustees.

In considering the evaluation process, there must be mentioned some popular beliefs frequently held by the community as well as by the administration itself, which are open to challenge. One is that the superintendent, as the professional, has to teach the board members "their place" and carefully delimit their responsibilities and practices. The second improperly held belief is that board members should be wholly and solely competent and forceful in financial knowledge and "business" management. The third misconception is that the superintendent can properly outline policies subject only to the board's automatic approval, but hardly open to board discussion, debate, or disapproval (3, p. 28).

The literature reveals that extensive planning is undertaken upon initially selecting a superintendent (5, p. 35). However, the absence of evaluative procedures for the
superintendent once he has assumed the chief administrator's role has prompted this study.

Definitions of Terms

Superintendent.--The executive officer of the Board of Trustees or the chief administrator in a school system.

Board of Trustees.--The elected body of representatives of the public in a school district.

Limitations

The study was limited to the development of a rating scale for judging the qualitative traits of a superintendent of schools in Texas in terms of a set of administrative leadership characteristics. It was further limited in that no attempt was made to standardize the scale, but it was re-submitted to the panel members for their reaction to the final document.

Basic Assumptions

During the course of this study it was assumed:

1. The set of characteristics eventually used in the scale was an impartial list that represented the accepted standards of public schools and departments of education.

2. The responses to instruments used in the study were representative of the opinions necessary to weigh the degree of importance of the qualitative aspects of a superintendent's performance.
Instruments

A survey questionnaire was constructed to ascertain some basic information as a prelude to the study (Appendix A). The questionnaire was submitted to fifty superintendents who were randomly selected from stratified groupings of all school districts in Texas. The total number of districts was divided into five strata based on average daily attendance. Ten superintendents were randomly selected from each group to verify the hypothesis that very few schools in Texas, if any, use a rating scale for the superintendent.

From the literature, one hundred fifty characteristics of a superintendent in administrative leadership were identified (Appendix B). These characteristics were submitted to a selected panel of experts for validation. The panel consisted of four school board members, four college professors of educational leadership, and four superintendents. The panel of twelve experts established content validity of the characteristics (Appendix C). Characteristics which were not judged relevant by the panel were deleted.

Procedures for Collecting Data

The approved characteristics of the superintendent were submitted to twenty-five board members, twenty-five college professors of educational leadership, and twenty-five superintendents. The seventy-five respondents were asked to Q-Sort the separate characteristics into eleven stacks, thus
judging them from "most desirable characteristics", columns 7 through 11, to "desirable", column 6, to "desirable, but not as important."

Procedure for Analysis of Data

Figure 1, below, illustrates the sorting and stacking arrangement.

<table>
<thead>
<tr>
<th>Score</th>
<th>11</th>
<th>10</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Cards Per Stack</td>
<td>3</td>
<td>7</td>
<td>12</td>
<td>17</td>
<td>21</td>
<td>30</td>
<td>21</td>
<td>17</td>
<td>12</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>(N ≤ 150; all columns will be reduced proportionally to the number deleted)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 1--Sorting of Characteristics

When the Q-Sorts were returned each characteristic was assigned a score (Example: The three cards in the first stack at the left were assigned a value of eleven). The mean of each characteristic was determined and a final ranking was assigned.

A calculation of percentages of responses was recorded for each item by groups--school board members, college professors, and superintendents--to gain insight into the various distribution by the respondents.

Summary

The development and findings of this study are presented in five chapters. Chapter I is an introduction, and the
procedure used in conducting the study is outlined. In Chapter II, a review of the literature is provided as a basis for selecting the characteristics of the superintendent of schools. Chapter III contains details of the procedures taken in completing the study. Chapter IV consists of the findings of the study. The summary, conclusions, and recommendations are presented in Chapter V.
CHAPTER BIBLIOGRAPHY


9. Who is Most Squarely in the Middle of Things?, Iowa Association of School Administrators, 1969.
CHAPTER II

REVIEW OF THE LITERATURE RELATED TO CHARACTERISTICS OF A SUPERINTENDENT'S PERFORMANCE

To assist in accomplishing the purpose of this study, a review of the literature was made. Included in this review were published writings by college professors, board members, and school administrators related to the superintendent and his preparation for the role, the superintendent and his performance in the duties of the position, and the superintendent and his in-service education for self-improvement.

The superintendency in American public school administration was created a little more than one hundred years ago by the American people. It is still being molded by the forces of public opinion, whim, and aspiration, as well as by the generations of men who have held the job (40, p. 5).

This chapter concerns characteristics of a superintendent's performance. Although in many instances it may appear that these characteristics describe what a superintendent is or should be, the expressed intent is that the characteristics will be formulated in an instrument for performance evaluation. A set of characteristics was chosen from the survey of the literature. The set of characteristics was then submitted to the panel for reactions prior to constructing the Q-Sort instrument.
Business Administration and School Finance

Gilmore Fisher, Superintendent of Schools in Erving Township, Trenton, New Jersey, reacting to a presentation by Dr. John H. Fischer, President of Teachers College, Columbia University, stated:

Dr. Fischer outlined four sets of influences which are bearing down on us:

1. The importance of education;
2. The growth of knowledge about human development and learning;
3. A new sense of variety, complexity, and power of the agencies and forces that exert educative influences; and
4. A widening dissatisfaction with present arrangements for making educational policy, and for administering and supervising schools.

I would suggest that we consider a fifth influence—a growing awareness of the financial resources required to perform the educational task as it should be done. For the first time in my life some phases of education seem to be getting the kind of financial support they deserve (2, p. 12).

In many of the smaller school districts a superintendent must function as a business administrator. Larger school districts provide business managers as staff members and these positions are generally subordinate to the superintendent. Regardless of the organizational arrangement, the superintendent, as executive officer for the Board of Trustees, must be knowledgeable about items falling in the following areas (29, p. 12):

1. Purchasing and supply management
2. Insurance
3. Financial planning and budgeting
4. Accounting
5. Payroll
6. Food services
7. Operation of plant
8. Maintenance of plant
9. Transportation
10. Plant planning and construction
11. Elections and referenda
12. Data Processing
13. Management of classified personnel

Annually, the Board of Trustees must prepare a budget and formally present the instrument to the public. In a majority of the school districts the Trustees direct the business office and the superintendent to complete the working budget and implement the program of finance. The superintendent's budget message to the Board of Trustees should contain the items in this check list (11, pp. 22-23):

1. A statement of educational goals and a review of the current status of the schools and their program.

2. Identify the cost and character of the significant changes in budget components.

3. Data comparing actual figures for the last full fiscal year and previous years to the proposed major categories of receipts and expenditures in the current budget.
4. A detail of receipts and a summary of expenditures followed by a lucid narration defining the account and analyzing proposed transactions.

5. A series of tabulations covering a period of five years regarding scholastic enumerations, staff members, patterns of revenue, tax rates, physical assets, and the district's debt service obligations projected to maturity.

School districts which utilize the **participating budget** subscribe to the philosophy that since schools are tax-supported, the citizens should be consulted about budgetary requirements to finance the educational program of the community. Also, teaching and non-teaching personnel who develop the plan of education should be afforded the opportunity to suggest procedures and materials which they believe will aid them in performing their duties most expeditiously.

The contrast to the participatory budget is the **administration-dominated budget**. The citizenry, teaching staffs, and maintenance staffs are not consulted but docilely accept appropriations allocated to them and provide the best educational program possible under the circumstances. The superintendent becomes all-powerful in denying requests or in spending as he chooses during the fiscal years. This practice is legally permissible but is questionable from an ethical standpoint (27, p. 134).

The superintendent often is characterized by decisions regarding finances. He may recommend to provide services at
less cost by paying low wages and eliminating such benefits as retirement, social security, sick leave, and vacation leave, and by otherwise exploiting labor. While these measures apparently reduce cost, they invariably lower the quality of service provided (28, p. 571).

The legal provisions of most states charge the Board of Education not only with the preparation and approval of the budget but also with the administration of the document. In practice, however, the Board of Education delegates both the preparation and administration of the school budget to the superintendent and his staff (33, p. 363).

In the early stages of the budget-making process, educational planning and the consequent expenditure estimates are idealistic rather than realistic. But the superintendent knows that eventually he must reconcile good ideas with the lack of funds to support them. He must cut the budget and the reduction is done with his justifications, priorities, and knowledge of economics in mind. At this stage the superintendent must be prepared to sustain the rigors of the leader's posture, that position out in front where each flank is exposed. He is buoyed by a theory and a faith in the ultimate fact that a budget ought to provide the best educational program that the community can afford. Other things being equal, most people wish for more educational quality next year than they were content with this year (35, p. 45).
Teacher Negotiations and Consultation Agreements

With the advent of professional negotiations in many states and the consultation agreements in Texas, the role of the superintendent in this category became questionable. What, then, is to be the answer to the question, what should be the superintendent's role in negotiation? His role will be determined by a number of factors. First, his own philosophy toward negotiation and personal preferences will have a major bearing on the role he will assume. Secondly, the board of education may dictate how he will function. Thirdly, state statutes often specify his role. Fourthly, the current climate of teacher-administration relations and the history of those relationships will have a bearing on the matter. A fifth factor may well be the degree to which influence from teacher organizations at the state and national level is exerted upon the local organization to press for a certain pattern of negotiation procedure (45, p. 11).

Most superintendents feel that they helped build teachers' organizations for professional reasons, especially for the development of teaching as a profession. Now, superintendents say that teachers have taken over the organizations and that impetus is being given to teacher militancy. Another basic concern of superintendents in the negotiations process is deciding what issues are negotiable. Most superintendents feel that they are at a disadvantage in the negotiations
process. Teacher organizations are staffed with experienced, professional negotiators and research specialists who assist local units. School boards and superintendents, on the other hand, are neophytes and amateurs in bargaining (20, p. 21).

Staff Relations and Delegation of Authority

So complicated and demanding has the superintendency become that those who hold the position have been obliged to depend upon a wide variety of expert assistants in meeting their leadership responsibilities (37, p. 11). The complexity of the superintendency in the larger school systems has resulted in the delegation of authority to members of a leadership team composed of administrative specialists who hold the titles of deputy, associates, assistant, and district or area superintendent.

The term "superintendent" is gradually taking on a new connotation. The new meaning is confirming the prediction that the management of a school system as a one-man operation is rapidly fading and is being replaced by the word "superintendency." The latter term designates a group, or team, activity toward attainment of the organization's goals. It means a team of specialized experts performing the specialized functions once performed by one man. The superintendent thus becomes a general superintendent coordinating and directing a corps of lieutenants, each responsible for certain tasks and responsibilities (17, pp. 3, 13).
Management studies reveal that a top executive should have no more than six to eight assistant executives reporting to him. More than that number invites inefficiency and a spreading of the chief too thinly. Having any number of well-qualified assistants is useless in a school system if the top executive is unwilling to release some of his authority. Many superintendents find the art of delegating one of the most agonizing skills to learn, despite the obvious fact that it is their primary benefit in having assistants. The releasing of duties to subordinates requires courage, self-confidence, maturity, and a discreet attitude of "letting George do it." Failure to delegate wastes manpower, the taxpayers' money, and the chief's talent (17, p. 37).

In a sociological inquiry conducted by Gross, he reported that whereas the professional leadership and social support given the principal by his immediate superior were positively associated with Executive Professional Leadership, this did not hold true of the superintendent. In other words, officials who have the closest, most frequent contact with principals exert the greatest influence on their leadership. But these findings raise questions as to whether superintendents who themselves display EPL and who support their principals, but whose district or assistant superintendents do not do likewise, can appreciably promote the professional leadership of elementary school administrators (23, p. 153).
Campbell suggests that staff relations should not be "commanding" or "directing" but, instead, should be "stimulation." He further states that a superintendent needs an organization, not a "one-man performance" operation. It is his belief that effective administrators act nearer to the rational level of stimulation than to the pressure level when teachers and principals are included in decision making (7, p. 136).

In an article discussing the relationship of administrators to their staff, Ingils probes the motivations of administrators who hesitate in their obligations to staff development.

Many administrators . . . follow practices that indicate a lack of recognition that they have any part in the development process of subordinates. Some follow practices that show signs of actions that would impede (if not prevent) a subordinate from progressing in his development. They withhold from a subordinate knowledge of the organization or the environment in which the unit operates (26, p. 15).

The Superintendent and School Board Relations

School board actions and statements have large influence on public understanding and support of schools. Reciprocal respect and confidence help board members and administrators fulfill all of their related responsibilities, especially in the realm of human relations. McCloskey states that students
of school administration generally agree on one distinction between board and superintendent functions. The function of the board is to legislate; that of the superintendent is to execute. The board sets policy; the superintendent administers it (32, p. 362).

Tuttle writes that "every possible variation in the degree and character of the relationships between school boards and school administrators can be found to exist in these United States." In concluding his chapter on "School Board-Administrator Relationships," Tuttle summarizes as follows:

1. Unity and harmony within the board itself.

2. A clear agreement as to the respective functions of the board and the administrator and of their cooperative overlapping.

3. Written statements of all adopted policies, rules, and regulations.

4. A process of continuous growth in understanding by the board, the superintendent, the staff, and the community of educational programs and potentialities in their local application and statewide and nationwide significance.

5. Finally, and most important of all, a genuine liking and respect on the part of the board and the administrator each for the other. Both must reflect integrity, sincerity, and devotion to the goal of the best possible education for all the children of all the people, and for the people themselves whenever they seek added enlightenment (47, pp. 107-113).

In an unpublished Ph.D. dissertation by Baker, these qualities are suggested as worthy of board members' consideration prior to selecting a new chief administrator (47, p. 306):
1. Ability to make decisions.
2. Knowledge, skills, and understanding of the purposes and processes of education.
3. Ability to assume and delegate responsibility.
4. Ability to organize and give directions.
5. Ability to take initiative and to stimulate others to drive toward educational goals.
6. Ability to select and to improve personnel.
7. Ability to communicate well with others.
8. Disposition to cooperate.
9. Good health and high energy output.
11. Demonstration of effective leadership.

The superintendent must accept decisions of the board of trustees in the minimal cases when such decisions are contrary to his recommendations. "In such a situation," states Dykes, "buck passing and acting in self-interest never become troublesome issues (15, p. 94)." Consistently behaving in terms of a personalized, intellectualized value system and facing issues with courage and integrity are necessary behavioral characteristics of a superintendent who wishes to put his leadership function on a firm and lasting foundation (15, p. 95).

The Superintendent and Instruction

In smaller school systems the superintendent is involved directly with decision making concerning curriculum content and curriculum changes. In the larger districts a curriculum
director and perhaps an entire staff will bring curriculum recommendations to the superintendent and the school board. Eventually, the superintendent must exercise an opinion and in turn recommend to the board of trustees what steps should be taken in curriculum development. Curriculum involves many kinds of decisions. Decisions need to be made about the general aims which schools are to pursue and about the more specific objectives of instruction. The major areas or subjects of the curriculum must be selected, as well as the specific content to be covered in each. Choices must be made about the type of learning experiences with which to implement both the content understandings and other objectives. Decisions are needed regarding how to evaluate what students are learning and the effectiveness of the curriculum in attaining the desired ends. And, finally, a choice needs to be made regarding what the over-all pattern of the curriculum is to be (44, pp. 6, 7).

The very definition of administration, taken in the context of the employment situation of the administrator, means that his efforts in administration are primarily instructional in nature even though he must influence the instructional program from a somewhat remote position (16, p. 8).

In recent years there seems to have been some reactivation of recognition of superintendents' responsibilities and impact on the instructional program. This may signify a reversal of the opinions recorded by superintendents in
declaring finance as the most important study, which in turn indicated a dominance of attention to this area in decision-making activities. This reversal of value may lead superintendents to a more substantive study of those things which would increase their competence to make judgments in the details of the instructional program (16, p. 212).

The first city school superintendents were not executive officers of the board of education but were charged with investigating the schools and classes to determine if the "best course of studies was pursued." The widened scope of the superintendent's responsibilities necessarily reduced the proportion of time he could devote to "purely educational" matters such as curriculum, instruction, and personnel (21, p. 189). Currently, the superintendent should concern himself with evaluation, coordination, facilitation, and planning on a system-wide level. He is still the official director of instruction and must assume leadership in this area. Although certain responsibilities may be delegated, he is held accountable for the instructional program (21, p. 265).

Theory, Research, and the Superintendent

Dewey, in his well known statement, said:

Theory is in the end . . . the most practical of all things, because the widening of the range of attention beyond nearby purpose and desire eventually results in the creation of wider and farther-reaching purposes, and enables us to make use of a much wider and deeper range of conditions and means than were expressed in the observation of primitive practical purposes (19, p. 22).
Halpin states that the term "theory" carries the burden of too many different meanings. In educational administration this issue (the term "theory") is complicated even further by the fact that some writers have used this term in the sense of "value theory," to refer not to how administrators do behave but to how they ought to behave (25, p. 8). In another chapter, the same author discusses the superintendent and dissemination of research findings.

There is another reason why I cannot get excited about the failure to disseminate research findings in education: many of the so-called findings are not worth disseminating. Indeed, the general quality of research in education is so inferior that I feel we had better attack the question of research standards before we worry too much about disseminating findings that possess only dubious dependability (25, p. 321).

Getzels relates, in regard to the place of theory in the practice of administration, that the successful administrator is an administrator by innate personality, by instinct, as it were. If only we could somehow find these natural-born leaders, all other problems would take care of themselves. It would seem to me that the "born leader" stance generates more heat than light. Let us for the present agree that a certain sort of personality may be necessary for successful administration but it is not in itself sufficient (7, p. 39).

Sax writes that the mistake made in educational research is that:

Instead of first becoming concerned with the development of a broad body of theoretical knowledge, much educational research simply attempts to compare
method A with method B. It is little wonder that educators have become disillusioned about the practical benefits derivable from research when they realize that there are an infinite number of methods which ultimately could be compared. To discover that A is superior to B tells us nothing about how A will compare with C, D, E, etc. Theory and empirical research may help specify the relationships between these methods so that their common attributes can be investigated and their differences evaluated (42, pp. 33-34).

The school administrator will discover that it is important to study his community as scientifically as possible. The administrator who uses scientific methods to study the attitudes of his community will have more accurate information to act on than the administrator who merely "keeps his ear to the ground." Three scientific methods to test community feelings are

1. Polls to determine the general level of understanding.
2. Polls to determine attitudes toward specific new ideas.
3. The "unmet needs conference." (6, p. 1).

Modern Technology and the Superintendent

The terms PERT (an acronym for program evaluation and review technique) and PPBS (an abbreviation for planning-programming-budgeting-system) would not have appeared in an administrator's course of study twenty to fifty years ago. In other words, some type of technology has affected administration and other processes through the years. Processing data in pupil accounting, financial accounting, and other
types of school records at the turn of the century could be done efficiently by well-organized manual labor with little help from the cumbersome and costly machines in existence at that time. These conditions no longer prevail. Rising expectations demand more sophisticated capabilities. What is more, it is no longer necessary to remain chained to the tired and less effective approaches. Data processing need not be confined to manual approaches on machines rendered obsolete by new inventions. Each year there is less and less justification for drowning in data or for failing to have available information pertinent to prudent decision making (1, p. 12).

Public officials, school boards, school administrators, teachers, and parents all contribute to school policy. Each of these groups is concerned with the public product produced--its quantity and quality--by the school and its progress toward satisfying the purposes of educational spending. Planning, programming, and budgeting as an integrated system is gaining widespread use because of the growth in public expenditures and the consequent urgency of asking: How better--more effectively and efficiently--can available resources be allocated among competitive uses (36, p. 7)?

As modern technology has advanced and brought increased complex operations, traditional management techniques that give direction to those operations have become inadequate. Because of the complex system resulting from modern technology and the inadequacy of management control, the area of systems...
has come into being. In most school systems the time has passed when the superintendent could monitor all of the functions of the system by personal observation. The superintendent, therefore, needs access to modern techniques to monitor the system on a day-to-day basis in order to make effective decisions about the school system. The superintendent is faced with the same kinds of problems that have confronted military and governmental management (4, p. 22).

Accountability and Evaluation

In the last five years the move toward accountability has placed greater demands on the superintendent of schools. It has become imperative that his characteristics include knowledge of research and statistics. "Statistical procedures enable the educator to draw conclusions with respect to the efficiency of various instructional methods and materials" (39, p. 1).

Methods of evaluation will vary from school to school. The administrator may obtain the judgment of others in determining revisions he will make in his procedure through group discussions, anonymous questionnaires, and other similar means devised to assist groups and individuals express their helpful judgment. In situations where there is complete satisfaction with the status quo, outside speakers may be invited in to emphasize the importance of evaluation and to suggest evaluative procedures (3, p. 315).
In the late 1960's, a program of national assessment was proposed as a means of providing valid information to support the requests to finance massive efforts to extend and improve education. Ralph W. Tyler of the Center for the Advanced Study of the Behavioral Sciences was initially selected to head this project. Originally it was thought that data on progress in education from the National Assessment Program would parallel the Gross National Product in guiding economic development or the Consumer Price Index for measuring the cost of living and inflation (18, p. 59).

Superintendents quickly aligned themselves on the issue of a national assessment. Because such a program is related to accountability and evaluation, some of the pros and cons are included in this study (18, p. 65):

**Opponents to National Assessment Say:**

1. The project was initiated in a "sneaky manner."

2. The "National Assessment Program" is only a national achievement testing program.

3. The data will be used for more unfair, unjustified, and unwarranted attacks upon the schools. To defend against such attacks, schools will "teach the tests."

4. This program resembles language labs, programmed learning, etc., on which many educators were "burned" in the past.

**Proponents of National Assessment Say:**

1. Nearly 28 per cent of the United States population is enrolled in school and 6 per cent of the Gross National Product is spent for education.
The time has come for systematic estimation of outputs and progress.

2. No one will be "hurt" because all data will be gathered by a private commission, thus excluding state and federal politics.

3. Such an assessment will reveal significant relationships between achievement tests and economic, social, educational, cultural, and racial backgrounds.

4. There will not be confusion between norms (what is) and standards (what ought to be).

5. Project TALENT did not corrupt nor compromise anyone--national assessment would not either.

School Law--The Legal Aspects of Supervision

Twenty years ago, many classroom teachers and administrators appeared to be indifferent to the legal principles especially applicable to public education. This does not mean that they disregarded regulations; they usually conformed, however, because it was the custom or local rule. Through teachers' organizations and teacher education institutions, knowledge of the importance of school law and its ramifications has spread to the rank and file, even to teachers in the most remote schools. As a consequence, the body of school law, both statutory and case, has increased by leaps and bounds in the past two decades. Colleges and universities preparing prospective teachers have offered courses in school law, and state legislatures or state boards of education have prescribed training in school law as one of the prerequisites of certification (38, p. v). Decisions by Federal judges and
the Supreme Court related to integration and civil rights have kept many superintendents in court more hours than in their offices. The demand of the present era in education requires that a school administrator have much knowledge about law.

Garber states that practicing administrators need to be aware of the various statutory restrictions and requirements in each state if they are to function with maximum effectiveness (18, p. 402).

The Superintendent as a Change Agent

In regard to change in curriculum, Carlson relates:

The superintendent may not be, and frequently is not, the original source of interest in a new type of program, but unless he gives it his attention and actively promotes its use, it will not come into being.

Brickell, in the same book, states:

A school system, even a small one, is far too complex for one individual to be totally effective in bringing about curriculum change. The superintendent is not a one-man show. Yet as an authority figure in the local school system, the administrator clearly is crucial in introducing innovations, especially innovations which call for structural change. The superintendent is a part of a system of many people, including trained educators and laymen, who have many sociological and environmental differences. These differences in knowledge and values, inside and outside the school organization, must be considered. The superintendent, of course, has responsibility for change, but he does not accomplish it single-handed. He works toward a structure that offers opportunity for change with a minimum of conflict and confusion, in order not to disrupt the business of the school, which is providing effective instruction for children and youth. He must weigh situations and
proposals in terms of long-range stability and change (13, pp. 318-319).

As our nation becomes more transient in nature of occupations, parents are exposed to many kinds of educational programs. Partly as a result of this exposure, people expect more from their schools. In spite of the pressure placed upon the schools by societal changes, the schools are slow to change. According to one superintendent, this is due to the fact that one of the traditional functions of the school has been the preservation of the cultural heritage. The school itself is struggling to discover what in its system it must maintain and what is necessary to throw out (20, p. 12).

The essence of leadership is innovation. The superintendent who understands the issues of the day will not change for the sake of change, but he will introduce new ideas as they are generated if they meet the needs of the school system. He will not weigh each suggested change as a businessman's view of pupil-teacher ratios or per-pupil costs, but rather with an educator's view of what innovation will do for young people. He will keep constantly before him the belief that the great need is for education which is modern. Innovations should be backed with evidence and those which have such support should be embraced (22, p.103).
Administering the Personnel Program

One of the most delicate tasks of the school superintendent is that of administering the school personnel program. Castetter summarizes the function of the superintendent of schools in personnel matters as follows:

Direct and administer established personnel policies and programs of the board of education.
Develop and recommend new personnel policies to the board of education.
Provide consultation and assistance to administrative personnel in the implementation of policy.
Develop programs and procedures (with board approval) relating to recruitment, selection, placement, compensation, orientation, retention, transfer, dismissal, development, and general welfare of personnel.
Assist board of education in appraising effects of personnel policies and programs in relation to personnel budgetary provisions, performance, and attainment of school objectives (12, p. 49).

Ayars refers to good qualities of the superintendent throughout his book. Here is a summary of his characteristics:

1. Help promote pleasant social relationships through cooperating in the establishment of "coffee houses" and teachers' lounges.

2. The ability to keep promises made to teachers is vital in building morale. Thus a good memory is an excellent asset.

3. Staff members can have confidence in the administrator who has no secrets and does not operate "under-the-table."

4. The superintendent must accept blame for mistakes and not place said blame on his staff or secretaries.

5. The superintendent must have human understanding and firm convictions.
6. The administrator should never attempt to eliminate a "tradition" without suggesting an alternate.

7. A superintendent should be fair and considerate of students and teachers.

8. The superintendent should be aware that the duties of teachers are heavy when he plans in-service and curriculum improvement activities.

9. He must work closely with teachers, principals, parents, and citizens in order to promote healthy growth of the school program.

10. He must be equipped with courage, foresight, determination, sound judgment, and intense devotion to the general welfare (5, p. 143).

General Characteristics of the Superintendent

The preceding paragraphs have described the superintendent and certain areas of his responsibility. The writers quoted have expressed their thoughts concerning characteristics related to a superintendent's performance. The following topics represent a potpourri of general characteristics.

Campbell cites the following as characteristics of superintendents:

1. The median age at the time of assuming the first superintendency was 35.6 years.

2. The median tenure in position was about eight years.

3. Twenty-two per cent had received a Ph.D. or an Ed.D. degree.

4. Eighty-eight per cent reported graduate majors in educational administration or in education.
5. Eighty-eight per cent had served as teachers at one or more levels prior to the superin-
tendency (9, p. 196).

A research design conducted by Gross required board members and superintendents to evaluate the superintendent of schools on his overall performance and seven functions of his job. The ratings were based on excellent, good, fair, and poor for the following categories (24, p. 174):

1. Personnel administration
2. Financial administration
3. School plant management
4. Instructional direction
5. Pupil services
6. Public relations
7. General planning
8. Overall performance

An integral part of the research design was a list of characteristics, which included (24, p. 175):

1. Age
2. Number of years employed in education
3. Number of years in present superintendency
4. Number of previous superintendencies
5. Average number of hours spent on job
6. Persistence
7. Business sense
8. Ability to work well with other people
9. Level of information on educational practices
10. Ability to distinguish important from unimportant issues
11. Tactfulness
12. Practicality
13. Intelligence
14. Clearness of expression
15. Personal appearance

People are inclined to explain leadership terms in terms of the leaders themselves, that is, their personal traits independent of their cultural, social, and situational context. One writer suggests that explanations of leadership in terms of personalities is so tempting to administrators because the explanation conveniently seems to imply that administrators are personally superior. However, there are several reasons for discounting the role of personality in leadership. Lane lists the following reasons (31, p. 305):

1. It is not the personality which makes a leader important but his coordinating, public relations, policy formulation, and representative functions.

2. There is a range of leadership personalities which implies that most people with sufficient motivation and of average intelligence and experience could learn to be adequate administrators.

3. Loyalties, aspirations, connections, and the chance of vacancies occurring at crucial times during their careers are more important than personal traits.
4. Status, promotion from teacher or principal, sometimes alters attitudes and changes personality.

5. Leadership traits which leaders may be observed to have in common may reflect the traits that are required to achieve positions of leadership rather than the traits necessary for actual leadership.

Cheal states:

If we accept the thesis that administration is both a science and an art, then we must select as administrators those who have the capacity and interest to study the science and the proclivity to develop the art. They must search out the relevant theories and concepts from the writings of the social scientists, exhibit the conceptual skills necessary to relate and evaluate these theories, and be students prepared to make learning a life-long pursuit. Future administrators must also have:

1. A capacity for vision, judgment and administrative skill.

2. A concern for what education might be, as well as what it is.

3. A platform of values they are prepared to stand on.

4. A deep interest in and concern for others.

5. Great sensitivity.

6. The balance necessary to walk the administrative tight rope (10, p. 61).

The most successful superintendents are probably persons who understand the critical elements of the power structure and have used the knowledge to advantage in school politics. Some educators have expressed concern about the insistence
that the school leader should understand the power structure, calling this attitude undemocratic. Yet, to possess a knowledge of the decision-making process is not undemocratic. Students of educational administration should be given considerable preparation in educational politics. Thus, the professors of educational administration should emphasize this "knowledge of political power" in selecting appropriate subject matter (30, p. 275).

In a speech delivered at the annual convention of the National School Boards Association, at the Philadelphia Civic Center on April 5 and 6, 1971, Loyd L. Turner, former president of the Fort Worth Board of Education, stated, "A school board has no more important responsibilities than these two: setting the right policies and hiring the right superintendent to carry out those policies. Another important responsibility is evaluation, including the evaluation of the superintendent's performance (46, p. 11)." Turner continued in his speech to outline twenty-one desirable qualifications for a superintendent:

1. Excellent health
2. High moral character
3. Pleasing personal appearance
4. Proper degree of confidence and idealism
5. Good judgment, common sense, and perception
6. Sound philosophy of education and its role in life
7. Deep-seated belief that the public schools are operated for the benefit of the children
and the adults enrolled in them—not for boards, administrators, teachers, or parents

8. Broad administrative experience, preferably in medium or large-size school system(s)

9. Varied accomplishments

10. Demonstrated ability to make decisions promptly and correctly

11. Proven ability to lead and to shoulder responsibility

12. Aggressive about upgrading the public school system

13. A pronounced interest in improving the instructional program

14. An open mind about the status quo and the many changes facing public education

15. Ability to organize effectively and to plan ahead to meet the school system's problems

16. Competence in business management; personnel administration; plant operation and maintenance; and personal, community and press relations

17. An appreciation of the need for close working relationships with teachers and board members and the general public and agencies in a position to improve public education

18. Unquestioned courage, integrity, and honesty

19. Ability to face controversy, to remain true to convictions, and to live with a high-pressure job

20. Ability to delegate authority and expedite duties

21. Ability to speak and write acceptably (46, p. 12).

The following functions of the superintendent of schools yield characteristics on which a superintendent's performance can be evaluated:

1. Keeps the board of control informed, through periodic reports, regarding the school's objectives, achievements, needs, and plans for the future.

2. Plans and presents annually the budget for consideration by the board of control.

3. Formulates the budget in conformity with legal requirements.

4. Arranges for the accounting system to be organized in sufficient detail to make computations
of important unit costs possible.

5. Administers or supervises the administration of the business affairs of the school system.

6. Makes regular reports to each individual charged with the use of funds or supplies, indicating the status of his account.

7. Exercises proper control over the care and distribution of supplies and equipment.

8. Supervises all school employees and their school activities.

9. Recommends teachers and other employees for appointment on the basis of fitness for their specific services.

10. Conducts research concerning educational problems of the school and community.

11. Uses the results of research in planning the educational program.

12. Secures the help of the staff in formulating recommendations and policies.

13. Secures the cooperation of the staff in carrying out recommendations and policies.

14. Facilitates the professional improvement of the staff.

15. Assists in the coordination of school and community activities and agencies.


Getzels asks the question, "What kind of person must the superintendent be in order to accomplish this three-fold (organizer, executive, supervisor) function?" In answering his question, Getzels states several characteristics:

1. He must be clean, both in person and mind.
2. He must be temperate, both in speech and act.
3. He must be honest and square, and able to look men straight in the eye.
4. He must be a man of affairs, possessed of good common and business sense.
5. He must be good at getting work out of other people and keeping himself free from routine service.
6. He must have time to observe, to study, to think, to plan, to advise, to guide, and to lead (19, p. 29).

Grieder states the following regarding superintendents:

1. Success as a teacher and in the principalship is an important factor.
2. It is extremely rare for boards of education to select as superintendent men who have had no classroom teaching experience and especially younger men who have not established a record of successful administrative experience.
3. It is a mistake for prospective superintendents to begin their graduate study before they have had at least two or three years of teaching experience.
4. It is most desirable for administrators to have service as an intern.
5. There is no good reason why superintendents as well as teachers should not refresh themselves and try to keep up with new developments in their branch of educational service (21, p. 152).

Many superintendents find that their greatest problem is attempting to define their role as a school superintendent. In discussing superintendents' perceptions of their problems, Goldhammer states:

1. In smaller districts superintendents tend to consider themselves the educational leader.
2. In larger districts, superintendents generally accept the managerial role and operate within the structure of a bureaucratic organization.
3. Some superintendents feel their role is to provide the opportunities for decisions to be made by appropriate groups.
4. Many superintendents find that pressing societal issues and community obligations are restricting their availability to the school staff (20, p. 35).
Boyd writes that the team approach to administration has become common, and all levels of administration have similarities; each position, also, has its specific requirements. The alert superintendent wants to know what his board expects from him. The evaluation of a superintendent's performance is a complex assignment because of the multi-dimensional demands he faces (18, p. 177).

The thirty-fourth yearbook of the American Association of School Administrators included a chapter on "The Role of the Superintendent." Many of the characteristics selected for the Q-Sort instrument were taken from this article. Due to its length, the article has been included as Appendix D. The following characteristics were extracted from this reading (43, p. 59).

The superintendent must
1. Possess good judgment and a fine sense of values.
2. Be a man of fine moral and spiritual qualities.
3. Have courage and the will to do right.
4. Have a liberal education.
5. Have a good grasp of the social and economic forces in America.
6. Embrace a strong conviction that education is for all children of all people.
7. Realize that his foremost responsibility is directing the instructional program.
8. Be familiar with research in curriculum developments and methods of teaching.
9. Know enough about accounting to direct the members of his staff.

10. Be an effective public speaker and give facts that a layman can understand.

11. Be interested in the welfare of teachers and employees.

12. Know his school district and his co-workers in the school district.

13. Request assistants when office work increases.

14. Be able to make instant, sound decisions.

The research of this study for characteristics on which to evaluate a superintendent's performance tended to yield more "positive" and "constructive" items than the writer anticipated. The compulsion to list some negative characteristics exists and such items are well summarized by Savage in his discussion of a superintendent and the quality of administrative behavior (41, p. 398). The following excerpts are from a brief description of a certain superintendent:

1. If religious activity assists in the development of a favorable attitude toward him, he is outwardly religious.

2. He abides by the Golden Rule if it serves his personal ambitions.

3. He is cooperative and loyal to fellow staff members if it furthers his goal.

4. He knows far less about education than most people realize.

5. He is interested in the welfare of children only to the extent that avowal of such interests assists him to promote his personal ambitions and acquire additional material possessions.
6. His seemingly genuine service to children and adults has been motivated by expediency.

7. He determines the views of the power structure before stating his own.

8. Whenever people begin to understand his fraudulent nature, he is able to move by obtaining a more lucrative position; therefore, his goals continue to be achieved.

Miner included an evaluation form for administrators in a research design which correlated potential predictor variables (measures on individuals) with the individual's job performance. In this design the predictor variables were primarily measures of individual motives and other personality characteristics. The ten headings are listed below (33, p. 1):

1. Performance in relation to subordinates.
2. Performance in relation to community.
4. Effect on attitudes of subordinates.
5. Effect on attitudes in the community.
6. Effect on attitudes of the students.
7. Overall evaluation as a school administrator.
8. Potential for advancement to higher levels of responsibility in the field of educational advancement.
9. Ability to think of new solutions to educational problems and to develop new approaches--to be personally creative and original.
10. Ability to put the new ideas of others into effect--to innovate within the school system and to utilize the newest techniques.
In a 1968 publication, Burbank listed several demands on leadership (by the superintendent):

1. A strong, well-balanced personality.
2. Sound professional preparation.
3. Solid experience in educational service.
5. Ability to withstand political and social pressures.
6. Ability to survive being deeply involved in controversy.
7. Courage and vision essential for the superintendent (5, p. 117).

Summary

This chapter has been devoted to enumerating and outlining many characteristics of a superintendent of schools.

The contents of this chapter were used as the basis for compiling the list of characteristics which were submitted to the panel for a validity response. The list of characteristics is included as Appendix B.
CHAPTER BIBLIOGRAPHY


8. _, Introduction to Educational Administration, Boston, Allyn and Bacon, Inc., 1969.


CHAPTER III

COLLECTION OF DATA

The problem of this study was to develop a rating scale to be used by Boards of Trustees in Texas to evaluate the performance of the superintendent of schools in their district. A secondary problem was to verify the hypothesis that very few schools in Texas, if any, use a rating scale to evaluate the performance of the superintendent. The following procedures were designed to obtain appropriate data: (1) preparation of a prelude questionnaire, (2) selection of superintendents to whom prelude questionnaires would be mailed, (3) construction of the initial list of characteristics, (4) selection of a jury panel, (5) validation of the initial list of characteristics, (6) construction of the Q-Sort instrument, and (7) administration of the Q-Sort instrument.

Preparation of a Prelude Questionnaire

As a prelude to the study a questionnaire was developed for the expressed purpose of establishing factual information concerning rating scales and their use for evaluating teachers, supervisors, principals, and superintendents in Texas public schools.
The questionnaire (Appendix A) asked each superintendent, "Do you use a written evaluation form for rating the following personnel prior to re-election?" (1) teachers, (2) supervisors, (3) principals, (4) superintendent (by the board of trustees). Respondents were asked to check "yes" or "no" for each group. In addition, respondents answering "yes" on item 4, superintendents, were asked to send a copy of their rating scale for purposes of analysis. Finally, respondents were asked if they would be willing to have the rating scale developed from this study used by their Board of Trustees to evaluate their own performance. The purpose and intent of this last question was for follow-up studies which might be generated by the current study.

Selection of Superintendents to Whom Prelude Questionnaire Would be Mailed

There were 1,140 school districts operating in Texas during 1970-71. A population of this size was judged as impractical for individual samples. In lieu of individual samples, stratified random samples were selected in order to best generalize to the large population after quizzing the respondents.

The strata selected were those school districts (1) under 500 average daily attendance, (2) 500 to 1,000 average daily attendance, (3) 1,000 to 3,000 average daily attendance, (4) 3,000 to 5,000 average daily attendance, and (5) over 5,000
average daily attendance. The criteria for determining the strata were arbitrary. However, this grouping is a common one used in many research surveys by the Texas Education Agency.

The names of each school district were recorded by county--district number. Example: Denton Independent School District, 061--901. These numbers were dropped into a box by strata and thoroughly mixed. Random drawings were made to select ten names from each strata. Each number was returned to the box after each drawing to assure complete random selection. The source of the district names and numbers was the Public School Directory, 1970-71, published by the Texas Education Agency in Austin, Texas.

Each of the fifty superintendents, Appendix E, was mailed a questionnaire and a self-addressed, stamped envelope for the gathering of this initial information.

Construction of the Initial List of Characteristics

The review of the literature served to depict what many writers in the field of educational administration felt were bona fide characteristics which should be used in evaluating a superintendent's performance. At the conclusion of the review of the literature, arbitrary selections of characteristics were made from the many areas of responsibility with which a superintendent is charged. Any person might select a different set of characteristics but a list of one hundred
fifty was deemed large enough to cover all areas thoroughly.

The list of one hundred fifty characteristics was compiled in a "reactionnaire" type form so that a jury panel could validate them with little difficulty (Appendix F).

Selection of the Jury Panel

Twelve members were selected for the jury (Appendix C). Four superintendents were elected, one from a small school under five hundred average daily attendance, two from intermediate size schools of five hundred to five thousand average daily attendance, and one from a large school district over five thousand average daily attendance. Two of the four superintendents were "established"; that is, each had been in his present position from seven to fifteen years. The other two were first-year superintendents in their present schools. They had been recently exposed to what members of boards of trustees use for evaluation and selection criteria.

Four professors were selected for the jury. Each of these four had been a superintendent or had worked with projects involving superintendents and/or members of boards of trustees. The fact that they are now involved in educational administration and leadership was of importance.

Four members of boards of trustees were selected for jury members. All four of these jury members had been involved in selecting a new superintendent within the last three years. This fact was significant because of the
criteria used for selection and evaluation.

Each member of the jury was requested by letter to participate in the validation procedure. Their role in deciding on the relevancy of the characteristics was explained. Each member agreed to serve and returned his reactionnaire within two weeks. Several jury members made suggestions and commented as to the feasibility of the study.

Validation of the Initial List of Characteristics

The initial list of characteristics was sent to the jury panel to obtain their opinion regarding validity of the individual items for use in a performance evaluation. A copy of the list of characteristics (Appendix F), accompanied by a letter of instruction (Appendix G), and a self-addressed, stamped envelope was mailed to each member of the panel. Each jury member was asked to consider whether or not each item was relevant to a performance evaluation and whether each item was clearly stated. A validity response was provided in the left margin preceding each item number. The members of the jury panel were asked to respond by circling "1" if the characteristic was highly relevant. If the characteristic was relevant, the jury member was asked to circle "2." If an item was unclear (or irrelevant), the jury member was asked to circle "3." For items deemed unnecessary to be included on a rating scale the respondent was asked to circle "4."
A space was provided at the end of the initial list of characteristics (reactionnaire) for the jury member to submit additions or corrections. It was decided that a mean score of less than 2.5 would constitute validity and justify inclusion in the final Q-Sort instrument.

Construction of the Final Q-Sort Instrument

The final Q-Sort instrument was constructed from the responses of the jury panel. Twenty-six of the original one hundred fifty characteristics were judged unsuitable by the members of the jury panel for evaluation purposes related to a superintendent's performance (Appendix H). Removal of this number from the initial list reduced the characteristics in the Q-Sort instrument to one hundred twenty-four (Appendix I).

The twenty-six non-valid items (Appendix H) represent 17 per cent of the original list. The number of cards in each stack of the Q-Sort instrument was reduced by the 17 per cent. The new sorting arrangement resulted in the following:

<table>
<thead>
<tr>
<th>Score</th>
<th>11 10 9 8 7 6 5 4 3 2 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of (Original)</td>
<td>3 7 12 17 21 30 21 17 12 7 3</td>
</tr>
<tr>
<td>Cards in Each Stack (Final)</td>
<td>2 6 10 14 17 26 17 14 10 6 2</td>
</tr>
</tbody>
</table>

N = 150 in original instrument. N = 124 in revised instrument.

Figure 2--Final Scoring of Characteristics
The characteristics were printed on small cards, one by three inches, and packaged in an envelope. A light-weight sheet of poster board was printed according to the described arrangement with one hundred twenty-four spaces in eleven columns or stacks. The package of characteristics, the poster board, and a stamped envelope, eight and one-half by eleven inches, were mailed to each of the seventy-five potential participants in the study along with detailed instructions for completing the choices on a Q-Sort instrument.

Selection of Participants in the Final Survey

Several department heads from universities responded to a request to send names of professors teaching administration leadership. All of these names were typed on small sheets of paper and placed in a container. From the container, twenty-five random selections were made. A list of the twenty-five professors is included as Appendix J.

The Public School Directory, published by the Texas Education Agency for 1970-71, included the names of all presidents and secretaries of Boards of Trustees of public school districts in Texas. Other resources such as personal contacts with superintendents and board members at professional meetings resulted in additional names of members of Boards of Trustees. These names were stratified according to average daily attendance of the school districts. Random samples were selected, five from each stratum. A list of the
twenty-five members of Boards of Trustees is included as Appendix K.

Twenty-five school superintendents were selected at random from strata based on average daily attendance. The source of the names was the Public School Directory, 1970-71. A list of the superintendents is included as Appendix L.

Administration of the Q-Sort Instrument

The Q-Sort instrument was administered to seventy-five professors, board members, and superintendents to collect data for the study. A cover letter (Appendix M) explaining the purpose of the study and requesting participation, a survey instrument, and a self-addressed, stamped envelope were mailed to the respondent. The respondent was asked to complete the sorting of the characteristics by arranging each of them in order from "most desirable," to "desirable," to "desirable, but not so important." Emphasis was placed on the fact that the characteristics should be considered for evaluation of a superintendent's performance and not to be confused with what a superintendent is or should be.

The Q-Sort instruments were dated and recorded on a chart prepared for tabulating mean scores as they were returned. The chart contained three columns with the following headings: College Professors, Members of School Boards, and Superintendents.
Approximately two weeks after the initial mailing, a follow-up letter (Appendix N) was sent to non-respondents appealing for their participation in the study. The follow-up letter suggested if they could not participate the Q-Sort instrument should be returned. These procedures resulted in a return of fifty-three usable instruments, or 71 per cent. This return of instruments exceeded the two-thirds standard considered acceptable by 4 per cent.
CHAPTER IV

TREATMENT AND ANALYSIS OF DATA

The purpose of this chapter is to present the findings of the study. This chapter is divided into five general sections. The first section is concerned with the summary of responses to the prelude questionnaire. The questionnaire was designed to obtain information about existing evaluation or rating scales used in Texas public schools for all personnel but with particular emphasis on the superintendent of schools. The second section is concerned with a summary of the responses to the Q-Sort instrument by college professors of administrative leadership, school board trustees, and school superintendents. The third section presents the treatment of data. The fourth section is composed of an analysis of data, complete with tables and comparisons of rankings. The final ranking of characteristics and a grouping into categories of these characteristics constitute section five.

Summary of Responses to the Prelude Questionnaire

In Chapter I the writer discussed the construction of a survey questionnaire to ascertain some basic information as a prelude to the study (Appendix A). This questionnaire was submitted to fifty superintendents who were selected at
random from stratified groupings of all school districts in Texas. Forty-five superintendents responded to the questionnaire. This number represented 90 per cent of the total samples. (For response distribution, see Appendix S.)

A study of the data in Table I indicates that 67 per cent of the school districts use written evaluation forms for rating teachers prior to re-election. This information substantiates the hypothesis that though rating scales are commonly used for teachers, they are seldom used for school superintendents.

**TABLE I**

**RESPONSE TO PRELUDE SURVEY**
**QUESTION NUMBER ONE-A**

<table>
<thead>
<tr>
<th>Rating Scales for Teachers</th>
<th>Response Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a Yes</td>
<td>30</td>
</tr>
<tr>
<td>b No</td>
<td>15</td>
</tr>
<tr>
<td>c Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

* Do you use a written evaluation form for rating teachers prior to re-election?

In reviewing the information submitted in Table II, the responding school officials indicate that only 36 per cent of the school districts use written evaluation forms for rating supervisors prior to re-election. The majority of the schools,
or 51 per cent, indicated that they do not use written evaluation forms for evaluating supervisors while another segment of the responding officials, 13 per cent, stated that this question was not applicable to their situation. Many schools in Texas do not qualify for supervisory units under the Minimum Foundation Program and, consequently, do not employ them out of local funds.

TABLE II
RESPONSE TO PRELUDE SURVEY
QUESTION NUMBER ONE-B*

<table>
<thead>
<tr>
<th>Rating Scales for Supervisors</th>
<th>Response Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a Yes</td>
<td>16</td>
</tr>
<tr>
<td>b No</td>
<td>23</td>
</tr>
<tr>
<td>c Other (not applicable)</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

* Do you use a written evaluation form for rating supervisors prior to re-election?

The information in Table III is similar to that of the preceding Table II. Only 40 per cent of the schools questioned use written evaluation forms for rating principals prior to re-election. A majority of the schools, or 60 per cent, do not use written evaluation forms for rating the performance of principals employed in their districts.
The information gained from Table II (supervisors) and Table III (principals) did not correspond to the prior hypothesis that a majority of all teachers, supervisors, and principals were evaluated by written rating scale forms.

TABLE III
RESPONSE TO PRELUDE SURVEY
QUESTION NUMBER ONE-C*

<table>
<thead>
<tr>
<th>Rating Scales for Principals</th>
<th>Response Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a  Yes</td>
<td>18</td>
</tr>
<tr>
<td>b  No</td>
<td>27</td>
</tr>
<tr>
<td>c  Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

* Do you use a written evaluation form for rating principals prior to re-election?

The extent of the use of written evaluation forms for rating the performance of a school superintendent is clearly indicated by the data in Table IV. All forty-five of the respondents checked "no" when asked if the Board of Trustees used a written evaluation form for rating the performance of the superintendent of schools. This finding prior to the study substantiated the statements in Chapter I referring to the lack of such rating scale instruments for school superintendents' performances.
**TABLE IV**

RESPONSE TO PRELUDE SURVEY
QUESTION NUMBER ONE-D*

<table>
<thead>
<tr>
<th>Rating Scale for Superintendent</th>
<th>Response Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a Yes</td>
<td>0</td>
</tr>
<tr>
<td>b No</td>
<td>45</td>
</tr>
<tr>
<td>c Other</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

* Do you use a written evaluation form for rating the superintendent of schools (by the Board of Trustees) prior to re-election?

The final question on the Prelude Survey Questionnaire was asked because of curiosity. The scope of this study did not include using the developed rating scale or validating it. The results of the inquiry (see Table V) were indicative of the fact that 47 per cent of the responding school superintendents would be willing to have their Board of Trustees evaluate their performance prior to re-election by using the rating scale developed from this study. Only 6 per cent said "no" while 47 per cent stated that they would desire to see the instrument prior to committing an answer.
TABLE V
RESPONSE TO PRELUDE SURVEY
QUESTION NUMBER THREE*

<table>
<thead>
<tr>
<th>Willing to Use Developed Scale</th>
<th>Response Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>a Yes</td>
<td>25**</td>
</tr>
<tr>
<td>b No</td>
<td>3</td>
</tr>
<tr>
<td>c Other (would desire to see instrument before committing answer)</td>
<td>21**</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
</tr>
</tbody>
</table>

* Would you be willing to have your board of trustees evaluate your performance by using the instrument developed from this study?

** Four superintendents checked both "yes" and "other." Percentage value for the response was given on line c.

Summary of the Responses to the Q-Sort Instrument

A total of seventy-five Q-Sort instruments were mailed to twenty-five professors of educational leadership, twenty-five school board trustees, and twenty-five school superintendents. Seventeen professors responded with completed Q-Sorts and seventeen school board trustees returned completed instruments. There was a 68 per cent return on these two groups. Three college professors did not complete the Q-Sorts but did return them while five did not reply. Only one school board trustee returned an incomplete
Q-Sort, but seven did not reply. Nineteen of the twenty-five superintendents participated in the study and two returned incomplete Q-Sorts. Four did not reply. There was a 76 per cent response on the group of superintendents and a 71 per cent overall participation from the seventy-five potential respondents.

In subsequent paragraphs, reference will be made to "categories." Twelve initial categories were chosen (Appendix 0). They are as follows: Educational Program, Personal Qualities, Physical Plant, Personnel and Staff, Budget and Finance, Channels of Communication, Planning, Developing Policy, Legal and Administrative Functions, Organization, School Board Relationships, and Miscellaneous. Credit for these categories is due Boyd (1, p. 74).

Treatment of Data

In Chapter III it is stated that Q-Sort instruments were dated and recorded as they were received. Each instrument contained one hundred twenty-four characteristics sorted into eleven columns or stacks. Each item was given a weight of one to eleven, contingent upon the column it occupied. Instruments were recorded in three columns on a master tabulation sheet. One column was designated as college professors, another designated as school board trustees, while the final column was used to record responses from school superintendents.
At the completion of the study, a calculator was used to tabulate the sums of the weights for each characteristic. A mean was established for each characteristic in each column. The final ranking for the characteristics was determined by using the sum of the means instead of averaging the means. This prevented numerous ties from resulting because each mean was rounded to the nearest hundredth. The final ranking complete with the mean for each item by column and the sum of the means is included as Appendix P.

Analysis of Data

The scope of this study does not include a detailed study of all of the rankings of the one hundred twenty-four characteristics of which the final Q-Sort instrument consisted. Neither was it suggested that a final rating scale should consist of a bulky list of items unwieldy to the point of not functioning. Consequently, the top twenty-four characteristics as rated by each group of respondents have been selected for analysis and categorizing. The number twenty-four is an arbitrary selection.

Analysis of Professors' Rankings

A study of the information contained in Table VI, rankings 1-12 by the professors, indicates that their initial choices are predominantly in the category of "personal qualities" (Characteristics 12, 28, 112, 54, 57). Three of their top selections can be categorized under "educational program"
TABLE VI
COLLEGE PROFESSORS' RANKINGS, 1-12

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means*</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Leadership qualities</td>
<td>2</td>
<td>9.71</td>
<td>9.76</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>Sound educational philosophy</td>
<td>1</td>
<td>9.35</td>
<td>9.35</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>Ability to delegate authority</td>
<td>4</td>
<td>8.47</td>
<td>8.59</td>
</tr>
<tr>
<td>4</td>
<td>58</td>
<td>Believes education for all children of all people</td>
<td>1</td>
<td>8.29</td>
<td>6.88</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>Ability to organize</td>
<td>10</td>
<td>8.18</td>
<td>8.18</td>
</tr>
<tr>
<td>6</td>
<td>28</td>
<td>Has good judgment</td>
<td>2</td>
<td>8.12</td>
<td>8.41</td>
</tr>
<tr>
<td>7</td>
<td>80</td>
<td>Keeps Board well informed</td>
<td>11</td>
<td>8.06</td>
<td>7.24</td>
</tr>
<tr>
<td>8</td>
<td>18</td>
<td>Ability to communicate with Board</td>
<td>11</td>
<td>7.94</td>
<td>8.59</td>
</tr>
<tr>
<td>9</td>
<td>32</td>
<td>Aggressive about improving instructional program</td>
<td>1</td>
<td>7.88</td>
<td>7.00</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>Believes schools are for children</td>
<td>1</td>
<td>7.76</td>
<td>8.00</td>
</tr>
<tr>
<td>44</td>
<td></td>
<td>Ability to plan ahead</td>
<td>7</td>
<td>7.76</td>
<td>7.00</td>
</tr>
<tr>
<td>11</td>
<td>112</td>
<td>Acts as responsible head or executive officer of school district</td>
<td>2</td>
<td>7.65</td>
<td>7.59</td>
</tr>
<tr>
<td>12</td>
<td>54</td>
<td>Emotionally stable</td>
<td>2</td>
<td>7.59</td>
<td>6.82</td>
</tr>
<tr>
<td>57</td>
<td></td>
<td>Unquestioned integrity</td>
<td>2</td>
<td>7.59</td>
<td>8.06</td>
</tr>
</tbody>
</table>

* P - Professors, B - Boards of Trustees, S - Superintendents
(Characteristics 2, 58, 40). Two of the professors' top choices fall under "school board relationships" and the final selections are evenly distributed among "personnel and staff" (Characteristic 22), "planning" (Characteristic 44), and "organization" (Characteristic 21).

Noteworthy is the fact that nine of the top twelve ranked characteristics as chosen by the professors, fell in the top twelve of the final composite ranking.

Table VII depicts rankings 13-24 as evidenced by the tabulations of Q-Sorts submitted by college professors of educational leadership. The characteristics ranked in this group are heavily slanted toward the "personnel and staff" category with ten items falling in that category (Characteristics 62, 85, 84, 45, 81, 52, 15, 102, 105, 86). The remaining characteristics ranked herein fall as follows:

- Channels of Communication 4
- Educational Program 2
- Personal Qualities 2
- Planning 2
- Legal and Administrative Functions 2
- School Board Relationships 2
- Budget and Finance 1

Eight of the characteristics listed in Table VII appeared in the top twenty-four of the composite rankings. This number, plus the nine in the preceding table makes a total of seventeen of the professors' first twenty-four selections in the top twenty-four composite rankings.
### TABLE VII

COLLEGE PROFESSORS' RANKINGS, 13-24

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>62</td>
<td>Ability to inspire teachers and principals</td>
<td>4</td>
<td>7.41</td>
<td>7.65</td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>Has established evaluation program to determine attainment of goals</td>
<td>7</td>
<td>7.41</td>
<td>6.06</td>
</tr>
<tr>
<td></td>
<td>85</td>
<td>Secures cooperation of staff in formulating recommendations and policies</td>
<td>4</td>
<td>7.41</td>
<td>6.00</td>
</tr>
<tr>
<td>14</td>
<td>1</td>
<td>Expertise in finance</td>
<td>5</td>
<td>7.29</td>
<td>7.88</td>
</tr>
<tr>
<td>15</td>
<td>84</td>
<td>Secures assistance of staff in formulating recommendations and policies</td>
<td>4</td>
<td>7.24</td>
<td>6.00</td>
</tr>
<tr>
<td>16</td>
<td>26</td>
<td>Aggressive about upgrading the system</td>
<td>1</td>
<td>7.18</td>
<td>7.65</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>High moral character</td>
<td>2</td>
<td>7.18</td>
<td>8.88</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Competence in personnel administration</td>
<td>4</td>
<td>7.18</td>
<td>6.94</td>
</tr>
<tr>
<td></td>
<td>76</td>
<td>Has feeling of accountability to the public</td>
<td>6</td>
<td>7.18</td>
<td>5.82</td>
</tr>
<tr>
<td>17</td>
<td>11</td>
<td>Knowledge of curriculum</td>
<td>1</td>
<td>7.06</td>
<td>8.18</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>Knows his school and community</td>
<td>6</td>
<td>7.06</td>
<td>7.18</td>
</tr>
<tr>
<td>18</td>
<td>6</td>
<td>Public relations with parents</td>
<td>6</td>
<td>7.00</td>
<td>7.35</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>Recommends all employees on basis of fitness, not pressures from others</td>
<td>4</td>
<td>7.00</td>
<td>7.24</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>Composite Rank</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td>19</td>
<td>52</td>
<td>Possesses &quot;know-how&quot; to get team work</td>
<td>4</td>
<td>6.94</td>
<td>6.65</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>Knowledge of school law</td>
<td>9</td>
<td>6.88</td>
<td>7.82</td>
</tr>
<tr>
<td>35</td>
<td></td>
<td>Understands need for working with general public to improve public education</td>
<td>6</td>
<td>6.88</td>
<td>5.82</td>
</tr>
<tr>
<td>91</td>
<td></td>
<td>Supports board when decision contrary to his recommendation</td>
<td>11</td>
<td>6.88</td>
<td>6.53</td>
</tr>
<tr>
<td>21</td>
<td>15</td>
<td>Respected by supervisory staff</td>
<td>4</td>
<td>6.82</td>
<td>7.47</td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Unquestioned honesty</td>
<td>2</td>
<td>6.82</td>
<td>7.94</td>
</tr>
<tr>
<td>101</td>
<td></td>
<td>Recognizes beyond doubt that board has responsibility for final decisions</td>
<td>11</td>
<td>6.82</td>
<td>6.18</td>
</tr>
<tr>
<td>22</td>
<td>7</td>
<td>Knowledge of new programs (State and Federal)</td>
<td>9</td>
<td>6.76</td>
<td>8.18</td>
</tr>
<tr>
<td>121</td>
<td></td>
<td>Has open mind on demands facing public education</td>
<td>7</td>
<td>6.76</td>
<td>5.76</td>
</tr>
<tr>
<td>23</td>
<td>102</td>
<td>Affords opportunities for staff members to share in administration of school</td>
<td>4</td>
<td>6.65</td>
<td>4.65</td>
</tr>
<tr>
<td>105</td>
<td></td>
<td>Encourages professional growth of teachers</td>
<td>4</td>
<td>6.65</td>
<td>6.12</td>
</tr>
<tr>
<td>24</td>
<td>86</td>
<td>Facilitates professional improvement of staff</td>
<td>4</td>
<td>6.59</td>
<td>6.00</td>
</tr>
</tbody>
</table>
Analysis of Members of Boards of Trustees' Rankings

Ten of the twelve top ranked characteristics appear in the data shown in Table VIII, results of the members of boards of trustees' Q-Sorting.

By categories, the majority of the board members favored "personal qualities" with six characteristics and "educational program" with three characteristics. The remaining sections are listed:

- Budget and Finance 2
- Legal and Administrative Function 2
- Personnel and Staff 1
- Organization 1
- School Board Relationships 1

TABLE VIII
BOARD MEMBERS' RANKINGS, 1-12

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Leadership qualities</td>
<td>2</td>
<td>9.71</td>
<td>9.76</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>Sound educational philosophy</td>
<td>1</td>
<td>9.35</td>
<td>9.35</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>High moral character</td>
<td>2</td>
<td>7.18</td>
<td>8.88</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>Ability to communicate with board</td>
<td>11</td>
<td>7.94</td>
<td>8.59</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Ability to delegate authority</td>
<td>4</td>
<td>8.47</td>
<td>8.59</td>
</tr>
<tr>
<td>5</td>
<td>28</td>
<td>Has good judgment</td>
<td>2</td>
<td>8.12</td>
<td>8.41</td>
</tr>
<tr>
<td>6</td>
<td>34</td>
<td>Has good common sense</td>
<td>2</td>
<td>6.41</td>
<td>8.29</td>
</tr>
</tbody>
</table>
TABLE VIII - Continued

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>Knowledge of new programs (State and Federal)</td>
<td>9</td>
<td>6.76</td>
<td>8.18</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>Knowledge of curriculum</td>
<td>1</td>
<td>7.06</td>
<td>8.18</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Ability to organize</td>
<td>10</td>
<td>7.88</td>
<td>7.00</td>
</tr>
<tr>
<td>8</td>
<td>57</td>
<td>Unquestioned integrity</td>
<td>2</td>
<td>7.59</td>
<td>8.06</td>
</tr>
<tr>
<td>9</td>
<td>14</td>
<td>Budget and tax knowledge</td>
<td>5</td>
<td>6.41</td>
<td>8.00</td>
</tr>
<tr>
<td>40</td>
<td></td>
<td>Believes that schools are for children</td>
<td>1</td>
<td>7.76</td>
<td>8.00</td>
</tr>
<tr>
<td>10</td>
<td>48</td>
<td>Unquestioned honesty</td>
<td>2</td>
<td>6.82</td>
<td>7.94</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Expertise in Finance</td>
<td>5</td>
<td>7.29</td>
<td>7.88</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>Knowledge of school</td>
<td>9</td>
<td>6.88</td>
<td>7.82</td>
</tr>
</tbody>
</table>

The second group of characteristics ranked 13-24 by the members of the boards of trustees are shown in Table IX. A review of the information in this table reveals that "personal qualities" are again most important in the minds of school board members as they consider evaluating a school superintendent. Next most important in this group is "personnel and staff" with the "educational program" ranked closely behind. The other characteristics as ranked by members of the boards of trustees are categorized as follows:

Personnel and Staff 4
Channels of Communication 2
Budget and Finance 1
Planning 1
Legal and Administrative Functions 1
Organization 1
School Board Relationships 1

Ten of the second group of twelve characteristics listed in Table IX appear in the top twenty-four of the composite rankings. This number plus the ten in the preceding group makes a total of twenty of the top ranked characteristics in the top twenty-four listed in the final rankings.

TABLE IX
BOARD MEMBERS' RANKINGS, 13-24

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristic</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>26</td>
<td>Aggressive about upgrading the system</td>
<td>1</td>
<td>7.18</td>
<td>7.65</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>Ability to inspire</td>
<td>4</td>
<td>7.41</td>
<td>7.65</td>
</tr>
<tr>
<td>14</td>
<td>112</td>
<td>Acts as responsible head or executive officer of school district</td>
<td>2</td>
<td>7.65</td>
<td>7.59</td>
</tr>
<tr>
<td>15</td>
<td>15</td>
<td>Respected by supervisory staff</td>
<td>4</td>
<td>6.82</td>
<td>7.47</td>
</tr>
<tr>
<td>16</td>
<td>6</td>
<td>Public relations with parents</td>
<td>6</td>
<td>7.00</td>
<td>7.35</td>
</tr>
<tr>
<td>17</td>
<td>23</td>
<td>Ability to expedite duties</td>
<td>10</td>
<td>6.24</td>
<td>7.24</td>
</tr>
<tr>
<td></td>
<td>80</td>
<td>Keeps the board well informed</td>
<td>11</td>
<td>8.06</td>
<td>7.24</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>Recommends employees on basis of fitness, not pressure</td>
<td>9</td>
<td>7.00</td>
<td>7.24</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>Composite Rank</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>71</td>
<td>Knows his school and community</td>
<td>6</td>
<td>7.06</td>
<td>7.18</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>Rapport with teachers</td>
<td>4</td>
<td>6.53</td>
<td>7.06</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>Ability to face controversy</td>
<td>2</td>
<td>6.24</td>
<td>7.06</td>
</tr>
<tr>
<td>20</td>
<td>32</td>
<td>Aggressive about improving instructional program</td>
<td>1</td>
<td>7.88</td>
<td>7.00</td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>Ability to plan ahead</td>
<td>7</td>
<td>7.76</td>
<td>7.00</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>Accomplishes objectives at staff meetings</td>
<td>4</td>
<td>6.29</td>
<td>6.94</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Possesses proper degree of confidence</td>
<td>2</td>
<td>6.53</td>
<td>6.94</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>Competence in personnel administration</td>
<td>4</td>
<td>7.18</td>
<td>6.94</td>
</tr>
<tr>
<td></td>
<td>58</td>
<td>Believes that education is for all children of all people</td>
<td>1</td>
<td>8.29</td>
<td>6.88</td>
</tr>
<tr>
<td>23</td>
<td>54</td>
<td>Emotionally stable</td>
<td>2</td>
<td>7.59</td>
<td>6.82</td>
</tr>
<tr>
<td>116</td>
<td>1</td>
<td>Strives for a &quot;total program&quot; with a balance in academic and extra-curricular activities</td>
<td>1</td>
<td>6.18</td>
<td>6.82</td>
</tr>
<tr>
<td>24</td>
<td>20</td>
<td>Keeps Board policies updated</td>
<td>2</td>
<td>6.35</td>
<td>6.76</td>
</tr>
<tr>
<td></td>
<td>61</td>
<td>Enthusiastic about work and education</td>
<td>2</td>
<td>6.06</td>
<td>6.76</td>
</tr>
</tbody>
</table>
Analysis of Superintendents' Rankings

A study of Table X reveals that school superintendents prefer to be rated primarily on "personal qualities," Eight of the first twelve ranked characteristics fell in this general category. Three of the characteristics were in the "educational program" category and two of them were under "school board relationships." The other three characteristics were evenly distributed among "personnel and staff," "planning," and "organization" with one each.

Ten of the characteristics which superintendents rated in the top twelve were also in the top twelve of the final ranking.

TABLE X
SUPERINTENDENTS' RANKINGS, 1-12

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>Leadership qualities</td>
<td>2</td>
<td>9.71</td>
<td>9.76 9.79</td>
</tr>
<tr>
<td>2</td>
<td>21</td>
<td>Ability to organize</td>
<td>10</td>
<td>8.18</td>
<td>8.18 9.16</td>
</tr>
<tr>
<td>3</td>
<td>17</td>
<td>Sound educational philosophy</td>
<td>1</td>
<td>9.35</td>
<td>9.35 9.05</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>Has good judgment</td>
<td>2</td>
<td>8.12</td>
<td>8.41 9.00</td>
</tr>
<tr>
<td>5</td>
<td>18</td>
<td>Ability to communicate with board</td>
<td>11</td>
<td>7.94</td>
<td>8.59 8.89</td>
</tr>
<tr>
<td>6</td>
<td>112</td>
<td>Acts as responsible head or executive officer of school district</td>
<td>2</td>
<td>7.65</td>
<td>7.59 8.84</td>
</tr>
</tbody>
</table>
Table XI reflects the second group of superintendents' ranked characteristics. This table reflects the fact that "personal qualities" continue to be dominant in the list of items desired by superintendents for performance evaluation. Eight such items fall in this category in the list of the second twelve. The table reveals that five characteristics

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>22</td>
<td>Ability to delegate authority</td>
<td>4</td>
<td>P 8.47 B 8.59 S 8.79</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>34</td>
<td>Has good common sense</td>
<td>2</td>
<td>P 6.41 B 8.29 S 8.68</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>44</td>
<td>Ability to plan ahead</td>
<td>7</td>
<td>P 7.76 B 7.00 S 7.84</td>
<td>14</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
<td>Believes schools are for children</td>
<td>1</td>
<td>P 7.76 B 8.00 S 7.68</td>
<td>8</td>
</tr>
<tr>
<td>48</td>
<td></td>
<td>Unquestioned honesty</td>
<td>2</td>
<td>P 6.82 B 7.94 S 7.68</td>
<td>15</td>
</tr>
<tr>
<td>11</td>
<td>11</td>
<td>Knowledge of curriculum</td>
<td>1</td>
<td>P 7.06 B 8.18 S 7.63</td>
<td>12</td>
</tr>
<tr>
<td>42</td>
<td></td>
<td>Proven ability to shoulder responsibility</td>
<td>2</td>
<td>P 6.18 B 6.59 S 7.63</td>
<td>35</td>
</tr>
<tr>
<td>54</td>
<td></td>
<td>Emotionally stable</td>
<td>2</td>
<td>P 7.59 B 6.82 S 7.63</td>
<td>18</td>
</tr>
<tr>
<td>12</td>
<td>14</td>
<td>Budget and tax knowledge</td>
<td>2</td>
<td>P 6.41 B 8.00 S 7.53</td>
<td>20</td>
</tr>
<tr>
<td>80</td>
<td></td>
<td>Keeps board well informed</td>
<td>11</td>
<td>P 8.06 B 7.24 S 7.53</td>
<td>13</td>
</tr>
</tbody>
</table>
are in the "personnel and staff" category with the remainder distributed as follows:

- Educational Program: 3
- Channels of Communication: 3
- Budget and Finance: 1
- Organization: 1
- School Board Relationships: 1

Only seven of the characteristics sorted into the second twelve appeared in the final ranking top twenty-four. A total of seventeen of the superintendents' choices were in the top twenty-four of the composite rankings.

**TABLE XI**

**SUPERINTENDENTS' RANKINGS, 13-24**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>Composite Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>23</td>
<td>Ability to expedite duties</td>
<td>10</td>
<td>6.24</td>
<td>7.24</td>
</tr>
<tr>
<td></td>
<td>57</td>
<td>Unquestioned integrity</td>
<td>2</td>
<td>7.59</td>
<td>8.06</td>
</tr>
<tr>
<td>14</td>
<td>31</td>
<td>Possesses proper degree of confidence</td>
<td>2</td>
<td>6.53</td>
<td>6.94</td>
</tr>
<tr>
<td></td>
<td>49</td>
<td>Ability to face controversy</td>
<td>2</td>
<td>6.24</td>
<td>7.06</td>
</tr>
<tr>
<td>15</td>
<td>52</td>
<td>Possesses &quot;know-how&quot; to get team work</td>
<td>4</td>
<td>6.94</td>
<td>6.65</td>
</tr>
<tr>
<td>16</td>
<td>45</td>
<td>Competence in personnel administration</td>
<td>4</td>
<td>7.18</td>
<td>6.94</td>
</tr>
<tr>
<td>17</td>
<td>61</td>
<td>Has feeling of accountability to public</td>
<td>6</td>
<td>7.18</td>
<td>5.82</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enthusiastic about work</td>
<td>2</td>
<td>6.06</td>
<td>6.76</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>Composite Rank</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>18</td>
<td>1</td>
<td>Expertise in finance</td>
<td>5</td>
<td>7.29</td>
<td>7.88 7.00</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Public relations with parents</td>
<td>6</td>
<td>7.00</td>
<td>7.35 7.00</td>
</tr>
<tr>
<td></td>
<td>37</td>
<td>High moral character</td>
<td>2</td>
<td>7.18</td>
<td>8.88 7.00</td>
</tr>
<tr>
<td></td>
<td>62</td>
<td>Ability to inspire teachers and principals</td>
<td>4</td>
<td>7.41</td>
<td>7.65 7.00</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td>Rapport with teachers</td>
<td>4</td>
<td>6.53</td>
<td>7.06 6.95</td>
</tr>
<tr>
<td></td>
<td>32</td>
<td>Aggressive about improving instructional program</td>
<td>1</td>
<td>7.88</td>
<td>7.00 6.95</td>
</tr>
<tr>
<td>20</td>
<td>15</td>
<td>Respected by supervisory staff</td>
<td>4</td>
<td>6.82</td>
<td>7.47 6.89</td>
</tr>
<tr>
<td>21</td>
<td>58</td>
<td>Believes education for all children of all people</td>
<td>1</td>
<td>8.29</td>
<td>6.88 6.79</td>
</tr>
<tr>
<td>22</td>
<td>16</td>
<td>Pleasing personality</td>
<td>2</td>
<td>5.88</td>
<td>6.29 6.74</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>Good perception</td>
<td>2</td>
<td>5.76</td>
<td>6.24 6.74</td>
</tr>
<tr>
<td>23</td>
<td>26</td>
<td>Aggressive about upgrading system</td>
<td>1</td>
<td>7.18</td>
<td>7.65 6.68</td>
</tr>
<tr>
<td></td>
<td>96</td>
<td>Ability to live with</td>
<td>2</td>
<td>5.94</td>
<td>5.88 6.68</td>
</tr>
<tr>
<td>24</td>
<td>71</td>
<td>Knows school and community</td>
<td>6</td>
<td>7.06</td>
<td>7.18 6.58</td>
</tr>
<tr>
<td>91</td>
<td></td>
<td>Supports board decisions when contrary to his</td>
<td>11</td>
<td>6.88</td>
<td>6.53 6.58</td>
</tr>
</tbody>
</table>

TABLE XI - Continued
Summary of the Final Rankings

If a characteristic had been sorted into the first column on all of the completed instruments, it would have resulted in a mean of eleven for that item in each of the three columns of tabulation. This would have resulted in a sum of the means of thirty-three.

Item 12, the characteristic entitled "leadership qualities," had the highest sum of the means with a 29.26. The range was from 29.26 to 8.54 (Appendix P).

Column six on the Q-Sort instrument was entitled "desirable" and items in this column were weighted "six." This would have resulted in a sum of the means of 18.00 if an item had been placed in column six by all respondents. All characteristics in the last five columns to the right on the Q-Sort were entitled "desirable, but not as important."

With this in mind, it was decided that all characteristics with a mean of 18.00 would be analyzed and categorized in this presentation of the data.

Using the ten categories selected from the research in Chapter II (Appendix 0) to group the fifty-eight characteristics which had a sum of the means of 18.00 or greater, the following tabulation results:

<table>
<thead>
<tr>
<th>Category Number</th>
<th>Name</th>
<th>Number of Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Program</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Personal Qualities</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Physical Plant</td>
<td>0</td>
</tr>
<tr>
<td>Category Number</td>
<td>Name</td>
<td>Number of Characteristics</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>4</td>
<td>Personnel and Staff</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Channels of Communication</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Planning</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Developing Policy</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Legal and Administrative Functions</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Organization</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>School Board Relationships</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Miscellaneous</td>
<td>0</td>
</tr>
</tbody>
</table>

It is evident from the data listed above that college professors, members of boards of trustees, and superintendents believe that a school superintendent's performance should be evaluated more on "personal qualities" and "personnel and staff" than on any of the other categories listed.

The "educational program" category contains the next most highly ranked characteristics with "channels of communication" and "school board relationships" tied for third. Next in the order of ranking importance is "organization," "planning," "legal and administrative functions," "budget and finance," and "developing policy."

These characteristics and the categories which they determine will be developed, in Chapter V, into a rating scale for use by Texas school board members to evaluate a superintendent's performance.
CHAPTER BIBLIOGRAPHY

CHAPTER V

OVERVIEW OF THE STUDY

Summary of the Study

The problem of this study was to develop a scale for rating a public school superintendent in Texas in terms of his adherence to selected characteristics of administrative leadership. The purpose was to identify a set of administrative leadership characteristics which are accepted by members of Boards of Trustees, professors of educational leadership, and school superintendents.

To accomplish the aforementioned purpose, a review of the literature was made. A list of one hundred and fifty characteristics related to the work of school superintendents was compiled from extensive readings in the literature. This list was submitted to a panel of twelve members selected to validate each characteristic regarding its desirability for use on an evaluation instrument. The panel, composed of four college professors, four members of Boards of Trustees, and four superintendents, reacted to the validating instrument in such a manner that twenty-six characteristics were eliminated from the initial list.

A list of respondents from the ranks of college professors of educational leadership, members of Boards of Trustees, and school superintendents was randomly selected to work a Q-Sort
on the list of one hundred twenty-four characteristics relating to evaluating the performance of a Texas public school superintendent. The seventy-five potential respondents were asked to sort the characteristics in a manner structured to yield a final list of items ranging from "most desirable" to "desirable" to "desirable, but not as important."

To treat the data obtained from the responses to the Q-Sort instrument, point values were assigned to each column on the instrument. From left to right, items in column number one were assigned eleven points; column number two, ten points; etc., and column number eleven was composed of two items and each item was assigned one point. At the conclusion of the posting of the responses, a mean was tabulated for each characteristic by groups; i.e., college professors, members of school boards, and superintendents. The sum of the means was used to determine the final ranking of each characteristic.

Throughout this study, the intent was to allow the final ranking of the characteristics to determine the categories of the rating scale. At the conclusion of the tabulations, twelve categories were selected from the literature. All characteristics with a mean of six or above were categorized. The top fifty-eight ranked items consisting of sixty-one characteristics (there were three ties) were placed in the following categories:
<table>
<thead>
<tr>
<th>Category Number</th>
<th>Name</th>
<th>Number of Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Program</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Personal Qualities</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Physical Plant</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Personnel and Staff</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>Business and Finance</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Channels of Communication</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Planning</td>
<td>3</td>
</tr>
<tr>
<td>8</td>
<td>Developing Policy</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Legal and Administrative Functions</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>Organization</td>
<td>4</td>
</tr>
<tr>
<td>11</td>
<td>School Board Relationships</td>
<td>5</td>
</tr>
<tr>
<td>12</td>
<td>Miscellaneous</td>
<td>0</td>
</tr>
</tbody>
</table>

In Appendix Q these characteristics have been detailed by category with point values assigned in reverse order; i.e., characteristic number twelve which was number one in the final ranking, was given a point assignment of fifty-eight. Characteristic number one hundred twenty-one, which ranked number fifty-eight, was given a point assignment of one. With the aforementioned point method established, the following rating scale evolved from this study:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Qualities</td>
<td>534</td>
<td>30.592 (31)</td>
</tr>
<tr>
<td>Personnel and Staff</td>
<td>319</td>
<td>18.113 (18)</td>
</tr>
</tbody>
</table>
Educational Program 283 16.273 (16)
School Board Relationships 144 8.683 (9)
Channels of Communication 107 6.152 (6)
Legal and Administrative Functions 93 5.347 (5)
Organization 92 5.290 (5)
Business and Finance 86 4.945 (5)
Planning 66 3.795 (4)
Developing Policy 14 0.805 (1)

Total 1,739 100%

The scoring system used with this instrument is attributed to Boyd who, in discussing a rating form, indicates that a score of 91 to 100 per cent would mean the performance was superior, a score between 81 and 90 per cent would be indicative of near excellence, a score between 71 and 80 per cent would be good, but plainly leave some room for improvement. Any score below 71 per cent should make an evaluating board of trustees pause to think and reconsider the superintendent's performance (1, p. 167). The developed rating scale and instructions for using this instrument are found in Appendix R.

Summary of the Findings

A summary of the findings is presented with respect to the review of the literature, the data received on the prelude questionnaire, and the tabulation of the Q-Sort responses.

The following items are findings of this study:
1. A review of the literature produced only one rating scale specifically designed for a school superintendent's performance.

2. Forty-five superintendents responded to a questionnaire mailed to fifty schools. The results revealed that:
   a. 67 per cent used rating scales for teachers,
   b. 36 per cent used rating scales for supervisors,
   c. 40 per cent used rating scales for principals, and
   d. none of the school districts used a rating scale for evaluating the performance of a school superintendent.

3. Of the characteristics presented to the respondents for Q-Sorting, those falling under Personal Qualities ranked highest with "leadership qualities" and "has good judgment" the most desirable.

4. The most desirable characteristics in the second category, Personnel and Staff, were "ability to delegate authority" and "ability to inspire teachers and principals."

5. The characteristics considered most desirable under the category Educational Program were "sound educational philosophy" and "believes that schools are for children."

6. "Public relations with parents" and "knows his school and community" were top ranking characteristics in a group which determined the category Channels of Communication.

7. The category School Board Relationships was determined by five characteristics with "ability to communicate with the Board" and "keeps the Board of Education well informed" heading the list.
8. Of the characteristics which determined the category Organization, the panelists considered "ability to organize" and "ability to expedite duties" the most desirable.

9. Among those characteristics submitted to the respondents were several related to Business and Finance. Those characteristics in this category which ranked highest were "expertise in finance" and "budget and tax knowledge."

10. The respondents considered the characteristics grouped under Planning the next most important with "ability to plan ahead" and "has an established evaluation program to determine attainment of goals" ranked highest in this category.

11. "Knowledge of new programs" and "recommends all employees on the basis of fitness for their specific services--not pressure from others" were two of the characteristics which determined the category Legal and Administrative Functions.

12. The last category determined by characteristics rating the highest was Developing Policy and it contains two items. They are "keeps Board policies up to date" and "develops and recommends new personnel policies to the Board of Education."

13. Characteristics such as "attendance at extracurricular activities," "member of Chamber of Commerce," "member of service organization (Rotary, Kiwanis, Lions, etc.)," "active in church or religious activities," were eliminated by the jury panel as not relevant to the evaluation of a superintendent's performance.

14. Characteristics such as "attendance at church" and "attendance at PTA meetings" were ranked in the last four of the composite rankings of the one hundred twenty-four characteristics.

15. Twenty of the twenty-four top ranked characteristics as sorted by the Board Members, were also in the top twenty-four characteristics according to the final ranking. This compares to seventeen of twenty-four for both the college professors and the school superintendents.
Conclusions

Within the limitations defined by this study, the following conclusions appear to be warranted with respect to the findings:

1. A small number (probably less than 5 per cent) of the approximately 1,100 school districts in Texas use rating scales to evaluate the performance of the superintendent of schools.

2. A sizeable majority (67 per cent from the survey) of the school districts in Texas have written scales for evaluating performances of teachers.

3. Less than 50 per cent (36 per cent and 40 per cent, respectively, from the survey) of the school districts in Texas utilize a written rating scale for evaluating the supervisors and principals employed in the district.

4. A rating scale designed for the evaluation of a superintendent's performance should give the greatest consideration to Personal Qualities such as "leadership qualities" and "has good judgment."

5. Other categories on a rating scale used to evaluate the performance of a school superintendent should be:
   a. Personnel and Staff
   b. Educational Program
   c. Channels of Communication
   d. School Board Relationships
   e. Organization
   f. Business and Finance
   g. Planning
   h. Legal and Administrative Functions
   i. Developing Policy

6. Members of school boards, college professors, and superintendents do not believe that church attendance, attendance at PTA meetings, attendance at extra-curricular activities, or
membership in such organizations as the Chamber of Commerce or Rotary Club should be included on a rating scale to evaluate a superintendent's performance.

7. Although college professors of administrative leadership and school superintendents participated in this study, the members of Boards of Trustees in each school district ultimately evaluate the superintendent's performance.

Implications of the Findings

As mentioned in Chapter I under "Background and Significance of the Study," the superintendent is responsible indirectly to an entire community and directly to an elected Board of Trustees. This responsibility is presently labeled "accountability." The Texas Education Agency is currently requiring all school districts to prepare job descriptions for each professional personnel position. Evaluation of a person's performance will undoubtedly be based upon the guidelines of the job description.

The conclusions for this study indicate that many school districts in Texas lack a consistent set of job description-evaluation instruments. This study is timely in that the results can be used as a format for preparing an evaluation instrument not only for the superintendent of schools but also for other administrators in the districts of Texas public schools.

Bulletin 679, an accounting system based on a Planning, Programming and Budgeting System, is currently being implemented in business offices of Texas public schools. The
purpose of PPBS is to account more carefully for each taxpayer's dollar and to trace expenditures to each teacher and each student involved in public education. More money is spent on "people" than on any other category of the Public School Budget. Likewise, more money is spent for the salary of the school superintendent than for any of the other individual positions in the school's "administration" or "instructional" categories of the school budget.

An implication of the conclusions of this study is that practically every school district in Texas must develop an instrument of "accountability" based on the performance of the school superintendent. This study, and the results thereof, can be used as a guide for developing rating scales for superintendents which are consistent from district to district throughout Texas.

An implication of this study which cannot go unmentioned is the fact that school board members make the final decision on school superintendents' evaluations by completing the rating scale. The board members' opinions should be given maximum consideration.

Recommendations for Future Studies

As a result of the findings of this study, the following recommendations are made:

1. School Boards of Trustees should evaluate the performance of a school superintendent in a manner similar to that whereby other professional personnel are evaluated.
2. To assist in this evaluation process, an instrument should be used which was designed specifically for evaluating a school superintendent's performance.

3. To make the rating scale more practical for a particular school district, the current members of the Board of Trustees should agree on the characteristics to be included and excluded on the scale from any lists contained herein.

4. The resulting scale should be extensively tested for validity and reliability.

5. Additional research should be conducted with the rating scale developed from this study by having Boards of Trustees rate the superintendents who consented to such an evaluation on the prelude survey.

6. Additional research should be conducted using only the information gained from members of Boards of Trustees because, in fact, it is this group which selects and evaluates a school superintendent.
CHAPTER BIBLIOGRAPHY

APPENDIX A

PRELUDE SURVEY QUESTIONNAIRE

Dear Superintendent:

Your help is requested in a study of personnel evaluation procedures used in Texas public schools. This study is being done as a part of a doctoral dissertation under the direction of Dr. E. Vaughn Huffstutler, Division of Educational Leadership, North Texas State University.

You are one of fifty superintendents chosen to participate in this study. The completion of this questionnaire should require no more than five minutes of your time. Your consideration in returning the questionnaire to enable me to meet an October 10 schedule will be appreciated.

1. Do you use a written evaluation form for rating the following personnel prior to re-election?
   a. Teachers ___ Yes ___ No
   b. Supervisors ___ Yes ___ No
   c. Principals ___ Yes ___ No
   d. Superintendent (by the ___ Yes ___ No Board of Trustees)

2. If you checked "yes" on item 1-d, superintendent, would you please send me a blank form to be included in a file for analyzation purposes.

3. At the conclusion of this study, a rating scale will be devised for use by the Board of Trustees in evaluating the superintendent. Would you be willing to have your Board of Trustees evaluate your performance by using the developed instrument?
   ___ Yes ___ No ___ Would desire to see the instrument before committing an answer.

Thank you for your time and assistance.

92
APPENDIX B

INITIAL LIST OF CHARACTERISTICS TO BE Q-SORTED BY RESPONDENTS

1. Expertise in finance.
2. Rapport with teachers.
3. Visiting in the classrooms.
4. Attendance at professional meetings.
5. Accomplishes objectives at staff meetings.
6. Attendance at PTA meetings.
7. Attendance at football (other extra-curricular) activities.
8. Public relations with parents.
11. Member of Chamber of Commerce.
12. Member of service organization (Rotary, Lions, Kiwanis, etc.).
13. Attendance at church.
15. Knowledge of curriculum.
16. Leadership qualities.
17. Effective public speaker
18. Budget and tax knowledge.
19. Conference with teachers on campus.
20. Attendance at assemblies, student presentations, etc.
22. Respected by supervisory staff.
23. Knowledge of transportation system.
24. Knowledge of food services.
25. Possesses a doctor's degree.
27. Sound educational philosophy.
28. Ability to communicate with the Board.
29. Always avoids controversy.
30. Responsible for economy.
31. Keeps Board policies up-dated.
32. Satisfied with the status quo.
33. Ability to organize.
34. Ability to delegate authority.
35. Ability to expedite duties.
36. Ability to write acceptably.
38. Aggressive about upgrading the system.
39. Has varied professional accomplishments.
40. Has good judgment.
41. Pleasing personal appearance.
42. Health excellent.
43. Possesses proper degree of confidence.
44. Aggressive about improving instructional program.
45. Broad administrative experience.
46. Has good common sense.
47. Understands need for working with general public to improve public education.
48. Proper degree of idealism.
49. High moral character.
50. Good perception.
51. Conservative with money, equipment and materials.
52. Believes that schools are for children.
53. Unquestioned courage.
54. Has a successful classroom teaching record.
55. Proven ability to shoulder responsibility.
56. Ability to act as a change agent.
57. Ability to plan ahead.
58. Competence in personnel administration.
59. Competence in plant operation and maintenance.
60. Realizes need to work closely with teachers.
61. Unquestioned honesty.
62. Ability to face controversy.
63. Knowledge of human development and learning.
64. Ability to negotiate with teachers.
65. Possesses "know-how" to get team work.
66. Has fine spiritual qualities.
67. Emotionally stable.
68. Has a good grasp of the social forces in America.
69. Background of a liberal education.
70. Unquestioned integrity.
71. Believes that education is for all the children of all the people.
72. Aware of research in curriculum development.
73. Knowledgeable about economic forces in America.
74. Enthusiastic about work and education.
75. Ability to inspire teachers and principals.
76. Has management qualities comparable to business leaders.
77. Accounting ability sufficient to direct staff.
78. Informed on insurance as related to school needs.
79. Familiar with recent trends in architecture.
80. Can give facts which laymen understand.
81. Interested in the welfare of teachers and employees.
82. Ability to resolve differences in school family.
83. Knows his co-workers in school system.
84. Spends a majority of his working hours in his office.
85. Refuses to request assistants and does more work himself.
86. Knows his school and community.
87. Can make decisions on the spur of the moment.
88. Allows the board to legislate and executes policy.
89. Has an established evaluation program to determine attainment of goals.
90. Hesitates until the community demands action.
91. Very careful in introducing innovation.
92. Aware of modern technology as applied to schools.
93. Has a feeling of accountability to the public.
94. Knowledgeable about statistical procedures with respect to instructional materials and methods.
95. Stays up-to-date on court decisions, legal implications concerning education, etc.

96. Develops and recommends new personnel policies to the Board of Education.

97. Keeps the Board of Education well informed.

98. Supervises all school employees and their school activities.

99. Recommends all employees on the basis of fitness for their specific services—not pressures from others.

100. Conducts research concerning educational problems of the school and community.

101. Uses the results of research in planning the educational program.

102. Secures the assistance of the staff in formulating recommendations and policies.

103. Secures the cooperation of the staff in formulating recommendations and policies.

104. Facilitates the professional improvement of the staff.

105. Assists in the coordination of school and community activities and agencies.

106. Considers the availability of community finance in arriving at practical solutions to educational problems.

107. Maintains membership in professional organizations.

108. Strives for unity of the Board of Education.

109. Supports the Board decision when contrary to his recommendation.

110. Believes that public schools are not for boards, administrators, teachers, or parents.

111. Advocates adult education or continuing education.

112. Prior administrative experience not necessary.

113. Liberal in regards to finances as long as it is for the children's benefit.
114. Competence in press relations.
115. Issues school statements in the name of the Board of Education.
116. Ability to remain true to convictions.
117. Ability to live with a high-pressure job.
118. Does not take a vacation but remains at the office, dedicated to his work.
119. Plays golf on school time (or other recreation).
120. Issues periodic reports to the Board of Education and the community.
121. Publishes periodically the achievements and successes of individuals and school programs.
122. Expertise in local politics.
123. Allows the entire school staff to participate in formulating the budget.
124. Works with the Board of Education to protect school personnel from exploitation by individuals and agencies.
125. Recognizes beyond a doubt that the Board of Education has responsibility for final decisions.
126. Affords appropriate opportunities for staff members to share in the administration of the school.
127. Encourages all staff members to attain a feeling of security and satisfaction in their work.
128. Works with parent-teacher and other organizations to improve the service the school renders to students and the community.
129. Encourages the professional growth of teachers.
130. Aids teachers in obtaining and using a variety of up-to-date materials.
131. Provides opportunities for teachers to try new practices and techniques.
132. Uses a friendly and understanding approach in discussing problems with patrons and teachers.
133. Encourages the promotion of moral and spiritual values through school activities.
134. Is unbiased regarding staff members and patrons of different races, creeds, and colors.
135. Believes in and admonishes others to proclaim Americanism in education.
136. Acts as the responsible head or executive officer of the school district.
137. Budgets his time to provide for administrative, supervisory, and public relations duties.
138. Conducts informational sessions to orient new administrative and board members to their functions.
139. Allows principals or other staff members to have a part in the selection of faculty members.
140. Strives for a "total program" with a careful balance in academic and extra-curricular activities.
141. Accepts civic responsibilities and duties.
142. Employs preventive measures to avoid controversy.
143. Does not procrastinate insofar as duties are concerned.
144. Supports the faculty or staff member when he or she is right and counsels with him otherwise.
145. Has an open mind on the demands facing public education.
146. Does not revive controversial issues even when he believes they are in the best interest of the children.
147. Active in church or religious activities.
148. Does not interfere with principals in their duties.
149. Allows each individual employee to exercise initiative.
150. Presents problems involving faculty welfare honestly to the Board of Education.
APPENDIX C

TWELVE MEMBER ADVISORY PANEL FOR THE SURVEY INSTRUMENT

Professors of Educational Administrative Leadership

Dr. Bascom Hayes
Professor of Education
University of Texas
Austin, Texas

Dr. Dwight Kirk
Professor of Education
Texas Technological University
Lubbock, Texas

Dr. John McFarland
Professor of Education
University of Texas at El Paso
El Paso, Texas

Dr. Les Evans
Professor of Education
Texas Christian University
Fort Worth, Texas

Members of Boards of Trustees

Mr. R. T. Bennett, President
Board of Trustees
Granbury Independent School District
Granbury, Texas

Mr. Tom Harpool, Member
Board of Trustees
Denton Independent School District
Denton, Texas

Mr. Jack Burks, President
Board of Trustees
Lake Worth Independent School District
Lake Worth, Texas

Mr. Loyd L. Turner, Former President
Board of Trustees
Fort Worth Independent School District
Fort Worth, Texas

Superintendents of Schools

Mr. E. H. Howard
Superintendent of Schools
Chillicothe Independent School District
Chillicothe, Texas

Dr. Norman Hall
Superintendent of Schools
Andrews Independent School District
Andrews, Texas
Dr. O. C. Taylor
Superintendent of Schools
Grapevine Independent School District
Grapevine, Texas

Dr. Ivan Fitzwater
Superintendent of Schools
Northeast San Antonio Independent School District
San Antonio, Texas
The thirty-fourth yearbook of the American Association of School Administrators was entitled School Board-Superintendent Relationships. Now, fifteen years later, the chapter on "The Role of the Superintendent" is still fitting:

The superintendent must be a wise and sympathetic leader. This means he must possess good judgment, a fine sense of values, sound knowledge of his community and its needs, the "know-how" to get team work, ability to work with community leaders and obtain their confidence and support, ability to enlist all affected persons in the development of policies, and ability to stimulate and often to direct cooperative planning.

He must be a man of fine moral and spiritual qualities. Personal integrity and honor must be above question. Emotionally stable, he must show outstanding skill in developing personnel relationships. He must like children and youth and be able to work with people from all walks of life. He cannot be lacking in courage, both moral and physical, and in the will to do the right as he sees it.

He must have the background of a liberal education, with more than a passing knowledge of literature, art, music, history, economics, sociology, psychology, physics, biology, chemistry, and mathematics. He must have a good grasp of the social and economic forces that are sweeping America and the world.

Today's superintendent is expected to be familiar with the philosophy of great education and to have a philosophy of his own that meets the requirements of our complex society. His beliefs must embrace a strong conviction that education is for all the children of all the people.

The superintendent's foremost responsibility is that of directing the instructional program of his
school system. To keep abreast of current thinking in this field, he must be familiar with new practices based upon research in curriculum development and methods of teaching. Although he may delegate responsibilities to others, he realizes that the program will rise no higher than the level of his own dynamic leadership. To him the unfolding drama of educational advance must always be thrilling. Somehow he must always keep his finger upon the pulse of the instructional program.

He must inspire principals and teachers to avoid ruts of thought and action and to adopt with enthusiasm new ways in education that have been proved to be sound, while strengthening what is best in the old and tried ways.

In many places he administers the biggest business in the community. He needs management qualities comparable to those found in the management of outstanding business and industrial concerns in his community.

School boards now usually give the superintendent the job of preparing the budget. Certainly the superintendent, if wise, will involve others in building the budget. But his obligation for leadership cannot be escaped. He is expected to have in mind the clearest and most nearly accurate picture of the total budget of anyone in the community.

He must know enough about accounting to direct effectively those members of his staff who keep the financial records of the school system. He must demand accuracy and efficiency and know when he is getting them.

He must be informed on insurance—too often a neglected field. He must know the various types of coverage and should see that his staff follows practices that will lower rates. He must insist that new buildings include devices for eliminating fire hazards.

He must be familiar with recent trends in school architecture, in order to work intelligently with architects. Nearly all superintendents within the next five years, and for years to come, will have to deal with new construction or major renovations, or both. He needs the know-how of a maintenance engineer. The American people expect that their children’s costly new school building will be properly kept. The straw broom and the oiled floor are rapidly passing. Custodians are required who have training and intelligence not recognized in the past. New buildings present new problems, such as the repair of electronic
devices. The superintendent must see that these problems are taken care of successfully.

The superintendent must interpret the needs and plans of his school system. He must always keep in mind that the people, through their boards of education, shape policies on the local level, within the framework of tradition and law. But modern education, with its bewildering maze of activities, services, and instructional aims, has advanced beyond the comprehension of people in general, even of many board members.

He must be an effective public speaker, able to give facts about the schools in language that people can understand. He should accept as many invitations to speak as he reasonably can. In this way he can do a great deal in promoting public understanding of the school program. Great will be his reward when bond issues must be voted upon or the school budget must be increased.

This modern superintendent must be a man who is sincerely interested in the welfare of the teachers and other employees. He must deal loyally and fairly with the staff, and defend them from unwarranted criticism and unjust action.

The superintendent must be able to initiate and promote improvement programs and to stimulate others to drive with all their might toward the educational goals of the community. He must show skill in selecting and improving teachers and staff members. He must have a genius for organization. He must have that rare ability to give directions that will be willingly and even gladly followed. He must be able to resolve differences that will arise in his official family.

The superintendent must know his school district and his co-workers in the school system. How can he obtain this knowledge unless he has time to come into contact with these groups? Too many superintendents, confronted by an ever-increasing pressure of office work, spend too much time in their offices. In most cases, they should have more assistants provided. He must also know how to delegate authority to others. Members of the board trained and skilled in modern business organizations can be of great help to the superintendent at this point. The superintendent will often make serious mistakes if he does not know his school system's peculiar patterns and traditions, achievements and failures, and points of strength and weakness.
He must be able to make, often on the spur of the moment, any one of a thousand and one decisions, major and minor, upon as varied an assortment of problems, difficulties, and dilemmas as any person ever faced. Most of these decisions had better be sound, if he is the right man for the job. Yea, verily, the wisdom of Solomon is not greater than the public demands of the superintendent of schools.
APPENDIX E

LIST OF TEXAS SCHOOL DISTRICTS AND SUPERINTENDENTS TO WHOM QUESTIONNAIRES WERE MAILED

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Superintendent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 500 A.D.A.</td>
<td></td>
</tr>
<tr>
<td>1. Claude I.S.D.</td>
<td>Glen Lowrance</td>
</tr>
<tr>
<td>2. Pilot Point I.S.D.</td>
<td>Gerald Slater</td>
</tr>
<tr>
<td>3. Chillicothe I.S.D.</td>
<td>E. H. Howard</td>
</tr>
<tr>
<td>4. Perrin I.S.D.</td>
<td>Bob Cannon</td>
</tr>
<tr>
<td>5. Venus I.S.D.</td>
<td>Grady Vaughn</td>
</tr>
<tr>
<td>8. Booker I.S.D.</td>
<td>Bill A. Vestal</td>
</tr>
<tr>
<td>9. Blooming Grove I.S.D.</td>
<td>Lance L. Graham</td>
</tr>
<tr>
<td>10. Graford I.S.D.</td>
<td>Sam Ford</td>
</tr>
</tbody>
</table>

|                         |                         |
| 500 to 1,000 A.D.A.     |                         |
| 14. Frisco I.S.D.       | R. T. Smith             |
| 15. Cedar Hill I.S.D.   | Dr. Paul A. Brooks      |
| 16. Lake Dallas I.S.D.  | Horace T. Mahan         |
| 17. Midlothian I.S.D.   | C. M. Koonce            |

106
18. Mount Vernon I.S.D.  
19. Whitesboro I.S.D.  
20. Quanah I.S.D.  

1,000 to 3,000 A.D.A.
21. Coleman I.S.D.  
22. Gainesville I.S.D.  
23. Bonham I.S.D.  
24. Burleson I.S.D.  
25. Andrews I.S.D.  
26. Slaton I.S.D.  
27. Tahoka I.S.D.  
28. Rockwall I.S.D.  
29. Everman I.S.D.  
30. Grapevine I.S.D.  

3,000 to 5,000 A.D.A.
31. Beeville I.S.D.  
32. Brownwood I.S.D.  
33. McKinney I.S.D.  
34. Lamesa I.S.D.  
35. Ennis I.S.D.  
36. Cleburne I.S.D.  
37. Weatherford I.S.D.  
38. Castleberry I.S.D.  
39. White Settlement I.S.D.  
40. Wilmer-Hutchins I.S.D.  

Walter Sears  
Wayman W. Chilcutt  
Stanley Jaggers  
C. E. Casselberry  
Wilburn O. Echols  
Joe C. Campbell  
W. M. Stribling  
Dr. Norman Hall  
J. C. McClesky  
Harold Reynolds  
James D. Kelly  
Bennie D. Rutherford  
Dr. O. C. Taylor  
A. A. Roberts  
James G. McMath  
Jack C. Faubion  
Alvin R. Cannady  
Forrest E. Watson  
Don Smith  
Raymond E. Curtis  
Irma Marsh  
Dr. Nelson F. Eichman  
Donald E. Robbins
Over 5,000 A.D.A.

41. Northeast San Antonio I.S.D. Dr. Ivan Fitzwater
42. Plano I.S.D. Dr. H. Wayne Hendrick
43. Denton I.S.D. Dr. James M. Benjamin
44. Galveston I.S.D. Eli Douglas
45. Pampa I.S.D. Dr. James F. Malone
46. Sherman I.S.D. Dr. Wendell Hubbard
47. Deer Park I.S.D. Dr. Sebron B. Williams
48. Arlington I.S.D. James W. Martin
50. Hurst-Euless-Bedford I.S.D. Charles W. Wages
APPENDIX F

CHARACTERISTICS TO BE Q-SORTED BY RESPONDENTS

<table>
<thead>
<tr>
<th>VALIDITY RESPONSE</th>
<th>CHARACTERISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4</td>
<td>1. Expertise in finance.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>2. Rapport with teachers.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>3. Visiting in the classrooms.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>4. Attendance at professional meetings.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>5. Accomplishes objectives at staff meetings.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>6. Attendance at PTA meetings.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>7. Attendance at football (other extracurricular) activities.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>8. Public relations with parents.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>9. Knowledge of new programs (State and Federal).</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>11. Member of Chamber of Commerce.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>12. Member of service organization (Rotary, Kiwanis, Lions, etc.)</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>13. Attendance at church.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>14. Knowledge of school law.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>15. Knowledge of curriculum.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>16. Leadership qualities.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>17. Effective public speaker.</td>
</tr>
<tr>
<td>1 2 3 4</td>
<td>18. Budget and tax knowledge.</td>
</tr>
</tbody>
</table>
19. Conference with teachers on campus.
20. Attendance at assemblies, student preparations, etc.
22. Respected by supervisory staff.
23. Knowledge of transportation system.
24. Knowledge of food services.
25. Possesses a doctor's degree.
27. Sound educational philosophy
28. Ability to communicate with Board.
29. Always avoids controversy.
30. Responsible for economy.
31. Keeps Board policies up-dated.
32. Satisfied with the status quo.
33. Ability to organize.
34. Ability to delegate authority.
35. Ability to expedite duties.
36. Ability to write acceptably.
38. Aggressive about upgrading the system.
39. Has varied professional accomplishments.
40. Has good judgment.
41. Pleasing personal appearance.
42. Excellent health.
1 2 3 4 43. Possesses proper degree of confidence.
1 2 3 4 44. Aggressive about improving instructional program.
1 2 3 4 45. Broad administrative experience.
1 2 3 4 46. Has good common sense.
1 2 3 4 47. Understands need for working with general public to improve public education.
1 2 3 4 48. Proper degree of idealism.
1 2 3 4 49. High moral character.
1 2 3 4 50. Good perception.
1 2 3 4 51. Conservative with money, equipment, and materials.
1 2 3 4 52. Believes that schools are for children.
1 2 3 4 53. Unquestioned courage.
1 2 3 4 54. Has a successful classroom teaching record.
1 2 3 4 55. Proven ability to shoulder responsibility.
1 2 3 4 56. Ability to act as a change agent.
1 2 3 4 57. Ability to plan ahead.
1 2 3 4 58. Competence in personnel administration.
1 2 3 4 59. Competence in plant operation and maintenance.
1 2 3 4 60. Realizes need to work closely with teachers.
1 2 3 4 61. Unquestioned honesty.
1 2 3 4 62. Ability to face controversy.
1 2 3 4 63. Knowledge of human development and learning.
1 2 3 4 64. Ability to negotiate with teachers.
1 2 3 4 65. Possesses "know-how" to get teamwork.
1 2 3 4 66. Has fine spiritual qualities.
1 2 3 4 67. Emotionally stable.
1 2 3 4 68. Has a good grasp of the social forces in America.
1 2 3 4 69. Background of a liberal education.
1 2 3 4 70. Unquestioned integrity.
1 2 3 4 71. Believes that education is for all the children of all the people.
1 2 3 4 72. Aware of research in curriculum development.
1 2 3 4 73. Knowledgeable about economic forces in America.
1 2 3 4 74. Enthusiastic about work and education.
1 2 3 4 75. Ability to inspire teachers and principals.
1 2 3 4 76. Has management qualities comparable to business leaders.
1 2 3 4 77. Accounting ability sufficient to direct staff.
1 2 3 4 78. Informed on insurance as related to school needs.
1 2 3 4 79. Familiar with recent trends in architecture.
1 2 3 4 80. Can give facts which laymen understand.
1 2 3 4 81. Interested in welfare of teachers and employees.
1 2 3 4 82. Ability to resolve differences in school family.
1 2 3 4 83. Knows his co-workers in school system.
84. Spends a majority of his working hours in the office.

85. Refuses to request assistants and does more work himself.

86. Knows his school and community.

87. Can make decisions on the spur of the moment.

88. Allows the board to legislate and executes policy.

89. Has an established evaluation program to determine attainment of goals.

90. Hesitates until the community demands action.

91. Very careful in introducing innovation.

92. Aware of modern technology as applied to schools.

93. Has a feeling of accountability to the public.

94. Knowledgeable about statistical procedures with respect to instructional materials and methods.

95. Stays up-to-date on court decisions, legal implications concerning education, etc.

96. Develops and recommends new personnel policies to the Board of Education.

97. Keeps Board of Education well informed.

98. Supervises all school employees and their school activities.

99. Recommends all employees on basis of fitness for their specific services—not pressures from others.
100. Conducts research concerning educational problems of the school and community.

101. Uses the results of research in planning the educational program.

102. Secures the assistance of the staff in formulating recommendations and policies.

103. Secures the cooperation of the staff in formulating recommendations and policies.

104. Facilitates the professional improvement of the staff.

105. Assists in the coordination of school and community activities and agencies.

106. Considers the availability of community finance in arriving at practical solutions to educational problems.

107. Maintains membership in professional organizations.

108. Strives for unity of the Board of Education.

109. Supports the Board decision when contrary to his recommendations.

110. Believes that public schools are not for boards, administrators, teachers, or parents.

111. Advocates adult education or continuing education.

112. Prior administrative experience not necessary.

113. Liberal in regards to finances as long as it is for the children's benefit.
114. Competence in press relations

115. Issues school statements in the name of the Board of Education

116. Ability to remain true to convictions.

117. Ability to live with high-pressure job.

118. Does not take a vacation but remains at the office, dedicated to his work.

119. Plays golf on school time (or other recreation).

120. Issues periodic reports to the Board of Education and the community.

121. Publishes periodically the achievements and successes of individuals and school programs.

122. Expertise in local politics.

123. Allows the entire school staff to participate in formulating the budget.

124. Works with the Board of Education to protect school personnel from exploitation by individuals and agencies.

125. Recognizes beyond a doubt that the Board of Education has responsibility for final decisions.

126. Affords appropriate opportunities for staff members to share in the administration of the school.

127. Encourages all staff members to attain a feeling of security and satisfaction in their work.

128. Works with parent-teacher and other organizations to improve the service the school renders to students and the community.
129. Encourages the professional growth of teachers.

130. Aids teachers in obtaining and using a variety of up-to-date materials.

131. Provides opportunities for teachers to try new practices and techniques.

132. Uses a friendly and understanding approach in discussing problems with patrons and teachers.

133. Encourages the promotion of moral and spiritual values through school activities.

134. Is unbiased regarding staff members and patrons of different races, creeds and colors.

135. Believes in and admonishes others to proclaim Americanism in education.

136. Acts as the responsible head or executive officer of the school district.

137. Budgets his time to provide for administrative, supervisory, and public relations duties.

138. Conducts informational sessions to orient new administrative and board members to their functions.

139. Allows principals or other staff members to have a part in the selection of faculty members.

140. Strives for a "total program" with a careful balance in academic and extra-curricular activities.

141. Accepts civic responsibilities and duties.

142. Employs preventive measures to avoid controversy.
143. Does not procrastinate insofar as duties are concerned.

144. Supports the faculty or staff member when he or she is right and counsels with him otherwise.

145. Has an open mind on the demands facing public education.

146. Does not revive controversial issues even when he believes they are in the best interest of the children.

147. Active in church or religious activities.

148. Does not interfere with principals in their duties.

149. Allows each individual employee to exercise initiative.

150. Presents problems involving faculty welfare honestly to the Board of Education.
APPENDIX G

LETTER OF INSTRUCTION TO PANEL

2506 Wheeler
Vernon, Texas
September 27, 1971

Dear Fellow Educator:

Your assistance is requested in establishing the validation of a list of characteristics to be used as a part of a doctoral dissertation at North Texas State University. The dissertation committee is chaired by Dr. E. Vaughn Huffstutler, Professor, Division of Educational Leadership, and the members are Dr. Harold C. Sunderman, and Dr. R. C. Bradley.

The study will involve the development of a rating scale for use by Texas school board members to be used in evaluating the performance of the superintendent of schools. The characteristics which you and other members of the validation panel rate relevant or better will be submitted to a total of seventy-five board members, college professors, and superintendents for Q-Sorting purposes.

As you react to each characteristic, decide whether or not each of the 150 items is applicable to evaluating a superintendent's performance. If an item is highly relevant and clear, circle number 1 in the left margin; if it is relevant and clear, circle number 2; if it is irrelevant or unclear, circle number 3; if it does not belong in an instrument used to evaluate a superintendent's performance, circle number 4. At the close of the list, there are ten spaces for your comments, corrections of listed characteristics for clarity, or suggestions for characteristics which should be added.

It is the researcher's intent that the final list of characteristics be thorough, effective, and clear. Your assistance in this task is appreciated. A self-addressed, stamped envelope is enclosed for your convenience.

Sincerely,

Carl H. Craighead
N.T.S.U. Doctoral Student
APPENDIX H

CHARACTERISTICS DELETED AFTER SUBMISSION TO JURY PANEL

<table>
<thead>
<tr>
<th>Mean</th>
<th>Number</th>
<th>Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>3</td>
<td>Visiting in the classrooms.</td>
</tr>
<tr>
<td>2.6</td>
<td>7</td>
<td>Attendance at football (other extracurricular) activities.</td>
</tr>
<tr>
<td>2.9</td>
<td>11</td>
<td>Member of Chamber of Commerce.</td>
</tr>
<tr>
<td>2.8</td>
<td>12</td>
<td>Member of service organization (Rotary, Lions, Kiwanis, etc.).</td>
</tr>
<tr>
<td>2.7</td>
<td>19</td>
<td>Conference with teachers on campus.</td>
</tr>
<tr>
<td>2.8</td>
<td>20</td>
<td>Attendance at assemblies, student presentations, etc.</td>
</tr>
<tr>
<td>2.6</td>
<td>21</td>
<td>Conference with students.</td>
</tr>
<tr>
<td>2.5</td>
<td>23</td>
<td>Knowledge of transportation system.</td>
</tr>
<tr>
<td>2.5</td>
<td>24</td>
<td>Knowledge of food services.</td>
</tr>
<tr>
<td>2.9</td>
<td>25</td>
<td>Possesses a doctor's degree.</td>
</tr>
<tr>
<td>3.5</td>
<td>29</td>
<td>Always avoids a controversy.</td>
</tr>
<tr>
<td>3.3</td>
<td>32</td>
<td>Satisfied with status quo.</td>
</tr>
<tr>
<td>2.7</td>
<td>54</td>
<td>Has a successful classroom teaching record.</td>
</tr>
<tr>
<td>2.6</td>
<td>79</td>
<td>Familiar with recent trends in architecture.</td>
</tr>
<tr>
<td>3.4</td>
<td>85</td>
<td>Refuses to request assistants and does more work himself.</td>
</tr>
<tr>
<td>3.6</td>
<td>90</td>
<td>Hesitates until the community demands action.</td>
</tr>
</tbody>
</table>
2.5  91  Very careful in introducing innovation.
2.8  98  Supervises all school employees and their school activities.
3.2 112  Prior administrative experience not necessary.
2.6 113  Liberal in regard to finances as long as it is for the children's benefit.
2.8 115  Issues school statements in the name of the Board of Education.
3.5 118  Does not take a vacation but remains at the office, dedicated to his work.
3.1 119  Plays golf on school time (or other recreation).
3.1 122  Expertise in local politics.
3.3 146  Does not revive controversial issues even when he believes they are in the best interest of the children.
2.8 147  Active in church or religious activities.
APPENDIX I

FINAL LIST OF CHARACTERISTICS TO BE Q-SORTED BY RESPONDENTS

1. Expertise in finance.
2. Rapport with teachers.
3. Attendance at professional meetings.
4. Accomplishes objectives at staff meetings.
5. Attendance at PTA meetings.
6. Public relations with parents.
7. Knowledge of new programs (State and Federal).
9. Attendance at church.
10. Knowledge of school law.
11. Knowledge of curriculum.
12. Leadership qualities.
13. Effective public speaker.
15. Respected by supervisory staff.
17. Sound educational philosophy.
18. Ability to communicate with the Board.
19. Responsible for economy.
20. Keeps Board policies up-dated.
21. Ability to organize.
22. Ability to delegate authority.
23. Ability to expedite duties.
24. Ability to write acceptably.
26. Aggressive about upgrading the system.
27. Has varied professional accomplishments.
28. Has good judgment.
29. Pleasing personal appearance.
30. Health excellent.
31. Possesses proper degree of confidence.
32. Aggressive about improving instructional program.
33. Broad administrative experience.
34. Has good common sense.
35. Understands need for working with general public to improve public education.
36. Proper degree of idealism.
37. High moral character.
38. Good perception.
39. Conservative with money, equipment, and materials.
40. Believes that schools are for children.
41. Unquestioned courage.
42. Proven ability to shoulder responsibility.
43. Ability to act as a change agent.
44. Ability to plan ahead.
45. Competence in personnel administration.
46. Competence in plant operation and maintenance.
47. Realizes need to work closely with teachers.
48. Unquestioned honesty.
49. Ability to face controversy.
50. Knowledge of human development and learning.
51. Ability to negotiate with teachers.
52. Possesses "know-how" to get team work.
53. Has fine spiritual qualities.
54. Emotionally stable.
55. Has a good grasp of the social forces in America.
56. Background of a liberal education.
57. Unquestioned integrity.
58. Believes that education is for all the children of all the people.
59. Aware of research in curriculum development.
60. Knowledgeable about economic forces in America.
61. Enthusiastic about work and education.
62. Ability to inspire teachers and principals.
63. Has management qualities comparable to business leaders.
64. Accounting ability sufficient to direct staff.
65. Informed on insurance as related to school needs.
66. Can give facts which laymen understand.
67. Interested in the welfare of teachers and employees.
68. Ability to resolve differences in school family.
69. Knows his co-workers in school system.
70. Spends a majority of his working hours in his office.
71. Knows his school and community.
72. Can make decisions on the spur of the moment.
73. Allows the Board to legislate and executes policy.
74. Has an established evaluation program to determine attainment of goals.
75. Aware of modern technology as applied to schools.
76. Has a feeling of accountability to the public.
77. Knowledgeable about statistical procedures with respect to instructional materials and methods.
78. Stays up-to-date on court decisions, legal implications concerning education, etc.
79. Develops and recommends new personnel policies to the Board of Education.
80. Keeps the Board of Education well informed.
81. Recommends all employees on the basis of fitness for their specific services—not pressures from others.
82. Conducts research concerning educational problems of the school and community.
83. Uses the results of research in planning the educational program.
84. Secures the assistance of the staff in formulating recommendations and policies.
85. Secures the cooperation of the staff in formulating recommendations and policies.
86. Facilitates the professional improvement of the staff.
87. Assists in the coordination of school and community activities and agencies.
88. Considers the availability of community finance in arriving at practical solutions to educational problems.
89. Maintains membership in professional organizations.
90. Strives for unity of the Board of Education.
91. Supports the Board decision when contrary to his recommendations.
92. Believes that public schools are not for boards, administrators, teachers, or parents.

93. Advocates adult education or continuing education.

94. Competence in press relations.

95. Ability to remain true to convictions.

96. Ability to live with a high-pressure job.

97. Issues periodic reports to the Board of Education and the community.

98. Publishes periodically the achievements and successes of individuals and school programs.

99. Allows the entire school staff to participate in formulating the budget.

100. Works with the Board of Education to protect school personnel from exploitation by individuals and agencies.

101. Recognizes beyond a doubt that the Board of Education has responsibility for final decisions.

102. Affords appropriate opportunities for staff members to share in the administration of the school.

103. Encourages all staff members to attain a feeling of security and satisfaction in their work.

104. Works with parent-teacher and other organizations to improve the service the school renders to students and the community.

105. Encourages the professional growth of teachers.

106. Aids teachers in obtaining and using a variety of up-to-date materials.

107. Provides opportunities for teachers to try new practices and techniques.

108. Uses a friendly and understanding approach in discussing problems with patrons and teachers.

109. Encourages the promotion of moral and spiritual values through school activities.
110. Is unbiased regarding staff members and patrons of different races, creeds, and colors.

111. Believes in and admonishes others to proclaim Americanism in education.

112. Acts as the responsible head or executive officer of the school district.

113. Budgets his time to provide for administrative, supervisory, and public relations duties.

114. Conducts informational sessions to orient new administrative and board members to their functions.

115. Allows principals or other staff members to have a part in the selection of faculty members.

116. Strives for a "total program" with a careful balance in academic and extra-curricular activities.

117. Accepts civic responsibilities and duties.

118. Employs preventive measures to avoid controversy.

119. Does not procrastinate insofar as duties are concerned.

120. Supports the faculty or staff member when he or she is right and counsels with him otherwise.

121. Has an open mind on the demands facing public education.

122. Does not interfere with principals in their duties.

123. Allows each individual employee to exercise initiative.

124. Presents problems involving faculty welfare honestly to the Board of Education.
APPENDIX J

LIST OF PROFESSORS TO WHOM Q-SORT INSTRUMENT WAS MAILED

1. Dr. Leslie P. Evans, Education Department, Texas Christian University, Fort Worth, Texas

2. Dr. John McFarland, Education Department, University of Texas at El Paso, El Paso, Texas

3. Dr. W. Read Dawson, Education Department, Baylor University, Waco, Texas

4. Dr. L. V. McNamee, Education Department, Baylor University, Waco, Texas

5. Dr. Oliver P. Monk, Education Department, Lamar Tech University, Beaumont, Texas

6. Dr. Conrad Mang, Education Department, Lamar Tech University, Beaumont, Texas

7. Dr. L. Doyne McNew, Education Department, East Texas State University, Commerce, Texas

8. Dr. Everett Shepherd, Education Department, East Texas State University, Commerce, Texas

9. Dr. Morgan Moses, Education Department, Stephen F. Austin University, Box 3018, Nacogdoches, Texas

10. Dr. Dwane Russell, Education Department, Stephen F. Austin University, Box 6111, Nacogdoches, Texas

11. Dr. Robert B. Howsam, Education Department, University of Houston, Houston, Texas

12. Dr. V. J. Kennedy, Education Department, University of Houston, Houston, Texas

13. Dr. Ben M. Harris, Education Department, University of Texas, Education Annex F-29, Austin, Texas
<table>
<thead>
<tr>
<th></th>
<th>Name</th>
<th>Department</th>
<th>Institution</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Dr. Laurence D. Haskew</td>
<td>Education Department</td>
<td>University of Texas</td>
<td>Education Annex F-30, Austin, Texas</td>
</tr>
<tr>
<td>15</td>
<td>Dr. Kenneth E. McIntyre</td>
<td>Education Department</td>
<td>University of Texas</td>
<td>Education Annex F-31, Austin, Texas</td>
</tr>
<tr>
<td>16</td>
<td>Dr. Morris Wallis</td>
<td>Education Department</td>
<td>Texas Technological University</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>17</td>
<td>Dr. Leon C. Ainworth</td>
<td>Education Department</td>
<td>Texas Technological University</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>18</td>
<td>Dr. Weldon Beckner</td>
<td>Education Department</td>
<td>Texas Technological University</td>
<td>Lubbock, Texas</td>
</tr>
<tr>
<td>19</td>
<td>Dr. W. Gerald Barber</td>
<td>Education Department</td>
<td>University of Texas at El Paso</td>
<td>El Paso, Texas</td>
</tr>
<tr>
<td>20</td>
<td>Dr. A. N. Foster</td>
<td>Education Department</td>
<td>University of Texas at El Paso</td>
<td>El Paso, Texas</td>
</tr>
<tr>
<td>21</td>
<td>Dr. Roger D. Farrar</td>
<td>Education Department</td>
<td>Trinity University</td>
<td>715 Stadium Drive, San Antonio, Texas</td>
</tr>
<tr>
<td>22</td>
<td>Dr. Jimmy Williams</td>
<td>Education Department</td>
<td>Pan American University</td>
<td>Edinburgh, Texas</td>
</tr>
<tr>
<td>23</td>
<td>Dr. Jack Meadows</td>
<td>Education Department</td>
<td>University of Texas at El Paso</td>
<td>El Paso, Texas</td>
</tr>
<tr>
<td>24</td>
<td>Dr. Michael P. Thomas</td>
<td>Education Department</td>
<td>University of Texas</td>
<td>Education Annex F-29, Austin, Texas</td>
</tr>
<tr>
<td>25</td>
<td>Dr. Stewart D. North</td>
<td>Education Department</td>
<td>University of Houston</td>
<td>Houston, Texas</td>
</tr>
</tbody>
</table>
APPENDIX K

LIST OF BOARD MEMBERS TO WHOM Q-SORT INSTRUMENT WAS MAILED

Schools under 500 A.D.A.
1. Weldon Price, Pilot Point, Texas
2. Mike D. Bird, Crowell, Texas
3. Doyle K. Graham, Chillicothe, Texas
4. August Koch, Harrold, Texas
5. A. J. Jones, Northside I.S.D., Vernon, Texas

Schools with 500 to 1,000 A.D.A.
6. Dr. Otto C. Walling, Jr., Mount Vernon, Texas
7. Weldon Taber, Quanah, Texas
8. Dr. J. F. Cadenhead, Haskell, Texas
9. R. T. Bennett, Granbury, Texas
10. Don Rowe, Electra, Texas

Schools with 1,000 to 3,000 A.D.A.
11. Eddie Huckaby, Bridgeport, Texas
12. Jack Burks, Lake Worth, Texas
13. Jerry H. Grantham, Grapevine, Texas
14. Mrs. Ned Snyder, Brownwood, Texas
15. Ellison Tom, Jr., Andrews, Texas
Schools with 3,000 to 5,000 A.D.A.
16. Grady Aaron, Lewisville, Texas
17. Jon Baum, Mineral Wells, Texas
18. Jimmy Donnell, Ennis, Texas
19. Dr. James G. Price, Corsicana, Texas
20. Dr. J. N. Nelum, Wilmer-Hutchins, Texas

Schools over 5,000 A.D.A.
21. Burl Daniel, Birdville, Texas
22. Tom Harpool, Denton, Texas
23. Calvin Guest, Bryan, Texas
24. Bruce T. Hibbits, Jr., Denison, Texas
25. Dr. Joe D. Steed, Wichita Falls, Texas
APPENDIX L

LIST OF SUPERINTENDENTS TO WHOM Q-SORT INSTRUMENT WAS MAILED

Schools under 500 A.D.A.
1. Earl R. Tate, Paradise, Texas
2. Leon C. Shook, (Northside) Vernon, Texas
3. Gerald Slater, Pilot Point, Texas
4. E. H. Howard, Chillicothe, Texas
5. Bill A. Vestal, Booker, Texas

Schools with 500 to 1,000 A.D.A.
6. Elwyn Bass, Stratford, Texas
7. Sidney H. Poynter, Crowley, Texas
8. Donald E. Whitt, Kennedale, Texas
9. Tim McPherson, Jacksboro, Texas
10. Bill L. Farmer, Barbers Hill, Texas

Schools with 1,000 to 3,000 A.D.A.
11. Wilburn O. Echols, Gainesville, Texas
12. J. C. McCleskey, Slaton, Texas
13. Dr. O. C. Taylor, Grapevine, Texas
14. Harold Beam, Vernon, Texas
15. Wendal E. Hoover, Azle, Texas
Schools with 3,000 to 5,000 A.D.A.

16. Forrest E. Watson, Ennis, Texas
17. Raymond E. Curtis, Weatherford, Texas
18. Dr. Nelson F. Eichman, White Settlement, Texas
19. Jack C. Faubion, McKinney, Texas
20. Alvin R. Cannady, Lamesa, Texas

Schools with over 5,000 A.D.A.

21. Dr. James M. Benjamin, Denton, Texas
22. Dr. James F. Malone, Pampa, Texas
23. Dr. Wendell Hubbard, Sherman, Texas
24. Dr. Ivan Fitzwater, Northeast San Antonio, San Antonio, Texas
25. Dr. H. Wayne Hendrick, Plano, Texas
Dear Fellow Educator:

Your assistance is requested in Q-Sorting a set of characteristics which is the final research instrument of a doctoral dissertation at North Texas State University. The dissertation committee consists of Dr. E. Vaughn Huffstuttler, Chairman; Dr. Harold C. Sunderman, member; and Dr. R. C. Bradley, member.

The study concerns the development of a scale for use by Texas school board members to be used in evaluating the performance of the superintendent of schools. Packets are being mailed to twenty-five college professors, twenty-five school board members, and twenty-five superintendents. The one hundred twenty-four characteristics which you will find on cards in the envelope were part of an initial list of one hundred fifty characteristics which were submitted to a jury panel for validation. Twenty-six characteristics were eliminated by the jury.

The completion of this Q-Sort instrument will take thirty minutes to an hour. Spread the half sheets on your desk or a table and overlap the right half sheet on the left half so that the title, Q-Sort Instrument - Superintendent's Performance Evaluation, is aligned in a legible manner. Spread the cards and sort them left to right as you decide which are the most desirable and least desirable for evaluating the performance of a public school superintendent. Place the cards in the appropriate spaces as you make your decisions about each characteristic. Once you have all characteristics sorted according to your final selections, please ask your secretary or student office assistant to stick the cards in place.

The cards and instrument have been proofed and the following corrections are noted:

Card 35 should read - Understands need for working with general public to improve education.
Card 30 should read - Excellent health.

If your pack of cards is short or if you have a question regarding the procedure, please call me collect at 817-552-2324 or 817-553-3031.

Your participation will certainly be appreciated by the researcher. Your only reward will be a copy of the final statement, if you desire to have one. If for any reason you cannot complete the sorting process within two weeks, please return the packet by mail to me.

Sincerely,

Carl H. Craighead
N.T.S.U. Doctoral Student
Dear

Recently you received a packet containing a Q-Sort instrument and a letter requesting your participation in a study of evaluation characteristics for the public school superintendent.

The completion of your instrument would be invaluable to the final stages of my research program. Will you please take a few minutes to complete this item and drop it in the mail today? If, for any reason, you cannot complete the Q-Sort instrument, please return it in the stamped envelope in the packet.

Sincerely,

Carl H. Craighead
N.T.S.U. Doctoral Student
APPENDIX O

CATEGORIES FOR CLASSIFYING CHARACTERISTICS

1. EDUCATIONAL PROGRAM - PUPILS
2. PERSONAL QUALITIES
3. PHYSICAL PLANT
4. PERSONNEL AND STAFF
5. BUDGET (BUSINESS AND FINANCE)
6. CHANNELS OF COMMUNICATION
7. PLANNING
8. DEVELOPING POLICY
9. LEGAL AND ADMINISTRATIVE FUNCTIONS
10. ORGANIZATION
11. SCHOOL BOARD RELATIONSHIPS
12. MISCELLANEOUS
## APPENDIX P

### FINAL RANKING OF Q-SORTED CHARACTERISTICS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristic</th>
<th>Category</th>
<th>Means</th>
<th>Δ Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td>Leadership qualities</td>
<td>2</td>
<td>9.71</td>
<td>9.76</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>Sound educational philosophy</td>
<td>1</td>
<td>9.35</td>
<td>9.35</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>Ability to delegate</td>
<td>4</td>
<td>8.47</td>
<td>8.59</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>Has good judgment</td>
<td>2</td>
<td>8.12</td>
<td>8.41</td>
</tr>
<tr>
<td>5</td>
<td>21</td>
<td>Ability to organize</td>
<td>10</td>
<td>8.18</td>
<td>8.18</td>
</tr>
<tr>
<td>6</td>
<td>18</td>
<td>Ability to communicate with Board</td>
<td>11</td>
<td>7.94</td>
<td>8.59</td>
</tr>
<tr>
<td>7</td>
<td>112</td>
<td>Acts as responsible head or executive officer of school district</td>
<td>2</td>
<td>7.65</td>
<td>7.59</td>
</tr>
<tr>
<td>8</td>
<td>40</td>
<td>Believes schools are for children</td>
<td>1</td>
<td>7.76</td>
<td>8.00</td>
</tr>
<tr>
<td>9</td>
<td>34</td>
<td>Has good common sense</td>
<td>2</td>
<td>6.41</td>
<td>8.29</td>
</tr>
<tr>
<td>10</td>
<td>57</td>
<td>Unquestioned integrity</td>
<td>2</td>
<td>7.59</td>
<td>8.06</td>
</tr>
<tr>
<td>11</td>
<td>37</td>
<td>High moral character</td>
<td>2</td>
<td>7.18</td>
<td>8.88</td>
</tr>
<tr>
<td>12</td>
<td>11</td>
<td>Knowledge of curriculum</td>
<td>1</td>
<td>7.06</td>
<td>8.18</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>Keeps Board of Education well informed</td>
<td>11</td>
<td>8.06</td>
<td>7.24</td>
</tr>
<tr>
<td>14</td>
<td>44</td>
<td>Ability to plan ahead</td>
<td>7</td>
<td>7.76</td>
<td>7.00</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Means</td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------</td>
<td>-------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>15</td>
<td>48</td>
<td>Unquestioned honesty</td>
<td>2</td>
<td>6.82</td>
<td>7.94</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>Expertise in finance</td>
<td>5</td>
<td>7.29</td>
<td>7.88</td>
</tr>
<tr>
<td>17</td>
<td>62</td>
<td>Ability to inspire teachers and principals</td>
<td>4</td>
<td>7.41</td>
<td>7.65</td>
</tr>
<tr>
<td>18</td>
<td>54</td>
<td>Emotionally stable</td>
<td>2</td>
<td>7.59</td>
<td>6.82</td>
</tr>
<tr>
<td>19</td>
<td>58</td>
<td>Believes education is for all the children of all the people</td>
<td>1</td>
<td>8.29</td>
<td>6.88</td>
</tr>
<tr>
<td>20</td>
<td>14</td>
<td>Budget and tax knowledge</td>
<td>5</td>
<td>6.41</td>
<td>8.00</td>
</tr>
<tr>
<td>21</td>
<td>32</td>
<td>Aggressive about improving instructional program</td>
<td>1</td>
<td>7.88</td>
<td>7.00</td>
</tr>
<tr>
<td>22</td>
<td>26</td>
<td>Aggressive about upgrading the system</td>
<td>1</td>
<td>7.18</td>
<td>7.65</td>
</tr>
<tr>
<td>23</td>
<td>6</td>
<td>Public relations with parents</td>
<td>6</td>
<td>7.00</td>
<td>7.35</td>
</tr>
<tr>
<td>24</td>
<td>45</td>
<td>Competence in personnel administration</td>
<td>4</td>
<td>7.18</td>
<td>6.94</td>
</tr>
<tr>
<td>25</td>
<td>10</td>
<td>Knowledge of school law</td>
<td>9</td>
<td>6.88</td>
<td>7.82</td>
</tr>
<tr>
<td>26</td>
<td>15</td>
<td>Respected by supervisory staff</td>
<td>4</td>
<td>6.82</td>
<td>7.47</td>
</tr>
<tr>
<td>27</td>
<td>7</td>
<td>Knowledge of new programs (State and Federal)</td>
<td>9</td>
<td>6.76</td>
<td>8.18</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>28</td>
<td>52</td>
<td>Possesses &quot;know-how&quot; to get team work</td>
<td>4</td>
<td>6.94</td>
<td>6.65</td>
</tr>
<tr>
<td>29</td>
<td>23</td>
<td>Ability to expedite duties</td>
<td>10</td>
<td>6.24</td>
<td>7.24</td>
</tr>
<tr>
<td>30</td>
<td>31</td>
<td>Possesses proper degree of confidence</td>
<td>2</td>
<td>6.53</td>
<td>6.94</td>
</tr>
<tr>
<td>31</td>
<td>71</td>
<td>Knows his school and community</td>
<td>6</td>
<td>7.06</td>
<td>7.18</td>
</tr>
<tr>
<td>32</td>
<td>81</td>
<td>Recommends all employees on basis of their fitness for specific services--not pressures from others</td>
<td>9</td>
<td>7.00</td>
<td>7.24</td>
</tr>
<tr>
<td>33</td>
<td>49</td>
<td>Ability to face controversy</td>
<td>2</td>
<td>6.24</td>
<td>7.06</td>
</tr>
<tr>
<td>34</td>
<td>2</td>
<td>Rapport with teachers</td>
<td>4</td>
<td>6.53</td>
<td>7.06</td>
</tr>
<tr>
<td>35</td>
<td>42</td>
<td>Proven ability to shoulder responsibility</td>
<td>2</td>
<td>6.18</td>
<td>6.59</td>
</tr>
<tr>
<td>36</td>
<td>76</td>
<td>Has feeling of accountability to the public</td>
<td>6</td>
<td>7.18</td>
<td>5.82</td>
</tr>
<tr>
<td>37</td>
<td>91</td>
<td>Supports Board decision when contrary to his recommendation</td>
<td>11</td>
<td>6.88</td>
<td>6.53</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>∑Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>38</td>
<td>61</td>
<td>Enthusiastic about work and education</td>
<td>2</td>
<td>6.06</td>
<td>6.76</td>
</tr>
<tr>
<td>39</td>
<td>74</td>
<td>Has an established evaluation program to determine attainment of goals</td>
<td>7</td>
<td>7.41</td>
<td>6.06</td>
</tr>
<tr>
<td>40</td>
<td>85</td>
<td>Secures cooperation of staff in formulating recommendations and policies</td>
<td>4</td>
<td>7.41</td>
<td>6.00</td>
</tr>
<tr>
<td>41</td>
<td>101</td>
<td>Recognizes beyond a doubt that the board has responsibility for final decisions</td>
<td>11</td>
<td>6.82</td>
<td>6.18</td>
</tr>
<tr>
<td>42</td>
<td>4</td>
<td>Accomplishes objectives at staff meetings</td>
<td>4</td>
<td>6.29</td>
<td>6.14</td>
</tr>
<tr>
<td>43</td>
<td>84</td>
<td>Secures assistance of staff in formulating recommendations and policies</td>
<td>4</td>
<td>7.24</td>
<td>6.00</td>
</tr>
<tr>
<td>44</td>
<td>16</td>
<td>Pleasing personality</td>
<td>2</td>
<td>5.88</td>
<td>6.29</td>
</tr>
<tr>
<td>45</td>
<td>105</td>
<td>Encourages professional growth of teachers</td>
<td>4</td>
<td>6.65</td>
<td>6.12</td>
</tr>
<tr>
<td>46</td>
<td>116</td>
<td>Strives for a &quot;total program&quot; with a careful balance in academic and extra-curricular activities</td>
<td>1</td>
<td>6.18</td>
<td>6.82</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>£ Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
</tr>
<tr>
<td>108</td>
<td></td>
<td>Uses a friendly and understanding approach in discussing problems with patrons &amp; teachers</td>
<td>6</td>
<td>5.71</td>
<td>6.71</td>
</tr>
<tr>
<td>47</td>
<td>67</td>
<td>Interested in welfare of teachers and employees</td>
<td>4</td>
<td>6.41</td>
<td>6.29</td>
</tr>
<tr>
<td>48</td>
<td>38</td>
<td>Good perception</td>
<td>2</td>
<td>5.76</td>
<td>6.24</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Keeps Board policies updated</td>
<td>8</td>
<td>6.35</td>
<td>6.76</td>
</tr>
<tr>
<td>49</td>
<td>86</td>
<td>Facilitates professional improvement of the staff</td>
<td>4</td>
<td>6.59</td>
<td>6.00</td>
</tr>
<tr>
<td>50</td>
<td>103</td>
<td>Encourages all staff members to attain a feeling of security and satisfaction in their work</td>
<td>4</td>
<td>6.88</td>
<td>5.41</td>
</tr>
<tr>
<td>51</td>
<td>96</td>
<td>Ability to live with a high pressure job</td>
<td>2</td>
<td>5.94</td>
<td>5.88</td>
</tr>
<tr>
<td>52</td>
<td>35</td>
<td>Understands need for working with general public to improve public education</td>
<td>6</td>
<td>6.88</td>
<td>5.82</td>
</tr>
<tr>
<td>53</td>
<td>113</td>
<td>Budgets his time to provide for administrative, supervisory, and public relations duties</td>
<td>10</td>
<td>6.29</td>
<td>6.00</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>54</td>
<td>73</td>
<td>Allows the Board to legislate and executes policy</td>
<td>11</td>
<td>5.76</td>
<td>6.12</td>
</tr>
<tr>
<td>56</td>
<td>79</td>
<td>Develops and recommends new personnel policies to the Board</td>
<td>8</td>
<td>6.41</td>
<td>5.88</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>Excellent health</td>
<td>2</td>
<td>5.82</td>
<td>5.94</td>
</tr>
<tr>
<td>57</td>
<td>63</td>
<td>Has management qualities comparable to business leaders</td>
<td>10</td>
<td>5.59</td>
<td>6.24</td>
</tr>
<tr>
<td>58</td>
<td>121</td>
<td>Has an open mind on demands facing public education</td>
<td>7</td>
<td>6.77</td>
<td>5.76</td>
</tr>
<tr>
<td>59</td>
<td>50</td>
<td>Knowledge of human development and learning</td>
<td>1</td>
<td>6.00</td>
<td>5.71</td>
</tr>
<tr>
<td>68</td>
<td></td>
<td>Ability to resolve differences in school family</td>
<td>4</td>
<td>6.00</td>
<td>5.76</td>
</tr>
<tr>
<td>60</td>
<td>110</td>
<td>Is unbiased regarding patrons and staff members of different creeds, races, and colors</td>
<td>4</td>
<td>6.35</td>
<td>5.35</td>
</tr>
<tr>
<td>61</td>
<td>95</td>
<td>Ability to remain true to convictions</td>
<td>2</td>
<td>5.76</td>
<td>5.82</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>115</td>
<td>Allows principals or other staff members to have a part in the selection of faculty members</td>
<td>4</td>
<td>6.41  5.29  6.00  17.70</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>102</td>
<td>Affords appropriate opportunities for staff members to share in the administration of school</td>
<td>4</td>
<td>6.65  4.65  6.37  17.67</td>
<td></td>
</tr>
<tr>
<td>124</td>
<td></td>
<td>Presents problems involving faculty welfare honestly to board of education</td>
<td>4</td>
<td>6.12  5.71  5.84  17.67</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>107</td>
<td>Provides opportunities for teachers to try new practices and techniques</td>
<td>4</td>
<td>6.18  5.29  6.16  17.63</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>13</td>
<td>Effective public speaker</td>
<td>2</td>
<td>6.18  5.29  6.00  17.47</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>97</td>
<td>Issues periodic reports to the board and the community</td>
<td>6</td>
<td>5.82  5.53  6.11  17.46</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>120</td>
<td>Supports the faculty or staff member when he is right and counsels with him otherwise</td>
<td>4</td>
<td>5.88  5.82  5.42  17.12</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>90</td>
<td>Strives for unity of the board</td>
<td>11</td>
<td>5.35  5.88  5.74  16.97</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>88</td>
<td>Considers availability of community finances in arriving at solutions to problems</td>
<td>5</td>
<td>5.71  5.82  5.42  16.95</td>
<td></td>
</tr>
</tbody>
</table>
### FINAL RANKING - Continued

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number</th>
<th>Characteristics</th>
<th>Category</th>
<th>Means</th>
<th>( \bar{x} ) Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>41</td>
<td>Unquestioned courage</td>
<td>2</td>
<td>P  5.82</td>
<td>B  5.76</td>
</tr>
<tr>
<td>71</td>
<td>123</td>
<td>Allows each individual employee to exercise initiative</td>
<td>4</td>
<td>P  5.59</td>
<td>B  5.00</td>
</tr>
<tr>
<td>72</td>
<td>59</td>
<td>Aware of research in curriculum development</td>
<td>1</td>
<td>P  5.65</td>
<td>B  5.88</td>
</tr>
<tr>
<td>73</td>
<td>51</td>
<td>Ability to negotiate with teachers</td>
<td>4</td>
<td>P  6.00</td>
<td>B  5.65</td>
</tr>
<tr>
<td>74</td>
<td>47</td>
<td>Realizes need to work closely with teachers</td>
<td>4</td>
<td>P  4.94</td>
<td>B  5.94</td>
</tr>
<tr>
<td>75</td>
<td>92</td>
<td>Believes public schools are not for boards, administrators, or parents</td>
<td>1</td>
<td>P  5.41</td>
<td>B  5.41</td>
</tr>
<tr>
<td>76</td>
<td>33</td>
<td>Broad administrative experience</td>
<td>9</td>
<td>P  5.76</td>
<td>B  6.00</td>
</tr>
<tr>
<td>77</td>
<td>66</td>
<td>Can give facts which laymen understand</td>
<td>6</td>
<td>P  5.41</td>
<td>B  5.53</td>
</tr>
<tr>
<td>78</td>
<td>29</td>
<td>Pleasing personal appearance</td>
<td>2</td>
<td>P  5.29</td>
<td>B  5.82</td>
</tr>
<tr>
<td>79</td>
<td>94</td>
<td>Competence in press relations</td>
<td>6</td>
<td>P  5.88</td>
<td>B  4.35</td>
</tr>
<tr>
<td>80</td>
<td>119</td>
<td>Does not procrastinate insofar as duties are concerned</td>
<td>10</td>
<td>P  4.76</td>
<td>B  5.71</td>
</tr>
<tr>
<td>81</td>
<td>43</td>
<td>Ability to act as change agent</td>
<td>10</td>
<td>P  6.53</td>
<td>B  3.18</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>∑ Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>82</td>
<td>83</td>
<td>Uses the results of research in planning the educational program</td>
<td>1</td>
<td>6.35</td>
<td>4.41</td>
</tr>
<tr>
<td>83</td>
<td>87</td>
<td>Assists in the coordination of school and community activities and agencies</td>
<td>6</td>
<td>5.47</td>
<td>5.18</td>
</tr>
<tr>
<td>84</td>
<td>78</td>
<td>Stays up-to-date on court decisions, legal implications regarding education etc.</td>
<td>9</td>
<td>5.94</td>
<td>5.00</td>
</tr>
<tr>
<td>85</td>
<td>3</td>
<td>Attendance at professional meetings</td>
<td>2</td>
<td>5.18</td>
<td>5.47</td>
</tr>
<tr>
<td>86</td>
<td>24</td>
<td>Ability to write acceptably</td>
<td>2</td>
<td>5.59</td>
<td>4.94</td>
</tr>
<tr>
<td>87</td>
<td>104</td>
<td>Works with parent-teacher and other organizations to improve service school renders to students and community</td>
<td>1</td>
<td>5.76</td>
<td>4.88</td>
</tr>
<tr>
<td>88</td>
<td>69</td>
<td>Knows his co-workers in school system</td>
<td>10</td>
<td>5.18</td>
<td>5.12</td>
</tr>
<tr>
<td>89</td>
<td>114</td>
<td>Conducts informational sessions to orient new administrative and board members</td>
<td>4</td>
<td>5.18</td>
<td>5.06</td>
</tr>
<tr>
<td>90</td>
<td>75</td>
<td>Aware of modern technology as applied to schools</td>
<td>1</td>
<td>5.82</td>
<td>5.35</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>----------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>100</td>
<td>Works with Board to protect school personnel from exploitation by individuals and agencies</td>
<td>8</td>
<td>5.12</td>
<td>4.88</td>
</tr>
<tr>
<td>92</td>
<td>122</td>
<td>Does not interfere with principals in their duties</td>
<td>4</td>
<td>4.82</td>
<td>5.18</td>
</tr>
<tr>
<td>93</td>
<td>36</td>
<td>Proper degree of idealism</td>
<td>2</td>
<td>4.94</td>
<td>4.88</td>
</tr>
<tr>
<td>94</td>
<td>109</td>
<td>Encourages promotion of moral and spiritual values through school activities</td>
<td>1</td>
<td>4.82</td>
<td>5.35</td>
</tr>
<tr>
<td>95</td>
<td>19</td>
<td>Responsible for economy</td>
<td>5</td>
<td>4.06</td>
<td>6.59</td>
</tr>
<tr>
<td>96</td>
<td>106</td>
<td>Aids teachers in obtaining and using a variety of up-to-date materials</td>
<td>1</td>
<td>4.71</td>
<td>4.82</td>
</tr>
<tr>
<td>97</td>
<td>53</td>
<td>Has fine spiritual qualities</td>
<td>2</td>
<td>4.41</td>
<td>5.41</td>
</tr>
<tr>
<td>98</td>
<td>46</td>
<td>Competence in plant operation and maintenance</td>
<td>3</td>
<td>4.47</td>
<td>5.76</td>
</tr>
<tr>
<td>99</td>
<td>99</td>
<td>Allows entire school staff to participate in formulating the budget</td>
<td>5</td>
<td>5.76</td>
<td>3.41</td>
</tr>
<tr>
<td>100</td>
<td>55</td>
<td>Has good grasp of social forces in America</td>
<td>1</td>
<td>6.12</td>
<td>3.88</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>Σ Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>101</td>
<td>117</td>
<td>Accepts civic responsibilities and duties</td>
<td>2</td>
<td>4.47</td>
<td>5.06</td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>Publishes periodical-ly the achievements and successes of individuals and school programs</td>
<td>6</td>
<td>4.71</td>
<td>4.24</td>
</tr>
<tr>
<td>102</td>
<td>64</td>
<td>Accounting ability sufficient to direct staff</td>
<td>5</td>
<td>4.18</td>
<td>4.65</td>
</tr>
<tr>
<td>103</td>
<td>118</td>
<td>Employs preventive measures to avoid controversy</td>
<td>2</td>
<td>4.35</td>
<td>4.82</td>
</tr>
<tr>
<td>104</td>
<td>82</td>
<td>Conducts research concerning educational problems of the school and community</td>
<td>1</td>
<td>5.12</td>
<td>4.18</td>
</tr>
<tr>
<td>105</td>
<td>39</td>
<td>Conservative with money, equipment, and materials</td>
<td>5</td>
<td>3.00</td>
<td>6.06</td>
</tr>
<tr>
<td>106</td>
<td>111</td>
<td>Believes in and admonishes others to proclaim Americanism in education</td>
<td>2</td>
<td>3.65</td>
<td>4.65</td>
</tr>
<tr>
<td>107</td>
<td>8</td>
<td>Continuing education (college attendance)</td>
<td>2</td>
<td>4.59</td>
<td>4.41</td>
</tr>
<tr>
<td>108</td>
<td>60</td>
<td>Knowledgeable about economic forces in America</td>
<td>1</td>
<td>4.59</td>
<td>3.94</td>
</tr>
<tr>
<td>Rank</td>
<td>Number</td>
<td>Characteristics</td>
<td>Category</td>
<td>Means</td>
<td>∑ Means</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>---------------------------------------------------------------</td>
<td>----------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>P</td>
<td>B</td>
<td>S</td>
</tr>
<tr>
<td>109</td>
<td>93</td>
<td>Advocates adult or continuing education</td>
<td>1</td>
<td>4.41</td>
<td>4.00</td>
</tr>
<tr>
<td>110</td>
<td>89</td>
<td>Maintains membership in professional organizations</td>
<td>2</td>
<td>4.76</td>
<td>3.47</td>
</tr>
<tr>
<td>111</td>
<td>72</td>
<td>Can make decisions on spur of moment</td>
<td>2</td>
<td>3.76</td>
<td>4.29</td>
</tr>
<tr>
<td>112</td>
<td>77</td>
<td>Knowledgeable about statistical procedures with respect to instructional materials and methods</td>
<td>1</td>
<td>3.71</td>
<td>4.18</td>
</tr>
<tr>
<td>113</td>
<td>27</td>
<td>Has varied professional accomplishments</td>
<td>2</td>
<td>4.88</td>
<td>3.53</td>
</tr>
<tr>
<td>114</td>
<td>56</td>
<td>Background of liberal education</td>
<td>2</td>
<td>4.35</td>
<td>3.71</td>
</tr>
<tr>
<td>115</td>
<td>9</td>
<td>Attendance at church</td>
<td>2</td>
<td>3.06</td>
<td>4.53</td>
</tr>
<tr>
<td>116</td>
<td>65</td>
<td>Informed on insurance as related to school needs</td>
<td>5</td>
<td>3.24</td>
<td>4.00</td>
</tr>
<tr>
<td>117</td>
<td>5</td>
<td>Attendance at PTA</td>
<td>6</td>
<td>2.76</td>
<td>3.76</td>
</tr>
<tr>
<td>118</td>
<td>70</td>
<td>Spends majority of working hours at his office</td>
<td>2</td>
<td>2.47</td>
<td>4.18</td>
</tr>
</tbody>
</table>

P - Professors, B - Board Members, S - Superintendents
# APPENDIX Q

## RATING SCALE FOR THE SUPERINTENDENT OF SCHOOLS

as developed from the study

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PERSONAL QUALITIES</td>
<td>532</td>
<td>31%</td>
</tr>
<tr>
<td></td>
<td>Leadership qualities</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has good judgment</td>
<td>55</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Acts as the responsible head or executive officer of the school district</td>
<td>52</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Has good common sense</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unquestioned Integrity</td>
<td>49</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High moral character</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unquestioned honesty</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emotionally stable</td>
<td>41</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possesses proper degree of confidence</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to face controversy</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Proven ability to shoulder responsibility</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Enthusiastic about work and education</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pleasing personality</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good perception</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to live with high-pressure job</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent health</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<p>| II | PERSONNEL AND STAFF | 315 | 18% |
| | Ability to delegate authority | 56 |
| | Ability to inspire teachers and principals | 42 |
| | Competence in personnel administration | 35 |
| | Respected by supervisory staff | 33 |
| | Possesses &quot;know-how&quot; to get team work | 31 |</p>
<table>
<thead>
<tr>
<th>III</th>
<th>EDUCATIONAL PROGRAM</th>
<th>283</th>
<th>16%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sound educational philosophy</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Believes that schools are for children</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Knowledge of curriculum</td>
<td>47</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Believes that education is for all children of all people</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aggressive about improving instructional program</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aggressive about upgrading the system</td>
<td>37</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strives for a &quot;total program&quot;</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with a careful balance in academic and extra-curricular activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV</th>
<th>SCHOOL BOARD RELATIONSHIPS</th>
<th>151</th>
<th>9%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ability to communicate with the Board</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Keeps the Board of Education well informed</td>
<td>46</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supports the Board decision when contrary to his recommendation</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>
Recognizes beyond a doubt that the Board of Education has responsibility for final decisions.

Allows the Board to legislate and executes policy.

### V CHANNELS OF COMMUNICATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public relations with parents</td>
<td>36</td>
<td>6%</td>
</tr>
<tr>
<td>Knows his school and community</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>Has a feeling of accountability to the public</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td>Uses a friendly and understanding approach in discussing problems with patrons and teachers</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Understands need for working with general public to improve public education</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

### VI LEGAL AND ADMINISTRATIVE FUNCTIONS

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of new programs (State and Federal)</td>
<td>32</td>
<td>5%</td>
</tr>
<tr>
<td>Recommends all employees on basis of fitness for their specific services--not pressures from others</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>Knowledge of school law</td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

### VII ORGANIZATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to organize</td>
<td>54</td>
<td>5%</td>
</tr>
<tr>
<td>Ability to expedite duties</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Budgets his time to provide for administrative, supervisory and public relations duties</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Has management qualities comparable to business leaders</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>VIII BUSINESS AND FINANCE</td>
<td>86</td>
<td>5%</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Expertise in finance</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>Budget and tax knowledge</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Competence in business</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IX PLANNING</th>
<th>66</th>
<th>4%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to plan ahead</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Has an established evalua-</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>tion program to determine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>attainment of goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has an open mind on the</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>demands facing public</td>
<td></td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X DEVELOPING POLICY</th>
<th>14</th>
<th>1%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeps Board policies up-to-</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>date</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develops and recommends</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>new personnel policies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to the Board of Education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL                              | 1,739 points 100% |
Superior Performance               | 91% to 100%       |
Excellent Performance              | 81% to 90%        |
Good Performance                    | 71% to 80%        |
Questionable Performance            | 70% or below      |
APPENDIX R

RATING SCALE FOR THE SUPERINTENDENT OF SCHOOLS

, Texas Public Schools

Directions: Rate the Superintendent from 0 to 100 per cent in each category. Take the per cent rating and multiply times the category weight.

EXAMPLE: Personal Qualities 92% X 31 (wt.) = 29 (value)

After rating category ten, Developing Policy, add the third column and compare your total to the following performance scale:

<table>
<thead>
<tr>
<th>Superior Performance</th>
<th>91 to 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent Performance</td>
<td>81 to 90</td>
</tr>
<tr>
<td>Good Performance</td>
<td>71 to 80</td>
</tr>
<tr>
<td>Questionable Performance</td>
<td>70 or below</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Rating in Per Cent</th>
<th>Weight</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>PERSONAL QUALITIES</td>
<td>X 31 =</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Defined as "a distinguishing mark of an individual in his private life" and generally characterized by these items).

Leadership qualities
Has good judgment
Acts as the responsible head or executive officer of the school district
Has good common sense
Unquestioned integrity
High moral character
Unquestioned honesty
Emotionally stable
Possesses proper degree of confidence
Ability to face controversy
Proven ability to shoulder responsibility
Enthusiastic about work and education
Pleasing personality
Good perception
Ability to live with high-pressure job
Excellent health

II PERSONNEL AND STAFF

(Defined as "the relationships of the persons employed by the school under the direction of the superintendent" and generally characterized by these items).

Ability to delegate authority
Ability to inspire teachers and principals
Competence in personnel administration
Respected by supervisory staff
Possesses "know-how" to get team work
Rapport with teachers
Secures cooperation of staff in formulating recommendations and policies
Accomplishes objectives at staff meetings
Secures the assistance of staff in formulating recommendations and policies
Encourages the professional growth of teachers
Interested in the welfare of teachers and employees
Facilitates the professional improvement of the staff
Encourages all staff members to attain a feeling of security and satisfaction in their work

III EDUCATIONAL PROGRAM 

(Defined as "the plan for instruction of students; the plan for developing knowledge, skill or ability" and generally characterized by these items).

Sound educational philosophy
Believes that schools are for children
Knowledge of curriculum
Believes that education is for all children of all people
Aggressive about improving instructional program
Aggressive about upgrading the system
Strives for a "total program" with a careful balance in academic and extra-curricular activities

IV SCHOOL BOARD RELATIONSHIPS 

(Defined as "the feeling of mutual association with the group of persons managing the school for the public" and generally characterized by these items).

Ability to communicate with the Board
Keeps the Board of Education well informed
Supports the Board decision when contrary to his recommendation
Recognizes beyond a doubt that the Board of Education has responsibility for final decisions
Allows the Board to legislate and executes policy

V CHANNELS OF COMMUNICATION _______ X 5 = ___

(Defined as "the route by which information is transmitted to the persons in the school district by talking or writing" and generally characterized by these items).

Public relations with parents
Knows his school and community
Has a feeling of accountability to the public
Uses a friendly and understanding approach in discussing problems with patrons and teachers
Understands need for working with general public to improve public education

VI LEGAL AND ADMINISTRATIVE FUNCTIONS _______ X 5 = ___

(Defined as "the management of business according to the law and the conduct of school affairs" and generally characterized by these items).

Knowledge of new programs
(State and Federal)
Recommends all employees on basis of fitness for their specific services—not pressures from others
Knowledge of school law

VII ORGANIZATION _______ X 5 = ___

(Defined as "the way in which the departments of a school are arranged to work together" and generally characterized by these items).
Ability to organize
Ability to expedite duties
Budgets his time to provide for administrative, supervisory and public relations duties
Has management qualities comparable to business leaders

VIII BUSINESS AND FINANCE

(Defined as "attending to the routine work of a superintendent and the management of public revenue and expenditure" and generally characterized by these items).

Expertise in finance
Budget and tax knowledge
Competence in business management

IX PLANNING

(Defined as "the scheme of action, things worked out beforehand" and generally characterized by these items).

Ability to plan ahead
Has an established evaluation program to determine attainment of goals
Has an open mind on the demands facing public education

X DEVELOPING POLICY

(Defined as "to work out in detail a plan of action for management and conduct of public school affairs" and generally characterized by these items).
Keeps Board policies up-to-date
Develops and recommends new personnel policies to the Board of Education

TOTAL VALUE

Date of Evaluation

Evaluator (Board Member)
APPENDIX S

DISTRIBUTION OF RESPONSES TO
PRELUDE SURVEY

<table>
<thead>
<tr>
<th>Strata</th>
<th>Number Mailed</th>
<th>Number Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 500 A.D.A.</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>500 to 1,000 A.D.A.</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>1,000 to 3,000 A.D.A.</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>3,000 to 5,000 A.D.A.</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Over 5,000 A.D.A.</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>45</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY

Books


Essex, Martin W., Educational Evaluation, Ohio Department of Education, Columbus, Ohio, 1969.

Eye, Glen G., School Administrators and Instruction, Boston, Allyn and Bacon, Inc., 1970.


Savage, William W., Interpersonal and Group Relations in Educational Administration, Atlanta, Scott, Foresman, and Company, 1968.


Articles

Boyd, James B., "How to Tell if the Board Is Doing a Good Job," Nation's Schools, LXXVII (February, 1966), 74-78.


Patterson, Jerome C., Ed., "How to Hire the Right Superintendent," Education Digest, XXXII (September, 1966), 14-17.

Publications of Learned Organizations


*Who is Most Squarely in the Middle of Things?*, Iowa Association of School Administrators, 1969.