Statement of Permission to Copy

In presenting this professional paper in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this professional paper for scholarly purposes may be granted by my major professor, or in his absence, by the Director of Libraries. It is understood that any copying or publication of this paper for financial gain shall not be allowed without my written permission.

Signature James L. Stanton

Date May 1, 1976

AN EVALUATION OF THE SUPERINTENDENCY TRAINING PROGRAM AT MONTANA STATE UNIVERSITY

by

JAMES LAWRENCE STANTON

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

of

MASTER OF EDUCATION

in

Educational Administration

Approved:

Robert Van Woert
Chairman, Examining Committee

Robert J. Hilkert
Head, Major Department

Henry L. Parsons
Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

March, 1976

ACKNOWLEDGEMENTS

I wish to thank those people who have given me help and encouragement. I am especially grateful to Dr. Robert Van Woert, Chairman of my Graduate Committee, for his help and guidance throughout my graduate program. Thanks also to the staff members in the Education department who taught me a great deal about the Administration of Schools.

To my colleagues, the other graduate students in the field of education, I give my thanks for all their help and friendship. They truly have made my stay at Montana State University a very memorable experience.

I wish to give a special thank you to my mother for all of her help and encouragement.

To my wife, Pat, and my six children, I give my deepest appreciation for the patience and sacrifice they endured while I continued my education. I will never forget their encouragement and understanding.

TABLE OF CONTENTS

Page

VITA ii

ACKNOWLEDGEMENTS. iii

LIST OF TABLES. vi

ABSTRACT. vii

Chapter

I. INTRODUCTION 1

Statement of the Problem 1

Need for the Study 2

General Questions to be Answered 3

General Procedures 3

Limitations and Delimitations. 4

Definitions of Selected Terms. 5

Summary. 5

II. REVIEW OF RELATED LITERATURE 7

Problems in Training School Administrators . . 7

Current Trends in Administrative Training. . . 9

Future of the Superintendency. 13

Summary. 14

Chapter Page

III. PROCEDURES. 15
The Instrument. 15
Specific Procedures 17
Analysis of the Data. 18
Summary 18
IV. DATA. 20
Survey Data Part One. 20
Survey Data Part Two. 35
Survey Data Part Three. 37
Summary 46
V. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . 47
Summary 47
Conclusions 52
Recommendations 53
Appendix A 55
Appendix B 57
References Cited 65

LIST OF TABLES

Tables		Page
1A.	Number of Practicing Superintendents.	21
1B.	Number of Former Superintendents.	21
2.	Position of Participants Prior to Certification	22-23
3.	Position of Participants Since Certification	24-25
4.	Number of Graduate Credits Since Completion of Program	25
5.	Number of Participants Working on an Advanced Degree	26
6.	School Enrollment of Participants	27
7.	Professional Offices held Since Completion of Program	29-30
8.	Why participants selected M.S.U. for Certification	33
9.	Rating of Reputation, Morale, and Facilities at Montana State University. . . .	34
10.	Objectives.	36-37
11.	Participants Rating of Required Courses . . .	38
12.	Participants Rating of Most Relevant Courses.	40
13.	Participants Rating of Least Relevant Courses	42
14.	Suggested Areas of Training to be Added to the Program..	43
15.	Suggested Areas of Training to be Deleted from the Program.	44
16.	Suggested Ways to Improve the Superintendent Certification Program	45

ABSTRACT

The purpose of this study, which was undertaken in the winter of 1976, was to evaluate the Superintendent Certification Program at Montana State University. It was determined that the study would involve all people who had earned their Superintendent Certification from Montana State University during the period from August 8, 1969, through December 12, 1975.

The study had two purposes. First it was designed to help the Department of Educational Services meet N.C.A.T.E. standards for their Superintendent Certification Program. Secondly, it was believed that the results of the study would help the department continue to improve their Superintendent Certification Program.

The basic instrument used to gather data was a mailed questionnaire. The questionnaire was sent to all the people who had obtained their Superintendent Certification from Montana State University during the period of time from August 8, 1969, through December 12, 1975. A 92.6 percent response was obtained.

There were two major facets to the study. First, the program was evaluated in terms of whether it was meeting the objectives established by the Department of Educational Services. Secondly, the participants of the study were asked to indicate the adequacy of the training program they had received.

As the questionnaires were returned, the data was tabulated. 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) The objectives for the program as designed by the Department of Educational Services were generally being met.

(2) The required courses in the program were of value to the practicing superintendent.

(3) Many participants felt that a course in writing Federal Programs should be added to the program.

(4) Participants generally felt that internship, and fewer classes on administrative theory, should be stressed in the curriculum.

Chapter 1

INTRODUCTION

This research project is the result of a desire of the Department of Educational Services of Montana State University to evaluate their program in General School Administration, specifically the training of school superintendents. The researcher hopes this study will aid the Department of Educational Services in the training of school superintendents for Montana schools. Since the superintendent is the educational leader of a school district, it is imperative that the school administrator receive the best possible training before he goes out into the field. If this research will help to improve this training, it will be a worthwhile project.

Statement of the Problem

The problem of this study was to evaluate the program at Montana State University for the preparation of school superintendents for Montana school districts. There were two phases of evaluation in this research project. First, the program was evaluated in terms of whether it is meeting the objectives established by the Department of Educational Services of Montana State University and secondly, through a survey of school superintendents who have received their certification as superintendents from Montana State

University. Graduates of the program were asked for their opinions concerning the adequacy of the required courses taken in their Superintendent Certification Program, any deletions which they felt necessary, and any additions which they felt would improve the program.

Need for the Study

This study was conducted because of the desire of the Department of Educational Services at Montana State University to have a continuing evaluation of their program in General School Administration, specifically in the preparation of school superintendents for Montana school districts. The specific design of the study was completed after consultation with the Department of Educational Services at Montana State University and after studying the objectives they had drawn up for their Superintendent Certification Program. After examining the objectives of the Department of Educational Services, this research project was an attempt to see if the objectives of the department are now presently being met. The objectives of the Department of Educational Services were examined to see how relevant they are to the practicing school superintendent who has completed the program. This research project should be important to the Department of Educational Services so they will be able to continue to

improve the quality of preparation for training school superintendents and to meet the requirements of the National Council for Accreditation of Teacher Education (N.C.A.T.E.).

General Questions to be Answered

1. Are the objectives which have been established for the certification of school superintendents at Montana State University, as perceived by the graduates of the program, presently being met?

2. Is the current certification program relevant to the needs of the superintendents who have completed the program?

3. What are the strongest areas of the program?

4. What are the weakest areas of the program?

5. Are there any areas of the program which should be deleted?

6. Are there any areas of the program which should be improved?

General Procedures

1. A review of literature was undertaken by the researcher in order to gain background information on problems in training school administrators, current trends of teaching in institutions which train school administrators and a brief look at the future of the school superintendency.

2. A list of names of all individuals who have received their Superintendent Certification from Montana State University from August 8, 1969, through December 12, 1975, was obtained from the Department of Educational Services.

3. After consultation with the Department of Educational Services of Montana State University, a questionnaire was developed.

4. The researcher then mailed questionnaires to those individuals who had completed their Superintendent Certification Program at Montana State University. This questionnaire was constructed by the researcher and members of the faculty of the Department of Educational Services of Montana State University.

5. The information received from the questionnaires sent to the participants in the survey was used as the basic resource for this research project.

Limitations and Delimitations

This study was limited to those participants who had completed their Superintendent Certification Program at Montana State University during the period August 8, 1969, through December 12, 1975. All graduates who fell within this time period were sent questionnaires regarding the training program for school superintendents

at Montana State University.

Definitions of Selected Terms

Department--The word "department" used in this paper will mean the Department of Educational Services, Montana State University, Bozeman, Montana.

Participants--The word "participants" used in this paper will mean the individuals who have completed their Superintendents Certification Program from Montana State University from August 8, 1969, through December 12, 1975.

Training Program--The word "training program" used in this paper will mean the Superintendents Certification Program offered by Montana State University. The training program will culminate with state certification for the school superintendency.

Summary

An examination and evaluation of the Superintendent Certification Program offered at Montana State University was the intent of this research project. The reasons for the study were to provide the Department of Educational Services with a continuing evaluation of their Superintendents Certification Program and to review the objectives set up by the Department of Educational Services

as perceived by the participants of the program. The objectives set up by the department were examined and an effort was made to determine to what extent the objectives were being met. Information concerning individuals who received their Superintendent Certification from Montana State University was obtained from the Department of Educational Services. Questionnaires were sent to these individuals to obtain data used in this research. The results of this research are helpful to the Department of Educational Services for improving the courses of instruction in the Superintendent Certification Program.

Chapter 2

REVIEW OF RELATED LITERATURE

This review of literature is being done with the purpose of looking at some of the problems of the training of school superintendents, current trends in developing school superintendents and a brief look at the future of the superintendency.

Problems in Training School Administrators

From the early days in education when the master teacher usually served the role as head supervisor of a school, the training of administrative personnel has taken on many new dimensions.

The time has passed when colleges and universities graduate just skilled technicians as superintendents. The evolution of the school administrator to a creative educational leader has significantly changed the concepts of adequate administrative preparation. (Beckner, 1974)

With this change of dimension from technician to educational leader, there also have been many problems in administrative training. Far too little money is being spent in programs for the training of educational administrators. While no major institution would drop their programs, few, if any, have made the institutional committment necessary to fund that program properly.

Another problem is that there is far too little evaluation of training programs and as a result, both funded and non-funded programs of training educational administrators tend to be "shamanistic". No single student can operationally become involved in the total university. But no two students come to the program with the same background and experience or career goals. Therefore, no two students are likely to benefit in exactly the same program. Instead, individuals within the educational administration program, must have time to develop group norms which will be powerful motivators after they are out in the field. This carry over into the field is probably the most important part of any training program in educational administration. While P P B S is a useful concept to the school administrator, it can never substitute for real education. (Lutz, 1971)

Weldon E. Beckner also states that other problems besides lack of funding and lack of individuality in training are faculty competence, library adequacy and cooperation between institutions.

The American Association of School Administrators estimated that the demand for newly trained superintendents was about 800 per year. When the researcher examined this statistic, he has to wonder how many programs for the training of superintendents are necessary. This statistic makes the researcher ponder the possibility of states

forming regional compacts to prepare superintendents. Opponents of this plan say that programs preparing superintendents should be the capstone of strong underlying teacher education programs. In other words, programs focused just on the superintendency would be incomplete. It isn't a question of liquidating any programs, but a relatively much more simple question of how to arrange for such training in other states, thus avoiding the initiation and upkeep of costly and weak small operations for various professional fields in states lacking such programs. (Grieder, 1961)

Current Trends in Administrative Training

Weldon E. Beckner lists evaluative criteria for assessing the adequacy of current programs selected and validated. The most important criteria listed were:

1. To provide an interdisciplinary approach to study, and that university status of the institution was essential.
2. Both sixth year and doctoral programs should be offered in the superintendent program.
3. There should be a minimum of twenty students in the program each year.
4. Financial aid should be made available to superintendent trainees, ranging from $2400 to $8000 per year.
5. The formal training program should include the following course work:

a. Foundations of Education (History, Philosophy, Sociology and Psychology).
b. School organization and management.
c. School plant construction and operation.
d. School Law.
e. Curriculum and Instructional Improvement (Supervision).
f. Communication and Public Relations.
g. Human Growth and Development.
h. Personnel Administration (Professional and Pupil).
i. Research and Statistics.

Of the twenty-one training programs validated in this study only one fulfilled this criteria. (Spring, 1974, pp 130-131)

Another type of training is the teaching of theory which is referred to as the instructional module approach. This training assumes that each student brings with him a separate and unique background to his studies. Along with a unique background, each student will have a combination of intellectual skills. This program further assumes that the attempts to individualize instruction will have to be accomplished through a process of co-existence with established university practices and it must involve a personal committment on the part of the instructor. (Van Meter, 1973)

The more innovative institutions are sensing that instead of producing finished practioners, they must now prepare students to continue to learn after graduation. If the graduate knows how to identify a problem, research

the knowledge relating to it, and makes decisions about solutions, he will be able to keep abreast of new ideas and techniques and master novel cases. The elimination of unnecessary duplications also would improve motivation and morale. Many students have found the first year at professional school "dull and grinding" rather than inviting and challenging. Various philosophers, notably John Dewey, have advocated practical experiences and the problem solving approach as strong educational tools. It is also an excellent way to orient and motivate the student. Another important consideration in evaluation is to insure the transferability of learning. The study of a problem is not merely to find the solution, but the follow through is a most important solution. (Henderson, 1968)

Robert Birnbaum (1974) has written that many different techniques in administrator education are used but all are still oriented towards clarifying everyday problems which should arise in the work of a school administrator. Furthermore, Birnbaum states that using a students own behavior as a subject for study is not a new idea. It is one of the primary objectives of the intern approach. In this technique, students engage in a role playing exercise and then use the data collected as a part

of that exercise material to be analyzed. The focus is not on the content of the material but to the reactions of the individual involved. Reactions discussed are the effects of feelings of responsibility upon committment, the frustration inherent in any administrative relationship and the issue of whether leadership required individuals to make decisions or whether leaders were responsible for establishing a level of organizational functioning which permitted good decisions to be made by others. Student interest in the activities of the laboratory sessions and their perceptions of their usefulness are both extremely high. Experience is an extremely effective teaching technique with a high potential for transfer of learning to field situations. (1974: 161-164)

Internship is a more recent trend in the training of school administrators. Rather than having the student do role playing and going through countless hours of theory, the student is placed into the field to experience and analyze field situations first hand. (Ferreira, 1970) This type of training would be to this writer the most logical method of administrative training since the student would be able to observe first hand the entire picture of the duties and roles of the school administrator.

Another recent trend is sensitivity training.

This training allows administrators to become more aware of the feelings of people around them. Thomas reports that an administrator must be knowledgeable of the effect of his influence on his staff and that this "feedback" can occur only where there is mutual trust and respect (1971). Feedback then, is a healthy emotional environment in a school.

The question of what makes a good school administrator is very difficult to answer. Robert Brandt (1973) believes that the qualities that can help school administrators achieve success are very numerous, but several essential ones would include objectivity, creativity, sincerity, empathy, open-mindedness, inspiration and a basic respect for people.

Future of the Superintendency

Information received in 1964 from eight Rocky Mountain States indicated that about ninety new superintendents were being trained each year and no more than one hundred superintendents were expected to be trained each year through 1980. This information would tend to support Grieder in his proposal for regional institutions for administrative training. Another plan for future training for superintendents would be to spend the first

portion of training at a smaller institution and to finish at an institution where the best advanced preparation is available. Student exchange and tuition reciprocity would be a must for this type of program. Advisory committees from the various institutions would have to be established in order to initiate and evaluate the programs. (Beckner, 1974)

Summary

The training process for educational administrators has gone through many changes over the years. The institutions are now developing creative educational leaders rather than just trained technicians as had been done in the past. The superintendent must now have a broad background to be successful in our smaller schools and probably will have to specialize in one or two areas to be successful in larger districts. Training institutions may have to change some of their methods of teaching and may even have to consolidate their efforts in order to turn out well qualified superintendents. The school administrator will have to continue to grow in his profession after leaving the universities if he is to continue to meet the challenges of everychanging educational ideas.

Chapter 3

PROCEDURES

This study was conducted because of the desire of the Department of Educational Services at Montana State University to have a continuing evaluation of their Superintendent Certification Program. The design of this study was completed after consultation with the Department of Educational Services, after studying the objectives of the Superintendent Certification Program as drawn up by the Department of Educational Services and after reviewing the related literature. In this chapter, the researcher discusses the instrument, the research procedures, and the analysis of the data.

The Instrument

The basic instrument used to gather data for the study was a questionnaire (see Appendix B). The validity of the questionnaire as related to the objectives was obtained by submitting the questionnaire to the Department of Educational Services for their approval. The reliability of the questionnaire was obtained by having a number of staff members in the Department of Educational Services study the questionnaire. After analyzing their suggestions for improvement of the instrument, the questionnaire was modified and members of the department were again asked to

comment on unclear or ambiguous questions. The questionnaire consists of three main parts. Each part was constructed to answer part or all of the six questions to be answered in the study. The first part concerned itself with the personal data of the participants. Questions asked pertained to the participants present position, positions held prior to the completion of the Superintendent Certification Program at Montana State University, positions held since completion of the program, professional organizations in which the participants have been members or have held office, graduate credits earned since completion of the certification program, motivation for entering the Superintendent Certification Program, and the reason for selecting Montana State University for the program. The second part of the questionnaire was an evaluation of the objectives of the program as established by the Department of Educational Services. Participants were also asked their opinion as to the appropriateness of the objectives. The third part of the questionnaire was the evaluation by the participants of the individual course areas which are now included in the program for the training of school superintendents. Individual courses were listed and participants indicated the value of such courses in their training program. The closed-

form type of questionnaire was used, but it was supplemented by a number of open-form questions which were used to obtain personal opinions about the Superintendent Certification Program. The researcher believes the use of both the closed-form and open-form type of questions best serve the purpose of this research.

Specific Procedures

The population for this study were those individuals who have completed their Superintendent Certification Program at Montana State University during the period from August 8, 1969, through December 12, 1975. A list of the names of the participants was obtained from the Department of Educational Services. Their current addresses were provided by the placement office of Montana State University.

Questionnaires were mailed to each member of the population used in this study. Since the population of this study is relatively small, 68 persons, the researcher was able to send questionnaires to the entire population. Included with each questionnaire was a cover letter (see appendix A) which explained the purposes of the study, a stamped self-addressed envelope, and the date by which the participant should mail back the questionnaire.

The questionnaires were mailed to the participants on January 30, 1976. Each participant was urged to return this instrument before February 13, 1976. On February 15, 1976, a follow-up telephone call was made to the participants who had not returned the questionnaire. The participant's confidentiality was insured and the participant was asked if he would like to receive an abstract of this study.

Analysis of the Data

All data received from the participants of the study was presented in the form of tables (pages 21 to 45). Simple percentage was used in each category. The information obtained from the open-form questions on the instrument was summarized to present all of the opinions of the various participants. Similar responses from these questions also were charted and analyzed.

Summary

This study involved the use of a mailed questionnaire to gather data in order to evaluate the Superintendent Certification Program at Montana State University. The instrument was mailed to all individuals who obtained their Superintendent Certification Program at Montana State University from August 8, 1969, through December 12,

1975. It is expected the results of this study will aid the Department of Educational Services in improving the Superintendent Certification 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 reporting of the data follows the order of the questionnaire which was mailed to the participants.

The population for this study totaled sixty-eight. Of these, sixty-three responded after one mailing and a follow-up telephone call. The total response to the questionnaire was ninety-two and sixty-four hundredths percent. Since this study was concerned with practicing or past-practicing superintendents, only twenty-eight of the sixty-three participants fell into this category. Some of the participants did not respond to each question, thus accounting for the varied number of total responses for various items on the questionnaire. Percentages listed take into account only the number of responses for each item. Participants who did not answer a particular question are not considered in the statistic for that item unless it is specifically stated.

Survey Data--Part I

The first part of the survey dealt with personal data related to the participants. Since this study differentiated between experienced and non-experienced partici-

pants, the first two questions pertained to this qualification. This data is reported in Table 1A.

Question 1: Are you currently a practicing superintendent of schools?

Table 1A

PRACTICING SUPERINTENDENTS

N=51

Yes	%	No	%
22	= 43.1	29	= 56.9

Of the fifty-one participants who responded to this question, twenty-two (43.1 percent) are now practicing superintendents, while twenty-nine (56.9 percent) are not at the present time practicing superintendents.

Question 2: If you are not now a practicing superintendent, have you ever held that position?

Table 1B

FORMER SUPERINTENDENTS

N=31

Yes	%	No	%
8	= 25.8	23	= 74.2

Of the thirty-one participants who responded to this question, eight (25.8 percent) stated that they have at one time been superintendents, while twenty-three (74.2 percent) stated that they never have been superintendents.

Following the first two questions, the participants were instructed to disregard the rest of the questionnaire if they had not answered affirmatively to questions numbered one and two.

Question 3: Positions held prior to completion of the Superintendent Certification Program beginning with the most recent. Responses to this question are reported in Table 2.

Table 2

POSITION OF PARTICIPANTS PRIOR TO CERTIFICATION

A. First Position	N=26	%
Teacher	7	26.92
High School Teacher	2	7.69
Elementary Teacher	1	3.84
Teacher - Coach	3	11.53
Principal	4	15.38
Elementary Principal	3	11.53
Superintendent	4	15.38
Counselor	1	3.84
Adm. Asst. to Supt.	1	3.84
TOTAL	26	100.00

B. Second Position	N=22	%
Teacher	6	27.27
High School Teacher	1	4.54
Jr. High Teacher	1	4.54
Teacher-Coach	4	9.09
Principal	2	9.09
Elementary Principal	2	9.09
Superintendent	2	9.09
Counselor-Teacher	1	4.54
Director of Personnel	1	4.54
Bank examiner	1	4.54
Work Program Director	1	4.54
TOTAL	22	100.00

C. Third Position	N=15	%
Teacher	4	26.66
High School Teacher	2	13.33
Teacher - Coach	3	20.00
Teacher - Counselor	1	6.66
Principal	3	20.00
Elementary Principal	1	6.66
Superintendent	1	6.66
TOTAL	15	100.00

Question 4: Positions held since completion of the Superintendent Certification Program beginning with the most recent. Responses to this question are reported in Table 3.

Table 3

POSITION SINCE CERTIFICATION

A. First Position	N=12	%
Teacher	3	25.00
Counselor	1	8.33
Elementary Principal	1	8.33
Superintendent	7	58.33
TOTAL	12	100.00

B. Second Position	N=7	%
Teacher	2	28.57
High School Principal	1	14.28
Counselor	1	14.28
Superintendent	2	28.57
Principal	1	14.28
TOTAL	7	100.00

C. Third Position	N=2	%
Teacher	2	100.00
TOTAL	2	100.00

Question 5: How many graduate credits have you accumulated since completing your superintendent certification? Responses to this question are reported in Table 4.

Table 4

GRADUATE QUARTER HOURS

N=28

Quarter Hours	N	% of respondents
200	1	3.57
60	1	3.57
48	1	3.57
30	2	7.14
16	1	3.57
15	4	14.28
10	1	3.57
9	1	3.57
5	1	3.57
4	1	3.57
3	2	7.14
0	12	42.85

Question 6: Are you currently working on an advanced degree? The results of this question are reported in Table 5.

Table 5

WORKING ON ADVANCED DEGREE

N=27

N	Yes	%	No	%	Completed	%
27	3	11.11	23	85.18	1	3.57

Question 7: What is the enrollment of the school district in which you are presently employed? Responses to this question are reported in Table 6.

Table 6

SCHOOL ENROLLMENT

Teachers	Students	Non-certified
230	4,000	95
115	2,400	40
39	642	21
34	610	15
37	540	7
34	460	12
31	450	10
20	400	15
25	375	10
24	310	blank
19	300	11
22	279	7
19	225	0
18	204	11
18	2000	0
11	155	5
14	152	2
24	147	19
15	140	5
10	140	1
14	140	blank
13	135	7
15	132	9
13	122	5
12	90	8
10.5	76	5
11	61	6
TOTAL 847.5	12,885	326
N= 27	27	25
MEAN 31.38	477.22	13.04

Question 8: Please list the professional organizations in which you have held office since completion of your program. The results of this question are reported in Table 7.

Table 7

PROFESSIONAL OFFICES

N=27

A	B	C	D	E
MEA President	----	----	----	----
----	----	----	----	----
----	----	----	----	----
----	----	----	----	----
M.H.S.A.	MASA	AASA	----	----
----	----	----	----	----
Sec. Hi-Line Adm.	Council-MEA	----	----	----
MAESP	MSCSA	AASA	----	----
----	----	----	----	----
----	----	----	----	----
MASA	MASA	----	----	----
----	----	----	----	----
----	----	----	----	----
Phi-Delta Kappa (Sec)	----	----	----	----
Dist. 7C-V.P.	----	----	----	----
----	----	----	----	----
----	----	----	----	----
----	----	----	----	----
Pres. 4-Rivers Adm.	----	----	----	----
MASA	----	----	----	----
Sec. 4-Rivers Adm.	V.P. Dist. 10-C	----	----	----
----	----	----	----	----
Dist. Rep. to MEA	----	----	----	----
----	----	----	----	----
----	----	----	----	----

Table 7 (continued)

	A	B	C	D	E
	----	----	----	----	----
	Pres. 5-C Conf.	----	----	----	----
TOTALS	12	5	2	0	0
PERCENT	44.4	18.5	7.4	0	0

Legend: MEA - Montana Education Association
MHSA - Montana High School Association
MASA - Montana Association of School Administrators
MAESP - Montana Association of Elementary School Principals
AASA - American Association of School Administrators

Question 9: Why did you decide to get your superintendent certification? This question was responded to in a variety of ways and some participants responded with more than one reason. Rather than trying to summarize the participants responses in table form, the exact words of the participants are reported.

1. Had to because I was a County High School Principal.
2. No response.
3. Offered position if I would complete the degree.
4. To become a more versatile commodity on the school administration market.
5. Better position.
6. Necessary for position.
7. To help develop the best school system in Montana.
8. Interest in field (sustained). Prodding by superior--"EGO trip", as only woman Supt. in Montana (not sustained).
9. I was going to summer school anyway and it took only one more class to certify, so I thought what the heck, why not?
10. To meet the challenge of providing quality educational leadership in our public schools.
11. Because I wanted to be certified as an administrator.
12. Professional advancement.
13. Needed it to become a superintendent.
14. Increased salary. My opinion I could contribute more to education.
15. To be fully qualified, certified for position I was currently holding.

16. I felt I could do a better job than most of the Supts. I worked for. Also I felt I would be happier as an administrator than a teacher.

17. It was part of my overall career plans that I made in 1960.

18. Advancement

19. Wanted to go into administration.

20. Because administration was the job I wanted in education.

21. Wanted to be in administration.

22. Advancement in the field of education.

23. To place myself in a position where I could be a part of the decision making process of our educational system. Also to receive greater salary benefits.

24. Advancement

25. I enjoy business more than education. ($)

26. I had previous administration experiences at the business level.

27. In the year of Our Lord - 1972.

28. I decided that if I were going to effect positive change in Montana education, this was the best way.

Question 10: Why did you select Montana State University for your superintendent certification? Some participants gave more than one response to this question. The results of this question are reported in Table 8.

Table 8

WHY M.S.U. SELECTED

N=34

	N of Responses	%
Undergraduate work at M.S.U.	6	17.64
The best of the two schools	2	2.94
Good reputation of school	4	11.76
Quality of program	5	14.70
Recommended by alumni	4	11.76
Location	9	26.47
Staff	4	11.76

In the final question of Part I, the participants were asked to respond to a five part question regarding the reputation, morale and facilities at M.S.U. Participants were asked to rate five areas (Table 9). Participants used a scale of 1 to 5, 5-being very high, 4-high, 3-average, 2-low, and 1-very low. The mean $\bar{X}$ for each area is also reported in Table 9.

Table 9

RATING OF REPUTATION, MORALE, AND FACILITIES AT M.S.U.

	N	$\bar{X}$
A. The reputation throughout the state of the superintendent certification program at M.S.U.	28	3.64
B. The morale of fellow students with whom you were enrolled.	28	3.82
C. The degree to which the library at M.S.U. met your academic needs. . .	28	4.00
D. The degree to which the physical facilities at M.S.U. met your needs.	28	4.25
E. The degree to which the placement service at M.S.U. met your employment needs	28	3.38

Survey Data--Part II

Part II of the survey dealt with the objectives established by the Department of Educational Services at Montana State University for the superintendent certification program, and to what degree the participants thought the objectives were achieved.

The participants were asked to rate the objectives on a scale of 1 to 5, as to how well they thought the objectives were achieved. The following scale applied: 5-objectives achieved to a very high degree, 4-objectives achieved to a high degree, 3-objectives adequately achieved, 2-objectives partially achieved, 1-objectives not achieved.

The results of the rating of objectives are shown in Table 10. One respondent stated that objectives #1 and #8 were inappropriate. Another respondent stated that objective #7 was inappropriate. One respondent stated objective #9 was inappropriate and another that objective #5 and #4 were inappropriate.

Table 10

OBJECTIVES

The following applies to Table 10:

N-number of responses
Mean rating 1-5 = $\bar{X}$

	N	$\bar{X}$
1. The student must be able to prepare a budget using the OSPI format. . .	26	3.42
2. The student has a basic understanding of the school laws of Montana and of nationally associated court decision precedents.	27	3.62
3. The student must be able to design, supervise, and carry out a program of instructional supervision at all levels of instruction	27	3.25
4. The student can design and implement an articulated K-12 curriculum. . .	26	3.00
5. The student understands and uses a systems approach for program planning and implementation.	26	2.65
6. The student understands and uses a systematic decision making process in solving educational problems. . .	27	3.22
7. The students can relate to concepts of values, perceptions, and communications to a school system .	26	3.38
8. The student can organize and chair a school board meeting and is able to describe the roles of the superintendent and the board. . . .	26	3.30

Table 10 (continued)

	N	$\bar{X}$
9. The student can relate various aspects of the school guidance and counseling program to the instructional program.	27	3.14
10. The student is able to plan and carry out demographic studies of his school district for planning purposes	27	3.22

Survey Data--Part III

In part three of the questionnaire the participants of the study were asked to rate the courses now required for superintendent certification. The participants were asked to rate the courses on a scale of 1 to 6, and an answer of six was used to show that the participants did not take the course or its equivalent at Montana State University, and for that reason the number of responses in each category varies. The following scale applied: 6-did not take the course, 5-extreme value, 4-high value, 3-valuable, 2-little value, 1-no value.

School Finance received the highest mean rating by the participants (4.71). The next two highest rated courses were School Administration (3.64) and Introduction to Counseling (3.50). The two lowest ratings given by the

participants were for Supervision of Instruction (3.28) and for General School Curriculum (3.24). Table 11 gives a complete list of the courses listed in the questionnaire, how many participants took the course and the mean rating of the course by the participants.

Table 11

REQUIRED COURSE RATING

Course	N	Mean rating of course 1 to 5 scale $\bar{X}$
A. School Finance.	28	4.71
B. School Administration	28	3.64
C. General School Curriculum	25	3.24
D. Supervision of Instruction.	28	3.28
E. Introduction to Counseling (or equivalent)	24	3.50

Also, in part three of the questionnaire, the participants were asked five open-ended questions to which they were to respond. Because some of the participants did not answer the questions, and because some participants listed more than one course, the number of responses varies.

Question two, Part three: Please list the most relevant courses in your superintendent certification program. School Finances was mentioned more often than any other course (75.00 percent) by the participants. School Administration and School Law were the next most relevant courses (17.85 percent) as rated by the participants. The responses of the participants are listed in Table 12, along with the number of times it was mentioned, and what percent of the participants mentioned the particular course.

Table 12

MOST RELEVANT COURSES*

Course	N	%
School Finance	21	75.00
**School Law	5	17.85
School Administration	5	17.85
**Public Relations	2	7.14
Supervision	2	7.14
**Statistics	1	3.57
General School Curriculum	1	3.57
Introduction to Counseling	0	0.00

*Percentages listed in Table 12 are percents of the total number of respondents to the study which was twenty-eight.

**Courses not presently required for certification.

Question three, Part three: Please list the least relevant course in your superintendent certification program. Introduction to Counseling (or its equivalent) was the least relevant course (25.00 percent) as rated by the participants. The next least relevant course was Supervision of Instruction (17.85)percent). The responses of the participants are listed in Table 13, along with the number of times it was mentioned, and what percent of the participants mentioned the course.

Table 13

LEAST RELEVANT COURSES*

Course	N	%
Introduction to Counseling (or its equivalent)	7	25.00
Supervision of Instruction	5	17.85
School Administration	3	10.71
**School Law	2	7.14
**Sociology	2	7.14
**History of Education	1	3.57
**Educational Psychology	1	3.57
**Elementary Reading	1	3.57
Did not respond	6	21.42

*Percentages in Table 13 are percents of the total number of respondents to the study which was twenty-eight.

**Courses not presently required for certification.

Question four, Part three: Are there any courses which should be added to the program? The item that was mentioned most often by the participants was the writing of federal programs which was listed by eleven participants (39.28 percent). Five participants mentioned Montana Law (17.85 percent). The data from the question are listed in Table 14.

Table 14

COURSES TO BE ADDED*

Course	N	%
Writing Federal Programs	11	39.28
Montana Law	5	17.85
Negotiations	4	14.28
School Community Relations	2	7.14
Plant Management and Construction	2	7.14
Internship	2	7.14
Discipline	2	7.14
Extra-curricular accounting	1	3.57
Small Schools Activities Programs	1	3.57
Transportation	1	3.57
School Lunch	1	3.57
Time Management	1	3.57
Staff Management	1	3.57
Economics	1	3.57
Advanced Government	1	3.57
Seminar	1	3.57
Organization of School Boards	1	3.57
Relevant Guidance Program	1	3.57

*Percentages listed in Table 14 are percents of the total number of respondents to the study which was twenty-eight.

Question five, Part three: Are there any courses which should be deleted from the program? In this area the response most given by the participants was that no courses should be deleted. This was mentioned by twenty participants (71.42 percent). The data from this question are listed in Table 15.

Table 15

COURSES TO BE DELETED

N=28

Course	N	%
No deletions	20	71.42
Counseling	2	7.14
All theory classes	2	7.14
Psychology	2	7.14
Sociology	1	3.57
No Response	1	3.57

Question six, Part three: Please list ways in which you feel the Superintendent Certification Program at Montana State University could be improved. A total of thirteen areas were mentioned, but only one received a large response. This was the area of internship in which thirteen participants (46.42 percent) thought this area should be added to the curriculum. Table 16 summarizes the data from this question.

Table 16

WAYS TO IMPROVE PROGRAM*

Area	N	%
Internship.	13	46.42
Practicing Administrators on Faculty. .	2	7.14
Seminar	1	3.57
Single Administrator for Small School .	1	3.57
Professors return to field.	1	3.57
School Administration (strengthen). . .	1	3.57
School Curriculum (strengthen)	1	3.57
Supervision of Instruction (strengthen)	1	3.57
Screen candidates for decision making responsibilities	1	3.57
Legal ramification of Superintendent's action	1	3.57
No minor.	1	3.57
More Counseling	1	3.57
No response	5	17.85

*Percentages listed in Table 16 are percents of the total number of respondents which was twenty-eight.

Summary

In this chapter the data that was obtained from the mailed questionnaire and follow up telephone calls was tabulated. A ninety-two percent return was obtained from the first mailing of the questionnaire and follow up telephone calls.

The data gives an overall view of how the participants felt they were prepared in their Superintendent Certification Program.

Part one of the questionnaire dealt with the personal data that was furnished by the participants. In part two of the questionnaire the participants were asked to rate the objectives established by the Department of Educational Services of Montana State University. In the third part of the questionnaire, the participants of the study were asked to rate the required courses taken by those pursuing Superintendent Certification.

A summary of the study, conclusions revealed from the data and recommendations are presented in Chapter 5.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This research project was a result of a desire of the Department of Educational Services of Montana State University to evaluate their Superintendent Certification Program. There were two phases of evaluation in this research project. First, the program was evaluated in terms of the degree to which the objectives established by the Department of Educational Services were presently being met. Secondly, participants were asked to indicate their opinions concerning the adequacy of the training they received in the Superintendent Certification Program at Montana State University from August 8, 1969, through December 12, 1975.

The basic instrument used to gather data for the study was a mailed questionnaire, which was developed in cooperation with the Department of Educational Services. It was checked for face validity and face reliability by the department. The questionnaire was sent to all individuals who had obtained their Superintendent Certification from Montana State University during the period of time from August 8, 1969, through December 12, 1975. As the questionnaires were returned, the data was tabulated. The data and

findings of the study were presented in written and tabular form, and were reported mostly in sums and percentages.

The following statements generally summarize the results obtained from the questionnaire.

(1) A ninety-two and sixty-four hundredths percent response to the questionnaire was obtained. Fifty-three participants (77.9 percent) responded to the first mailing, and ten participants (14.7 percent) responded to a follow up telephone call, for a total of sixty-three participants. The total population of the study was sixty-eight. Of the sixty-three respondents, twenty-eight were currently, or had been superintendents. The study was concerned with these twenty-eight participants.

(2) The participants generally rated the reputation of the Superintendent Certification Program at Montana State University as high.

(3) The participants rated the morale of fellow students with whom they were enrolled in the program as high.

(4) The library at Montana State University was given a high rating by the participants.

(5) The physical facilities at Montana State

University was rated high to very high by the participants.

(6) The services of the Placement Office in meeting the employment needs of the participants were rated as average.

(7) The participants felt they were adequately suited to prepare a budget using the OSPI format.

(8) The participants felt they were well prepared in their understanding of the school laws of Montana and of nationally associated court decision precedents.

(9) The participants felt they were adequately prepared to design, supervise, and carry out a program of instructional supervision at all levels of instruction.

(10) The participants felt they were not adequately prepared to design and implement an articulated K-12 curriculum.

(11) The participants felt they were not adequately prepared to use a systems approach for planning and implementation.

(12) The students felt they were adequately prepared to relate concepts of values, perceptions, and communication to a school system.

(13) The participants felt they were adequately prepared to organize and chair a school board meeting and to describe the roles of the superintendent and

the board.

(14) The participants felt they were adequately prepared to relate various aspects of the school guidance and counseling programs to the instructional program.

(15) The participants felt they were adequately prepared to plan and carry out demographic studies of his school district for planning purposes.

(16) The participants felt that School Finance was of extreme value to them as superintendents.

(17) The participants felt that School Administration was of high value to them as superintendents.

(18) The participants felt that General School Curriculum was valuable to them as superintendents.

(19) The participants felt that Supervision of Instruction was valuable to them as superintendents.

(20) The participants felt that Introduction to Counseling was valuable to them as superintendents.

(21) When participants were asked to list the most relevant courses they had taken in their Superintendent Certification Program, School Finance was most mentioned with twenty-one (75.00 percent) listing it. The other two most relevant courses were School Law and School Administration both named by five (17.85 percent) of the participants.

(22) When asked to list least relevant courses the participants had taken in their Superintendent Certification Program, Introduction to Counseling was most often mentioned with seven (25.00 percent) listing it. The other least relevant course listed by the participants was Supervision of Instruction named by five (17.85 percent).

(23) It was suggested by eleven (39.28 percent) of the participants, that a course in writing Federal Programs should be added to the Superintendent Certification Program. Five participants (17.85 percent) felt that Montana Law should be included in the program. A course in Negotiations was listed by four participants (14.28 percent) to be added to the required program.

(24) In response to the question of what courses should be deleted from the program, twenty participants (71.42 percent) stated that no course should be deleted from the program. Two participants (7.14 percent) listed counseling as a course to be deleted. Two more participants (7.14 percent) felt that all theory classes should be deleted.

(25) When asked how the program could be improved, the most often mentioned response by the participants was to add an internship to the program. This response was

mentioned by thirteen participants (46.42 percent).

Conclusions

Based on the data which was compiled in this study, the following conclusions appear to be warranted.

(1) The reputation of the Superintendent Certification Program, the facilities available, and morale of students was rated high by the participants.

(2) The Placement Service at Montana State University was given an average rating in meeting the needs of students.

(3) The objectives for the program as designed by the Department of Educational Services were being met to an adequate degree.

(4) The required courses in the program were valuable to the practicing superintendent.

(5) School Finance was of extreme value to the participants.

(6) The least relevant required course mentioned by the participants was Introduction to Counseling.

(7) Participants felt that a course in writing Federal Program should be added to the Superintendent Certification Program.

(8) Participants felt that no presently required courses should be deleted from the program.

(9) Participants felt that an internship program should be added to the curriculum.

Recommendation

(1) The Department of Educational Services should continue with the courses presently required for Superintendent Certification.

(2) The Department of Educational Services should incorporate a course in writing Federal Programs into the Superintendent Certification Program.

(3) An internship program should be incorporated into the program.

(4) Montana School Law should be incorporated into the program.

(5) Introduction to Counseling or its equivalent should be strengthened.

(6) The Department of Educational Services should consider having practicing superintendents teach some of the required courses.

(7) Supervision of Instruction should be strengthened.

(8) More background should be given students in order to properly design and implement an articulated K-12 curriculum.

(9) More background should be given in order for students to use a systems approach for program planning and implementation.

(10) The Department of Educational Services should continue to upgrade, through student recommendations, the Superintendent Certification Program.

APPENDIX A

ORIGINAL LETTER SENT TO GRADUATES

January 30, 1976

Dear

I am conducting an evaluation of the Superintendent Certification Program at Montana State University. This study is being conducted in cooperation with the Department of Educational Services. The results of this survey will be utilized by the Department in continuing to improve the training offered to school superintendents and will have the added significance of aiding the department to meet the requirements set by the Board of Regents and the National Council for the Accreditation of Teacher Education.

Because you received your superintendent certification from Montana State University, you are in a position to furnish the University with valuable information as to how successfully you were prepared to meet the responsibilities of your profession. Information gained from your appraisal of established objectives and current course offerings, as well as your suggestions for improving the program, will be of great value in strengthening the program.

As you probably have noticed, the enclosed questionnaire is coded. The purpose of this coding is for the numerous follow up letters and calls which will be utilized to contact non-respondents. You can be assured that all individual replies will be held in the strictest confidence.

Please complete the questionnaire and return it to me in the enclosed self addressed envelope by Feb. 13, 1976. Your cooperation in this matter will be genuinely appreciated.

If you would like an abstract of the findings of this evaluation, please check the appropriate blank on the last page of the questionnaire.

Sincerely Yours,

Mr. James L. Stanton

Dr. Robert Van Woert, Director
Teacher Certification

APPENDIX B

QUESTIONNAIRE SENT TO GRADUATES

QUESTIONNAIRE

Part I

PERSONAL DATA

1. Are you currently a practicing superintendent of schools?

   Yes_____ No_____

2. If you are not now a practicing superintendent, have you ever held that position?

   Yes_____ No_____

If your answer to questions 1 and 2 is no, please disregard the remainder of the questionnaire and return it to me.

3. Positions held prior to completion of the Superintendent Certification Program beginning with the most recent.

   A. Title_____Years_____
      Employer_____

   B. Title_____Years_____
      Employer_____

   C. Title_____Years_____
      Employer_____

4. Positions held since completion of the Superintendent Certification Program beginning with the most recent.

   A. Title_____Years_____
      Employer_____

   B. Title_____Years_____
      Employer_____

   C. Title_____Years_____
      Employer_____

5. How many graduate credits have you accumulated since completing your superintendent certification?

   _____Quarter hours

6. Are you currently working on an advanced degree?

   Yes_____, No_____, Completed_____, Where_____

7. What is the enrollment of the school district in which you are presently employed?

   Teachers:_____, Students:_____, Non-Certified:_____

8. Please list the professional organizations in which you have held office since completion of your program.

   A._____

   B._____

   C._____

   D._____

   E._____

9. Why did you decide to get your superintendent certification?

   _____

   _____

   _____

10. Why did you select Montana State University for your superintendent certification?

    _____

    _____

    _____

11. Using a scale of 1 to 5, please indicate, by circling the appropriate number, your perception of the following. The following scale applies:

5 - Very High, 4 - High, 3 - Average, 2 - Low, 1 - Very Low

A. The reputation throughout the state of the superintendent certification program at M.S.U. 1 2 3 4 5

B. The morale of fellow students with whom you were enrolled. 1 2 3 4 5

C. The degree to which the library at M.S.U. met your academic needs. 1 2 3 4 5

D. The degree to which the physical facilities at M.S.U. met your needs. 1 2 3 4 5

E. The degree to which the placement service met your employment needs. 1 2 3 4 5

Part II

OBJECTIVES

The following are objectives of the General School Administration Program - Superintendent Endorsement- at Montana State University. Please give a value judgment as to how you feel your training prepared you to accomplish them as you finished the Program. Using a scale of 1 to 5, indicate, by circling the appropriate number, your perception of the following. The following scale applies:

5 - objectives achieved to a very high degree, 4 - objectives achieved to a high degree, 3 - objectives adequately achieved, 2 - objectives partially achieved, 1 - objectives not achieved.

1. The student must be able to prepare a budget using the OSPI format. 1 2 3 4 5

2. The student has a basic understanding of the school laws of Montana and of nationally associated court decision precedents. 1 2 3 4 5

3. The student must be able to design, supervise, and carry out a program of instructional supervision at all levels of instruction. 1 2 3 4 5

4. The student can design and implement an articulated K-12 curriculum. 1 2 3 4 5

5. The student understands and uses a systems approach for program planning and implementation. 1 2 3 4 5

6. The student understands and uses a systematic decision making process in solving educational problems. 1 2 3 4 5

7. The student can relate to concepts of values, perceptions, and communications to a school system. 1 2 3 4 5

8. The student can organize and chair a school board meeting and is able to describe the roles of the superintendent and the board. 1 2 3 4 5

9. The student can relate various aspects of the school guidance and counseling program to the instructional program. 1 2 3 4 5

10. The student is able to plan and carry out demographic studies of his school district for planning purposes. 1 2 3 4 5

11. If you feel that any of the above listed objectives are inappropriate, please place the number preceding each inappropriate objective on the blanks provided below.

_____, _____, _____, _____, _____, _____, _____,

Part III

INDIVIDUAL AREAS

1. Listed below are the courses now required for superintendent certification. Using a scale of 1 to 6, indicate by circling the appropriate number, the value you place on each area. If you did not take a course or its equivalent at M.S.U., please circle the number 6. The following scale applies: 6-did not take the course, 5-extreme value, 4-high value, 3-valuable, 2-little value, 1-no value.

A.	School Finance	A. 1 2 3 4 5 6
B.	School Administration	B. 1 2 3 4 5 6
C.	General School Curriculum	C. 1 2 3 4 5 6
D.	Supervision of Instruction	D. 1 2 3 4 5 6
E.	Introduction to Counseling (or equivalent)	E. 1 2 3 4 5 6

2. Please list the most relevant course in your superintendent certification program.

_____

3. Please list the least relevant course in your superintendent certification program.

_____

4. Are there any courses which should be added to the program?

_____

_____

5. Are there any courses which should be deleted from the program?

_____

_____

6. Please list ways in which you feel the superintendent certification program at Montana State University could be improved.

_____

_____

_____

7. If you would like to receive an abstract of the findings of this study, please indicate below.

Yes _____

No _____

REFERENCES CITED

REFERENCES CITED

Beckner, Weldon E. "Administrative Leadership," Improving College and University Teaching. XXII:130-131, Spring, 1974.

Birnbaum, Robert. "Role Playing and Survey Feedback for Administrative Interns," Improving College and University Teaching. XXII:161-164, Summer, 1974.

Brandt, Robert G. "Administrator Attributes for Success," NAASP Bulletin, N376:37, November, 1973.

Ferreira, Joseph L. "The Administrative Internship and Role Change," Educational Administrative Quarterly. Winter, 1970.

Grieder, Calvin. "Pool State Resources to Prepare Superintendents," Nations Schools. 68:6, December, 1961.

Henderson, Algo D. "Innovations in Education for the Professions," Educational Record. 49:290-297, Summer, 1968.

Lutz, Frank W. "Funding and Educational Administrative Programs," Educational Administrative Quarterly, VII, 1-7, Winter, 1971.

Mader, Harold G. "An Evaluation of the Elementary Principalship Program at Montana State University." Unpublished Master's Professional Paper, Montana State University, 1972.

McAffee, Robert Richard. "An Evaluation of the Elementary Principalship Program at Montana State University." Unpublished Master's Professional Paper, Montana State University, 1972.

Steinhoff, Carl L. and Bishop, Lloyd K. "Factors Differentiating Preparation Programs in Educational Administration: U C E A Study of Student Organizational Environment," Educational Administrative Quarterly, 35-50, Spring, 1974.

Thomas, Jack E. "An Exploration of the Demand for Specialists in Educational Administration," Educational Administrative Quarterly. 44-57, Spring, 1972.

Thomas, T.A. "Human Relations Training for Elementary School Principals," National Elementary Principal. 150:59-62, May, 1971.

Van Meter, Eddy J. "Theory in Educational Administration,: An Instructional Module Teaching Approach," Educational Administrative Quarterly. IX:81-95, A utum, 1973.