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Signature Glen A. Shepherd

Date July 14, 1976

SELECTED QUALIFICATIONS OF MONTANA ELEMENTARY SCHOOL PRINCIPALS

by

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A professional paper submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF EDUCATION

with concentration in

Elementary Administration

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While talking to a friend the other day, she made the comment that she couldn't believe how my department supported and encouraged me. They certainly have done just that and I thank them. I would like to especially thank Dr. Willis Vandiver, my advisor, and Dr. Gerald Sullivan, the head of our department, for being such great friends and help this year.

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My family has always been supportive and I can not thank them enough. My father has been an educator in Montana for twenty-five years and I hope that I can someday emulate his examples.

Writing this professional paper has been an interesting experience for me, and I offer it with the hope that someone will find the information contained herein of some value.

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ABSTRACT

This study, which began in the winter of 1976, was developed to satisfy a need in the Elementary Education Department of Montana State University to review, evaluate and summarize its program in Elementary School Administration.

The study had two purposes. First, it was designed to describe the Montana State University Elementary Administration Training Program. Secondly, it provided information on selected qualifications of the Montana elementary principals during the 1975-1976 school year.

A mailed questionnaire was used as the basic instrument to gather information. The questionnaire was sent to all Montana elementary school principals in schools with enrollments of 150 or more students or combined enrollments from two or more elementary schools of 150 or more. A seventy-five percent response was obtained.

The data was tabulated as the questionnaires were returned. The findings of the study were presented in written and tabular form, and were mostly expressed in sums and percentages.

Among the conclusions derived from the study were:

1. A high percentage of the principals held Masters Degrees in education.
2. The greatest number of Masters Degrees were granted by the University of Montana, the second largest number were granted equally by out-of-state schools and Montana State University.
3. Close to sixty percent of those having Masters Degrees obtained their elementary endorsement as part of their Masters Degree. The others mostly gained their endorsements from Montana State University and the University of Montana equally.
4. Most of the principals started in education as elementary teachers.

Chapter 1

INTRODUCTION

Evaluation of a program is inevitable when judgments need to be made (Gronlund, 1965). Changing times bring a need for periodic reviews in a university system.

This study was developed to satisfy a need in the Elementary Education Department of Montana State University to review, evaluate and summarize its program in Elementary School Administration. This summary consisted of various aspects of the program such as--components, objectives and summation of the evaluations that have been done on the program.

The second part of the summary was also a result of the need in the Elementary Education Department for information concerning the elementary principals in Montana. The investigator surveyed the 1975-1976 practicing elementary principals in Montana as to selected qualifications.

The investigator hoped that the results of this study would provide information not only for the Elementary Education Department at Montana State University, but for other institutions, agencies and boards as well.

Statement of Problem

The problem of this study was two-fold. One part of the study

was to describe the Montana State University Elementary Administration Training Program. The second part was to determine selected qualifications of the Montana elementary principals during the 1975-1976 school year.

Purpose of Study

University educational programs may not provide for periodic reviews on their own. Consequently, the National Council for the Accreditation of Teacher Education (NCATE) insures that all colleges and universities engaged in teacher training programs be periodically reviewed.

The Montana Board of Regents, through its agencies, also may periodically review the Montana University System. As a result, the Elementary Education Department had deemed it necessary to evaluate and summarize its training program in Elementary Administration.

This investigator believed that the investigation conducted in this study would be of importance to the Department of Elementary Education in providing necessary information for NCATE and the Board of Regents.

Questions to be Answered

The questions to be answered in this study were as follows:

1. What is the age of the elementary principals in Montana?

2. At what age did the elementary principals receive their first assignment as an elementary principal?

3. How many years experience do the principals have as elementary principals?

4. What percent of the elementary principals have Masters Degrees?

5. Concerning the principals who have Masters Degrees:

   a. What are the titles?

   b. Which institution granted the degree?

   c. What are the fields?

   d. In what years were the degrees granted?

6. How many principals hold a Class 3 Certificate with an Elementary Principal's Endorsement?

7. How many principals gained their elementary certification as part of their Masters Degree?

8. Which institution was attended to gain elementary certification for those principals who did not gain elementary certification as part of their Masters Degree?

9. For the principals who do not have a Class 3 Certificate with an Elementary Principal's Endorsement, how many are working on certification and at which institution?

10. What percent of the elementary principals have Doctors Degrees?

11. Concerning the principals who have Doctors Degrees:

    a. What are the titles?

    b. Which institution granted the degree?

    c. What are the fields?

    d. In what years were the degrees granted?

12. What were the first and intermediate positions held by the elementary principals?

General Procedure

1. A review of literature was conducted in three areas which were: (1) history of the elementary principal in the United States, (2) implications of certification and accreditation in Montana, and (3) the Montana State University Elementary Administration Training Program.

2. The names and addresses of all practicing elementary principals in the state of Montana were obtained from the Education Directory (1975-1976).

3. A questionnaire was mailed to all practicing principals in Montana.

4. The information received from the participants was used as the resource for this research.

Limitations and Delimitations

The investigator limited the review of literature to materials found at Montana State University.

The sample was limited to elementary principals of schools with enrollments of 150 or more students.

Definitions of Selected Terms

Program--The word "program" as used in this investigation means the elementary principalship program as offered by Montana State University which ended with a Masters Degree and state certification for the elementary principalship.

Participants--The word "participants" as used in this investigation means practicing principals who were serving in Montana during the 1975-1976 school year. Participants were administrators of elementary schools with enrollments of 150 or more students or a combined enrollment from two or more schools of 150 or more students.

Practicing Principals--The words "practicing principals" as used in this investigation means persons who were serving as elementary principals in schools with enrollments of 150 or more students or combined enrollments from two or more elementary schools of 150 or more during the 1975-1976 school year.

Department--The word "Department" as used in this investigation

means the Department of Elementary Education, Montana State University, Bozeman, Montana.

Certification--The act by the Superintendent of Public Instruction of designating persons whom public boards of education may legally employ as teachers in public schools by issuing administrative certificates to these qualified persons (Good, 1973).

Accreditation--The recognition accorded to an educational institution in the United States through inclusion on a list of accredited or approved institutions issued by some agency or organization (Northwest Accreditation Association), which sets up standards or requirements that must be complied with in order to secure approval (Good, 1973).

Board of Regents--A seven member board chosen by the Governor of Montana to advise and oversee the units of the Montana University System.

Endorsement--An official indication of that level and/or that area in which the holder of the certificate is authorized to teach (OSPI Pamphlet, 1975).

Summary

This research paper was intended to provide a description of the elementary principalship training program offered at Montana State University. The history, objectives, components and previous evaluations

were to be summarized. Information dealing with qualifications of the 1975-1976 elementary school principals in Montana was obtained and this information was to be used by the Montana State University Elementary Education Department and also to satisfy information requested by NCATE and the Board of Regents.

Chapter 2

REVIEW OF LITERATURE

The method of organization of literature for this investigation is by three headings. Foremost is a discussion on the history of the elementary principal in the United States. The second part deals with implications of certification and accreditation in Montana. The third part reviews the components, objectives and previous evaluations of the Elementary Administration Program at Montana State University.

History of the Elementary Principal

Otto and Sanders (p. 341, 1964) stated: "Completely adequate information about the elementary principal has never been available. This inadequacy of information is particularly true for the period prior to the 1920's."

In the United States the principal evolved with growth of cities and establishments of graded classrooms. Pierce (1934) said the first elementary school to have a full time, supervising principal may have been the Quincy School in Boston in 1847.

For many years, the rapid growth in school enrollments, the lack of systematic knowledge, the lack of clerical help. and the inadequacies of preparation for the principalship all conspired to free principals into the role of administrators. The Elementary School Principalship (1948) stated that in the 1920's, a technical knowledge

respecting instruction grew in quantity and quality. It was again recognized that principals should find their most challenging opportunities in the field of supervision.

McClure (1921) listed four stages in the evolution of the principalship: head teacher, teaching principal, building principal, and supervising principal.

Head teacher stage. During the first half of the nineteenth century, the vast majority of elementary schools in the country, were of the one-room type and had one teacher for leadership. One of the results of urbanization was increased enrollments and this brought about a need for a more organized method of instruction. Several plans were tried, including the monitorial school and the development of a two room school wherein arithmetic was assigned to one room and reading, composition and grammar to the other.

Horace Mann, along with other educators, was dissatisfied with these schools but impressed by the graded school systems of the Prussians. Mann began to recommend graded schools where children were classified according to grade and assigned to a teacher. Promotion, attendance reports, supply requisitions, supervision and clerical duties created a need for a head or principal (McClure, 1921).

The dramatic reduction of the number of one-room elementary schools--from more than two hundred thousand in 1925 to fewer than

eighteen thousand in 1969--is paralleled by the consolidation of school districts--approximately one hundred thousand in 1925 to about twenty-three thousand in 1970. The effect of this development according to Henclay, McCleary and McGrath (1970), along with the increasing school population and the concentration of the general population, was to increase sharply the enrollments of individual elementary schools.

Teaching principal stage. As school enrollments increased, the weight of clerical responsibilities became great. Teaching assistants were employed to relieve the head teachers of part of their teaching duties. This was a result of an appeal of superintendents in New York City, Chicago, and other large cities in 1860. McClure (1921) suggested that with these teaching assistants employed, the principal could then devote more time to such manners as attendance, discipline, promotion and methods of instruction.

The teaching principal's usual qualifications were that he be a man, teach the older children, have more seniority, or wield the hickory stick with more convictions than his colleagues. Professional preparation for administration was unknown. There were no professional associations for school administrators, and little professional literature (Elsbree, 1967).

Building principal stage. The appointment of building principals who had been relieved of all teaching duties was the next step

in the stage of development as stated by McClure (1921). This was a result of the increased administrative and managerial tasks which had been thrust upon the principal. Adequate time and jurisdiction had been granted the principal to carrying out activities in his building. This was an important advancement in professionalizing the career of the elementary school principal.

Supervising principal stage. McClure (1921) cites: "The elementary school principalship emerged as a profession when principals commonly gave their greatest attention to improving instruction."

Three obstacles had to be eliminated before the principal could do an efficient job of supervising: the burden of teaching duties, the need for clerical assistance, the lack of necessary knowledge and skills for supervision on a professional level (McClure, 1921).

Morrison (1931) suggested virtually the same thing as McClure when he said it was not until the beginning of the twentieth century that the position of elementary principal emerged as a definite status post in the overall scheme for administration of a system of schools. Distinctive supervisory as well as administrative and clerical duties were awarded to the principal at this time. Morrison (1931) cited a 1926 study in Ohio which showed that the typical elementary principal spent 52 percent of the average day in teaching.

More and more power in the area of supervision was gained by

the elementary school principal during the nineteenth century. Policies were generally dictatorial, with democratic procedures emerging quite slowly (Stoops, 1965).

Stoops (1965) felt there to be an intense interest in supervision and supervisory evaluation in the 1920's. The objectives of supervision during that decade were at first administrative. Instructional goals later gained a high priority.

Prior to that time, around the time of World War I, there had occurred a rebellion against the inspectional, dictatorial type of supervision. Stoops (1965) accredited this rebellion to the fact that younger less experienced but better trained teachers needed a more constructive type of supervision.

The closing decades of the nineteenth century saw a great upsurge of importance for elementary principals following the formation of the Department of Elementary Principals of the National Education Association in 1920 (Pierce, 1934).

The National Education Association conducted a study and compiled the results in The Elementary School Principal in 1968 (p. 10, 1968). Their survey provided the following information:

> In 1928, 55 percent of the elementary principals were women. This percentage decreased to 41 percent in 1948, 38 percent in 1958, and was only 22 percent in 1968. Seventy-one percent of the male supervising principals were under 50 years of age, (median 43), while 77 percent of the female supervising principals were 50 years or older, (median age 56).

> The number of principals surveyed with master's degrees or higher degrees has risen from 16 percent in 1928, 67 percent in 1948, and 82 percent in 1958, to 90 percent in 1968.

Large numbers of men, the increased number of advanced degrees, and the popularity of majors in administration suggests that the elementary school principalship is being increasingly professionalized as an entity separate from teaching and perhaps other administrative roles (Sergiovanni and Elliott, 1975).

Certification of the Montana Elementary School Principal

To be endorsed as an elementary principal in Montana with a Class 3 (Administrative) Certificate there are several requirements as stated by the pamphlet entitled, Questions and Answers on Certification of Montana Teachers and School Administrators (1975).

A. Eligibility for the Class 1 or Class 2 teaching certificate with elementary endorsement; and,
B. [a masters degree with] at least 15 quarters (10 semester) credits, or the equivalent, in education, including the following:
    1. at least 8 graduate quarter (6 semester) credits, or the equivalent in elementary education; and,
    2. one or more graduate courses, or the equivalent, in general school administration and elementary school administration; and,
    3. at least one graduate course, or the equivalent, in elementary school curriculum or school supervision; and,
    4. a course in guidance or counseling, or the equivalent.

A masters degree in education can be obtained in Montana from Montana State University, the University of Montana, Eastern Montana College, Western Montana College and Northern Montana College. Although, coursework specifically leading to an Elementary Principal's Endorsement

on a Class 3 Certificate can only be taken from Montana State University, the University of Montana or from an out-of-state institution. These credits can then be transferred to Eastern Montana College, Western Montana College or Northern Montana College and be applied to a masters degree and certification.

Accreditation Standards for Montana School Principals

The Montana Board of Public Education sets standards for accreditation of the schools in Montana. In Montana, standards for accreditation of schools serve two purposes. First, they establish a measure of adequacy by specifying for schools the "minimums" upon which a quality educational program can be built. Secondly, they serve to insure the size, scope and quality of the minimum educational program available to the citizens of the state. These two purposes for standards and the actual standards are stated in Standards for Accreditation of Montana Schools (1973). The minimum accreditation standards for Montana elementary principals are as follows:

130. Principal
  131. The principal shall be certified in accordance with state statutes and with the rules and regulations of the Board of Public Education.
  132. Requirements for the services of principals are determined by enrollments of schools or school districts.
    132.1 Any *school* with an enrollment of fewer than 150 students and not under the supervision of a district superintendent shall provide for supervision at the minimum average of two days per teacher

per year either through the office of the county superintendent or through the shared services of elementary principals, subject area consultants and/or curriculum consultants.

132.2 In any school *district* with a combined elementary and secondary enrollment of 50 but less than 150 students and where the superintendent serves as both elementary and secondary principal, the superintendent shall devote 50 percent of his time to administration and supervision in *both* schools.

132.3 In any school *district* where the combined elementary and secondary enrollment exceeds 150 but is less than 300, the superintendent may serve as half-time elementary or high school principal. The district must employ a half-time elementary or high school principal for the other unit in the district. The superintendent shall devote 50 percent of his time to supervision and administration of the school to which he is assigned as principal.

132.4 Any elementary or secondary *school* with an enrollment of 150 to 300 shall employ a principal (in addition to the superintendent) who shall devote half his time to supervision and administration.

132.5 Any *school* with an enrollment exceeding 300 shall employ a principal (in addition to the superintendent) who shall devote full time to supervision and administration.

132.6 Any junior or senior high *school* with an enrollment of over 500 students shall employ an assistant to the principal who shall devote at least one-half of each school day to supervision and administration.

132.7 Any elementary *school* with an enrollment of over 650 students shall employ an assistant to the principal who shall devote at least one-half of each school day to supervision and administration.

Montana State University Elementary Administration Program

Components: Thirty credit hours were required as a minimum in the major for a masters degree in elementary administration at Montana State University. These thirty credits were to be taken from the following four components:

Research & Statistics Component	
EDFD 501 Educ. Stat. I	4
EDFD 506 Research Design	3
EDEL 575 Professional Paper	3
Internship Component	
EDFD 576 Internship	3(minimum)
Drug and Alcohol Education Component	
HLTH 510	3
(this course may also be taken as a supporting course (HLTH 230), or does not have to be taken if a student has previously received credit in a course in Drug, Alcohol Education and Abuse.)	
Electives [component]	
Restricted EDEL Graduate Courses	8
Unrestricted Electives	6(9 without DAT)

Fifteen credit hours were the minimum required for an administrative minor. These fifteen credits may have consisted of the following:

1.	EDAD 505 School Administration	3
2.	EDAD 510 Elementary School Administration	3
3.	EDCO 505 Introduction to Counseling	3
	or	
	EDCO 580 Organization and Administration in Guidance	3
4.	EDAD 530 Supervision of Instruction	3
	or	
	EDFD 532 General School Curriculum	3
5.	Restricted Elective in EDAD	3

Departmental objectives: It is the philosophy of the Department of Elementary Education that each graduate student should:

1. Demonstrate the scholastic and leadership skills necessary to lead in elementary school curriculum matters and affect constructive change through action research or,

2. Demonstrate the scholastic and organizational skills to serve as an effective elementary school principal or supervisor.

The graduate programs in elementary education have been built on the above-listed philosophies. Upon completion of the Master's Degree in Elementary School Administration, the candidate will:

1. Recognize and meet the needs of the children individually through diagnostic testing and observation and demonstrate this skill for other teachers.

2. Set obtainable objectives for and with children which can be evaluated for teaching the skills, knowledges, and attitudes necessary to function in society.

3. Plan educational experiences which successfully meet the selected objectives.

4. Evaluate the pupils' attainment of the objectives, then provide additional experiences for those who have not met the objectives.

5. Teach the aesthetic as well as the academic areas of the elementary school curriculum.

6. Be enthusiastic, and instill this enthusiasm for learning in students or other teachers.

7. Develop a sensitivity and awareness to current educational and social issues, and continue his or her educational professional development.

8. Understand recent trends and innovations in elementary school curriculum and be able to impart this understanding to other staff members.

9. Develop action research skills to the level of conducting inschool investigations and comprehending research reports.

10. Be able to meet all the commitments of the graduate elementary teacher since he possesses the same legal teaching rights.

11. Be able to plan, organize, and evaluate curricula suitable for children K-8.

12. Be knowledgeable in functional school organization related to instruction K-8.

13. Be introduced to counseling theory and practice.

14. Be skillful in sound school administration and community relations.

15. Be skillful in communication both within and outside school circles.

16. Be skillful in good human relations as they relate to effective supervision.

17. Understand recent trends and innovations in elementary school curriculum.

18. Develop action research skills to the level of conducting in-school investigations and comprehending research reports.

Previous evaluations: Two studies have been conducted to evaluate the elementary principalship program at Montana State University.

Harold Glen Mader in his professional paper titled "An Evaluation of the Elementary Principalship Program at Montana State University" (1972) used the population of all practicing elementary principals in Montana who had received their Masters Degrees from Montana State University during the period 1962-1971.

Based upon the data which was compiled in his study, Mader (1972) concluded the following statements:

1. The objectives established by the Department of Elementary Education at Montana State University for Elementary Administration Program were well accepted by the participants of the study.
2. While it is apparent that most of the objectives are being achieved, there is some doubt as to whether all of them are being achieved.
3. The instruction, staff, and curriculum at Montana State University was well accepted by the graduates.
4. The respondents were generally satisfied with the administrative preparation they had received at Montana State University.

5. Some of the administrative courses offered at Montana State University need to be made more meaningful.
6. The methods courses taught by the Elementary Education Department at Montana State University generally appear to be worthwhile.
7. It was not generally supported that a specific minor area should be required for potential elementary principals.
8. If potential elementary principals ask that a specific minor be recommended, Counseling or Reading would be good suggestions.
9. Elementary School Administration, Teaching of Reading, and School Law had been especially valuable courses to the respondents of the study.
10. The Counseling, School Curriculum, Supervision of Instruction, and Creative Processes courses taught at Montana State University did not meet the needs of many of the respondents.
11. The respondents suggested that more workshops and seminars should be offered.
12. Eighteen percent of the respondents felt that the Professional Paper should be deleted from the program.
13. Thirty percent of the respondents believed that an Internship should be incorporated into the Elementary Administration Curriculum at Montana State University.

Robert Richard McAfee in his professional paper titled "An Evaluation of the Elementary School Principalship Program at Montana State University" (1975) used as his population all those people who received their Masters Degrees in Elementary School Administration from Montana State University during the period spring 1970 through summer 1974.

McAfee (1975), based on the data which was compiled in his study, concluded the following statements:

1. The objectives established by the Department of Elementary Education at Montana State University for the Elementary Administration Program were being met.

2. The instruction, staff, and curriculum in the Elementary Administration Program at Montana State University are doing a good job.

3. The participants were generally satisfied with the elementary administrative preparation they had received at Montana State University.

4. Some of the administrative courses offered at Montana State University need to be made more meaningful.

5. The method courses taught by the Elementary Education Department at Montana State University generally appear to be worthwhile.

6. It was not generally supported by the participants that a Professional Project Paper should be required in the Elementary Principalship Program.

7. There was some doubt as to whether a minor area should be required for potential elementary principals.

8. Corrective and Remedial Reading, School Law, Improvement of the Teaching of Reading, and Elementary School Administration had been especially valuable courses to the participants of the study.

9. Educational Statistics, Improvement of the Teaching of Social Studies and Art, and the Professional Project Paper did not meet the needs of many of the participants.

10. Some participants (15.34 percent) felt more school law should be offered.

11. Thirty-one percent (30.76) of the participants believed that an internship should be incorporated into the Elementary Administration Curriculum at Montana State University.

12. The placement office at Montana State University does not seem to be of much help to graduate students in the Elementary Principalship Program.

Chapter 3

PROCEDURES

This study grew from a desire of the Elementary Education Department at Montana State University to review and summarize their program in Elementary School Administration. After consulting with Dr. Gerald Sullivan, Head of the Elementary Education Department, and studying the related literature, the study was formulated. In this chapter the investigator discusses the instrument, the research procedures, and the analysis of the data.

The Instrument

The basic instrument used to gather data for this investigation was a questionnaire (see Appendix B). The reliability of the questionnaire was checked by having several of the staff members in the Education Department and a number of elementary principals read the questionnaire. The questionnaire was modified after their suggestions for clearness. It consisted of eighteen different questions of which two had several parts. The closed form type of questionnaire was used.

Specific Procedures

The population for this investigation was all practicing Montana elementary school principals of schools with enrollments of 150 or more students and principals of two or more schools with a

combined enrollment of 150 or more students. These names and enrollments were obtained from the Educational Directory (1975-1976).

Questionnaires were mailed to the participants on April 21, 1971. A cover letter (see Appendix A) was included with each questionnaire explaining the purpose of the study. Also included was a stamped self-addressed envelope. No follow up letter was used.

Analysis of Data

The data received from the participants of this study was analyzed and presented in charts. Simple percentages were used in each category except where bar graphs were used.

Summary

This investigation involved the use of a mailed questionnaire to gather data in order to gain information from the Montana Elementary Principals. The questionnaire was mailed to all practicing Montana elementary principals of schools with enrollments of 150 or more students and to principals of two or more schools with a combined enrollment of 150 or more students.

It is believed that the results of this investigation will aid the Elementary Education Department, NCATE, and the Board of Regents in their efforts to evaluate and improve the elementary administration program at Montana State University.

Data received from the questionnaire is presented in Chapter 4.

Chapter 4

DATA

In this chapter the data obtained from the questionnaire is reported. The data will be reported following the order of the questionnaire that was sent to the participants.

The population for this investigation totaled two hundred and forty-three. Of these, one hundred and eighty-three returned the questionnaire. No follow-up study was used. The total response to the questionnaire was seventy-five percent. There are varied numbers of total responses for various items on the questionnaire because some of the participants did not respond to each question. Percentages listed are stated only in terms of the number of responses for each item. Persons who did not answer a certain question are not considered in the statistics for that item unless it is specifically stated.

Survey Data

Question 1: What is the enrollment(s) of the elementary school(s) of which you are now principal? Responses to this question are reported in Figure 1.

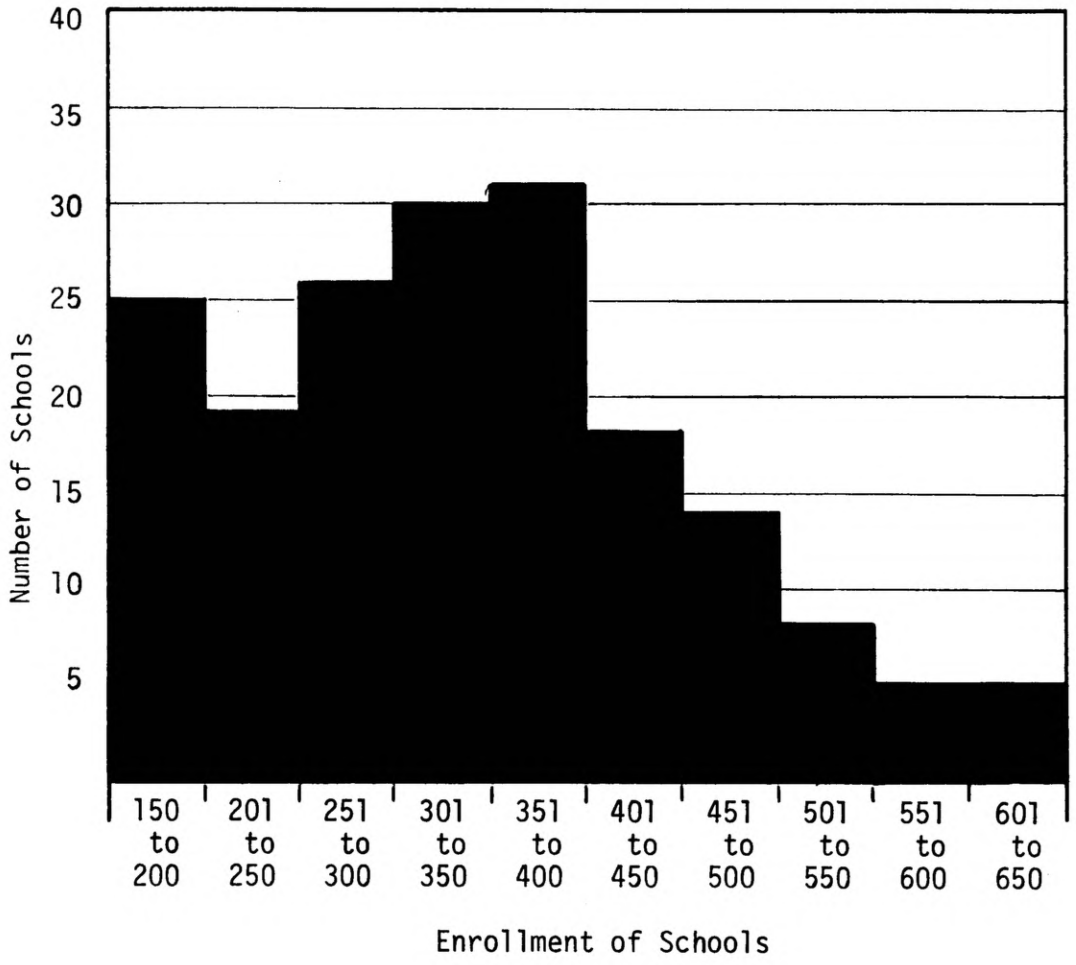


Figure 1

ENROLLMENT OF SCHOOLS
N=181

Question 2: What is your age? The ages of the principals ranged from twenty-seven to sixty-four. Seventy-five percent of the principals had ages between and including thirty and fifty years of age. The results of this question are reported in Figure 2.

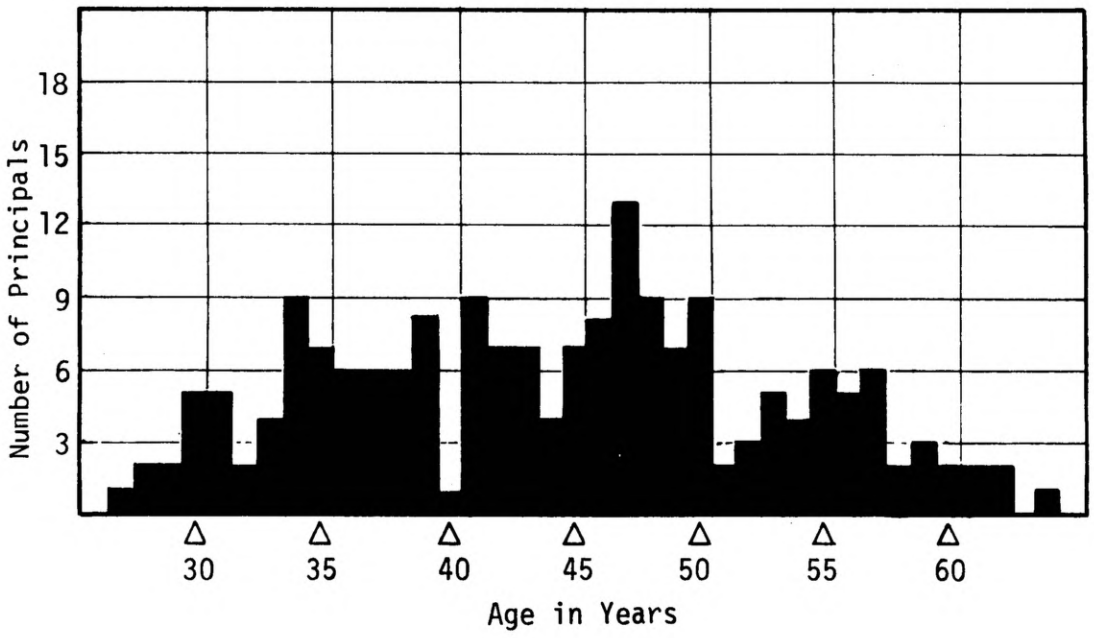


Figure 2

AGE OF PRINCIPALS
N=179

Question 3: At what age did you receive your first assignment as an elementary principal? The answers to this question ranged from twenty-one to fifty-eight. Sixty-seven percent of the principals received their first assignment as an elementary principal between and including twenty-five and thirty-five years of age. The results of this question are reported in Figure 3.

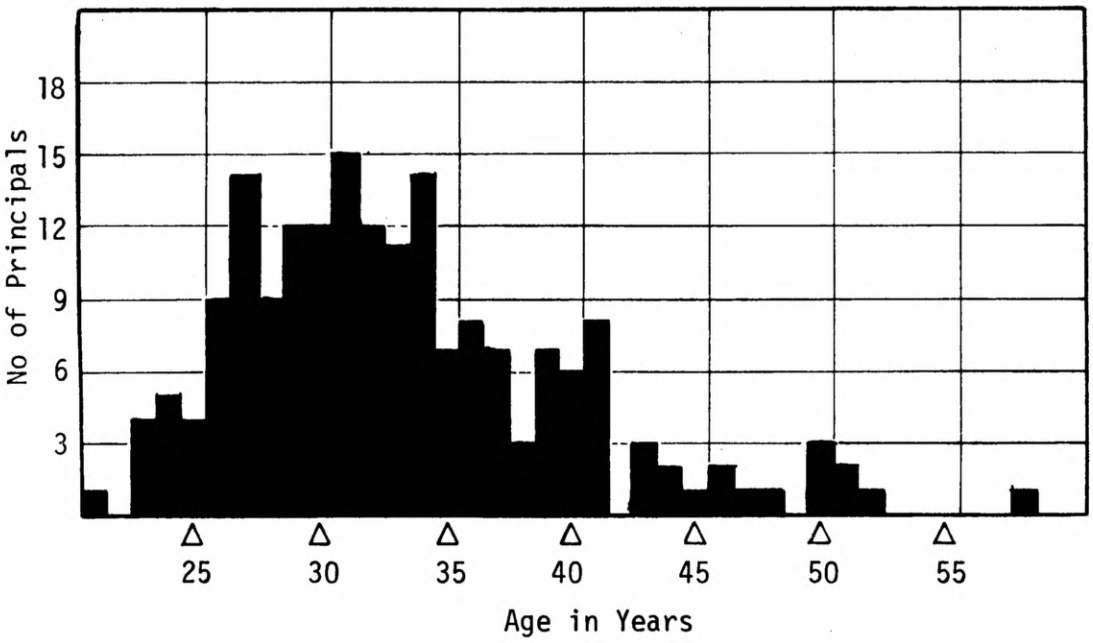


Figure 3

AGE AT FIRST ASSIGNMENT AS
ELEMENTARY PRINCIPAL
N=182

Question 4: How many years have you been an elementary principal? The answers to this question ranged from one to thirty-three years of experience. Fifty-eight percent of the principals had from one to and including ten years of experience. The results of this question are reported in Figure 4.

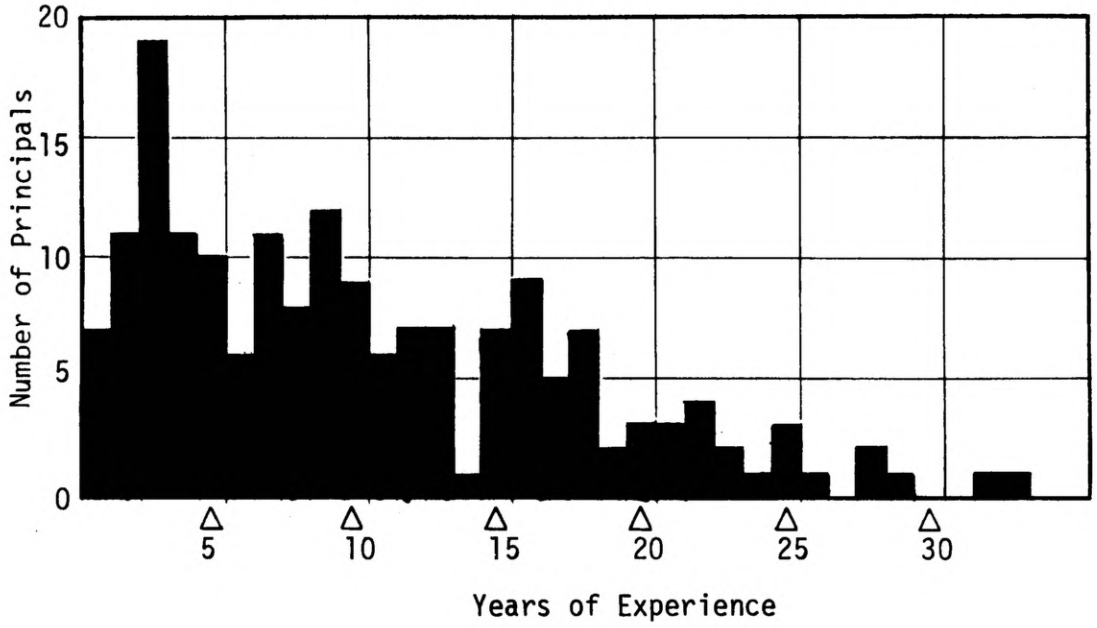


Figure 4

YEARS OF EXPERIENCE AS
ELEMENTARY PRINCIPAL
N=183

Question 5: Do you have a Masters Degree? Responses to this question are reported in Table 1.

Table 1

NUMBER WITH MASTERS DEGREES
N=184

N	With %	Without %
184	180 = .98	4 = .02

Question 6: If you have a Masters Degree, what is the title of the degree? The results of this question are reported in Table 2.

Table 2

TITLES OF MASTERS DEGREES

N=179

Title	N of responses	%
Master of Education	117	.65
Master of Science in Education	41	.23
Master of Arts	21	.21

Question 7: If you have a Masters Degree, which institution granted your degree? The greatest number of Masters Degrees were granted by the University of Montana, the second largest number were granted equally by out-of-state schools and Montana State University. The results of this question are reported in Table 3.

Table 3

INSTITUTIONS GRANTING MASTERS DEGREES
N=180

Institution	N of responses	%
University of Montana	64	.36
Montana State University	38	.21
Out-of-state	38	.21
Eastern Montana College	21	.12
Western Montana College	15	.08
Northern Montana College	4	.02

Question 8: If you have a Masters Degree, what is the field of your degree? Over ninety-five percent of the fields listed dealt with education. The responses to this question are reported in Table 4.

Table 4

FIELDS OF MASTERS DEGREES
N-179

Field	N of responses	%
Administration	44	.25
Elementary Education	38	.21
Education	37	.21
Elementary Administration	31	.17
Guidance and Counseling	6	.03
General Curriculum	5	.03
Special Education	5	.03
Reading	4	.02
Secondary Education	3	.02
Physical Education	2	.01
History	1	.01
Music	1	.01
Geography	1	.01
Social Studies	1	.01

Question 9: If you have a Masters Degree, what year did you receive the degree? Seventy-four percent received their Masters Degrees between and including the years 1962 and 1974. The responses to this question are reported in Figure 5.

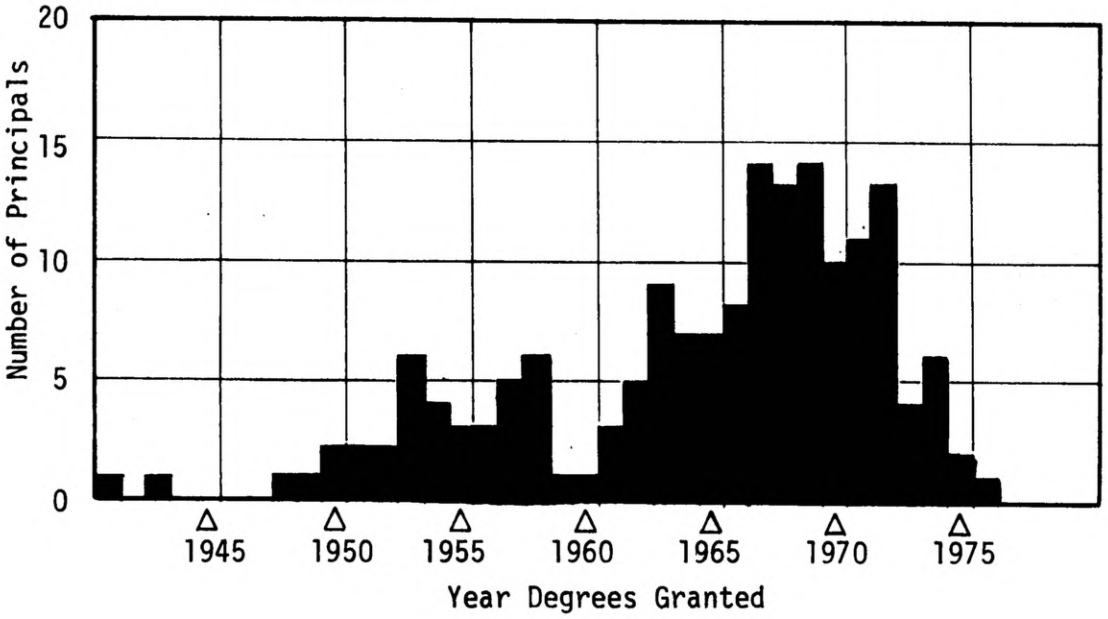


Figure 5

YEARS MASTERS DEGREES
GRANTED
N=181

Question 10: Do you hold a Class 3 Certificate with an Elementary Principal's Endorsement? The results of this question are reported in Table 5.

Table 5

NUMBER WITH ELEMENTARY PRINCIPAL'S ENDORSEMENT ON CLASS 3 CERTIFICATE N=183

N	With %	Without %
183	175 = .96	8 = .04

Question 11: If you hold a Class 3 Certificate with an Elementary Endorsement, was your administrative certification as an elementary principal part of your Masters Degree? The results of this question are reported in Table 6.

Table 6

ELEMENTARY ENDORSEMENT AS PART OF MASTERS DEGREE N=163

N	Part of %	Not part of %
163	103 = .63	60 = .37

Question 12: If your administrative certification as an elementary principal was not part of your Masters Degree, at which institution did you take the majority of your coursework leading to an Elementary Principal's Endorsement on a Class 3 Certificate? Montana State University and the University of Montana were attended equally. The responses to this question are reported in Table 7.

Table 7

INSTITUTIONS ATTENDED TO GAIN ELEMENTARY PRINCIPAL'S ENDORSEMENT ON CLASS 3 CERTIFICATE
N=60

Institution	N of responses	%
Montana State University	27	.45
University of Montana	27	.45
Out-of-state	6	.10

Question 13: If you do not hold a Class 3 Certificate with an Elementary Endorsement, are you currently working toward certification as an elementary principal? The responses to this question are reported in Table 8.

Table 8

PRINCIPALS WORKING TOWARD CERTIFICATION
N=8

N	Are %	Are not %
8	8 = 1.00	0 = .00

Question 14: If you are currently working on a program toward an Elementary Endorsement on a Class 3 Certificate, which institution are you attending? The results of this question are reported in Table 9.

Table 9

INSTITUTIONS BEING ATTENDED FOR ELEMENTARY ENDORSEMENT
N=8

Institution	N of responses	%
Montana State University	4	.50
University of Montana	3	.38
Western Montana College	1	.12

Question 15: Do you have a Doctors Degree? The results of this question are reported in Table 10.

Table 10

NUMBER WITH DOCTORS DEGREE
N=184

N	With %	Without %
184	4 = .02	180 = .98

Question 16: If you have a Doctors Degree, what is the title of the degree? The results of this question are reported in Table 11.

Table 11

TITLES OF DOCTORS DEGREE
N=4

Title	N of responses	%
Doctor of Education	4	1.00

Question 17: If you have a Doctors Degree, which institution granted your degree? Seventy-five percent of the Doctors Degrees were granted by Montana State University. The results to this question are reported in Table 12.

Table 12

INSTITUTIONS GRANTING DOCTORS DEGREES
N=4

Institution	N of responses	%
Montana State University	3	.75
Out-of-state	1	.25

Question 18: If you have a Doctors Degree, what is the field of your degree? All of the degrees dealt with education. The results of this question are reported in Table 13.

Table 13

FIELDS OF DOCTORS DEGREES
N=4

Field	N of responses	%
Elementary Education	2	.50
Education	1	.25
Reading and Administration	1	.25

Question 19: If you have a Doctors Degree, what year did you receive the degree? All of the Doctors Degress were received between

and including 1972 and 1974. The results of this question are reported in Table 14.

Table 14

YEARS DOCTORS DEGREES GRANTED
N=4

Year	N of responses	%
1972	1	.25
1973	1	.25
1974	2	.50

Question 20: What was the first education position you held? Sixty-one percent of the principals had first been elementary teachers (k-6), thirty-eight percent started as secondary teachers. The results of this question are reported in Table 15.

Table 15

FIRST EDUCATION POSITIONS HELD
N=172

Position	N of responses	%
Elementary Teacher (k-6)	105	.61
Secondary Teacher (7-12)	65	.38
Elementary Principal	1	.01
Superintendent	1	.01

Question 21: What were the intermediate positions you held between your first educational position and present position? Thirty percent of the positions held included elementary teacher (k-6), twenty-eight percent of the positions were held as secondary teachers. The results of this question are reported in Table 16.

Table 16

INTERMEDIATE POSITIONS HELD
N=246

Position	N of responses	%
Elementary Teacher (k-6)	72	.30
Secondary Teacher (7-12)	67	.28
Elementary Principal	47	.19
Superintendent	20	.08
Secondary Principal	18	.07
Junior High Principal	14	.06
Counselor	8	.03

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This study was developed to satisfy a need in the Elementary Education Department of Montana State University to review, evaluate and summarize its program in Elementary School Administration. This summary consisted of various aspects of the program such as--components, objectives and summation of the evaluations that have been done on the program.

The second part of the summary was also a result of the need in the Elementary Education Department for information concerning the elementary principals in Montana. The investigator surveyed the 1975-1976 practicing elementary principals in Montana as to selected qualifications.

The investigator hoped that the results of this study would provide information not only for the Elementary Education Department at Montana State University, but for other institutions, agencies and boards as well.

The study had two purposes. First, it was designed to describe the Montana State University Elementary Administration Training Program. Secondly, the investigation provided information on selected qualifications of the Montana elementary principals during the 1975-76 school year.

A mailed questionnaire was used as the basic instrument to gather information. The questionnaire was sent to all Montana elementary school principals in schools with enrollments of 150 or more students or combined enrollments from two or more elementary schools of 150 or more during the 1975-1976 school year. The data and findings of the investigation were presented in tabular and written form. The data was mostly expressed in percentages and sums.

The results obtained from the questionnaire are summarized in the statements.

1. The mailed questionnaire was returned by seventy-five percent of the population. The total population of the study was two hundred and forty-three.

2. Seventy-five percent of the principals had ages between and including thirty and fifty years of age.

3. Sixty-seven percent of the principals received their first assignment as an elementary principal between and including twenty-five and thirty-five years of age. Fifty-eight percent of the principals had from one to and including ten years of experience.

4. Masters degrees were held by ninety-eight percent of the principals with sixty-five percent having the title of Master of Education.

5. The greatest number of Masters Degrees were granted by the University of Montana, and the second largest number were granted

equally by out-of-state schools and Montana State University. Ninety-five percent of the fields of Masters Degrees dealt with education.

6. Seventy-four percent of the principals received their Masters Degrees between and including the years 1962-1974.

7. Ninety-six percent held a Class 3 certificate with an Elementary Principal's Endorsement.

8. Thirty-seven percent of those principals holding a Class 3 Certificate with an Elementary Endorsement did not get their administrative certification as part of their Masters Degree. Montana State University and the University of Montana were equally attended to gain an Elementary Principal's Endorsement on a Class 3 Certificate.

9. All the principals who did not have certification as an elementary principal were working on certification. Fifty percent were attending Montana State University and thirty-eight percent were attending the University of Montana to gain certification.

10. Only four of the principals had Doctors Degrees and their titles were all Doctor of Education. Three out of four obtained their doctorate from Montana State University.

11. Sixty-one percent of the principals had first been elementary teachers (k-6), thirty-eight percent started as secondary teachers.

12. Thirty percent of the positions held between their first educational position and present position included elementary teacher

(K-6), twenty-eight percent of the positions were held as secondary teachers.

Conclusions

After examining the results of this study, the following conclusions were made.

1. A majority of the principals were between thirty and fifty years of age and gained their first assignment as an elementary principal most often between and including twenty-five and thirty-five years of age.

2. Most of the principals held Masters Degrees and a large majority of them had Masters Degrees dealing with education.

3. The University of Montana graduated the most principals with Montana State University and out-of-state schools vying for second.

4. Close to sixty percent of those having Masters Degrees obtained their elementary endorsement as part of their Masters Degree. The others mostly obtained their endorsement from Montana State University and the University of Montana equally.

5. Only four out of the one hundred and eighty-three who returned the questionnaire had Doctors Degrees.

6. Most elementary principals started in education as elementary teachers.

7. Intermediate positions held between their first educational position and present were generally as an elementary or secondary teacher and/or principal.

Recommendations

The following recommendations are made:

1. An investigation should be done on elementary schools with an enrollment of under 150 dealing with qualifications of principals.

2. Accreditation standards in Montana should be compared with other states to see how Montana's minimum standards relate.

3. An investigation should be done comparing certification standards of Montana elementary principals and elementary principals from other states.

APPENDIX A

Letter Sent to Graduates

msu
COLLEGE OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

MONTANA STATE UNIVERSITY, BOZEMAN 59715

April 16, 1976

Dear Principal,

The purpose of this questionnaire is to determine the source and degree of administrative training of Montana Elementary Principals. The need for this study was motivated by two factors: (1) requests from various accrediting associations and state agencies for follow-up studies of elementary school administrative graduates, and (2) the desire of the Elementary Education Department at Montana State University to continually evaluate the administrative training program and assess the progress of their graduates.

This survey is being conducted by the investigator as a partial requirement for a masters degree at Montana State University. Only general conclusions will be made from the information gathered. No one person's name will be used nor will any school be evaluated by this form or by the results of this survey.

The investigator is seeking your cooperation to assist in this investigation by completing the questions in the following questionnaire. Please return the questionnaire in the enclosed, self-addressed, return envelope at your convenience.

Thank you for your cooperation and for taking a few minutes from your busy schedule to complete this form.

Sincerely,

Glen Shepherd

Glen Shepherd
Graduate Assistant
Montana State University

TELEPHONE (406) 994-4744

APPENDIX B

Questionnaire Sent to Graduates

ELEMENTARY PRINCIPAL'S QUESTIONNAIRE

1. Name_____

2. In what town are you now principal?_____

3. Which school(s) do you serve as an elementary principal?_____

4. What is the enrollment(s) of the elementary school(s) of which you are now principal?_____

5. Age_____

6. At what age did you receive your first assignment as an elementary principal?_____

7. How many years have you been a elementary principal?_____

8. Do you have a Masters Degree? yes no

9. If you do have a Masters Degree, answer the following sub-questions:

   a. Title of degree_____

   b. Institution granting degree_____

   c. Field of degree_____

   d. Year Masters Degree received_____

10. Do you hold a Class 3 Certificate with an Elementary Principal's Endorsement? yes no

11. If you do hold a Class 3 Certificate with an Elementary Endorsement, was your administrative certification as an elementary principal part of your Masters Degree? yes no

12. If your administrative certification as an elementary principal was not part of your Masters Degree, at which institution did you take the majority of your coursework leading to an Elementary Principal's Endorsement on a Class 3 Certificate?_____

13. If you do not hold a Class 3 Certificate with an Elementary Endorsement, are you currently working toward certification as an elementary principal? yes no

14. If you are currently working on a program toward an Elementary Endorsement on a Class 3 Certificate, which institution are you attending?_____

15. Do you have a Doctors Degree? yes no

16. If you do have a Doctors Degree, answer the following sub-questions:

    a. Title of degree_____

    b. Institution granting degree_____

    c. Field of degree_____

    d. Year degree received_____

17. Circle one of the following that was the first education position you held:

elementary teacher (k-6)	counselor
secondary teacher (7-12)	superintendent
elementary principal	junior high school principal
secondary principal	

18. Circle intermediate positions held between first educational position (circled in question 17) and your present position as an elementary principal.

elementary teacher (k-6)	counselor
secondary teacher (7-12)	superintendent
elementary principal	junior high school principal
secondary principal	

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