

THE DIRECTOR OF INSTRUCTION: A STUDY OF
HIS DUTIES IN TEXAS PUBLIC SCHOOLS

A Dissertation
Presented to
the Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
James Dennis Grizzle
June 1967

ACKNOWLEDGMENTS

The writer is indebted to the many school administrators and teachers who participated in this study through their response to the questionnaire. Special appreciation is due the superintendents of Galveston County school districts, who devoted a portion of a monthly county administrators' meeting to help the writer refine the questionnaire before it was put in final form for mailing.

The writer is deeply grateful to his committee, Dr. Harper F. Beaty, Dr. Joseph L. Fearing, Dr. Lawrence E. Freeman, Dr. June Hyer, and Dr. William O. Nesbitt for the time they devoted in assisting the writer in developing and completing this study. The encouragement and timely suggestions given by Dr. Beaty have been especially helpful. The guidance given by Dr. Arvin N. Donner has also been most helpful.

The writer is further indebted to his wife and children for their encouragement, help, and guidance during the study.

THE DIRECTOR OF INSTRUCTION: A STUDY OF
HIS DUTIES IN TEXAS PUBLIC SCHOOLS

An Abstract of a Dissertation
Presented to
the Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
James Dennis Grizzle

June 1967

ABSTRACT

Grizzle, James Dennis. "The Director of Instruction: A Study of His Duties in Texas Public Schools." Unpublished Doctoral dissertation, University of Houston, Houston, 1967.

Problem. The purpose of this study was twofold. The first objective was to determine the concept of the duties of the director of instruction by making a survey of Texas public school systems with an average daily attendance of 2,500 or more students for 1963-1964. The second objective was to present a recommended list of the major duties for persons serving as directors of instruction based on the ratings given by superintendents, directors of instruction, and teachers contacted.

Procedures. The survey method was employed to secure the information desired. The data used in this investigation were obtained from questionnaires sent to superintendents and directors of instruction of all Texas school districts that had an average daily attendance of 2,500 or more for 1963-1964, as listed in the directory of the Texas Education Agency. Superintendents were requested to send the names and addresses of a fourth-grade classroom teacher, a seventh grade mathematics teacher, and a high school English teacher in order to obtain a sampling of teacher opinions. Questionnaires were then mailed to these teachers as their names were returned.

The questionnaire was composed of sixty-nine duties divided into three divisions. The divisions were: (1) administrative functions, (2) curriculum functions, and (3) leadership functions.

Questionnaires completed and returned were tabulated and analyzed to determine which of the duties listed on the questionnaire were performed by directors of instruction and to determine the rank in importance of these duties.

Findings of Study. Major findings of the study were:

1. A greater percentage of directors of instruction than of superintendents and teachers believed that the directors of instruction were performing all sixty-nine duties on the questionnaire.
2. Directors of instruction felt that they performed more of the sixty-nine duties than superintendents and teachers felt were performed.
3. Superintendents placed more importance on the duties of directors of instruction than did directors of instruction and teachers.
4. There was a higher degree of agreement between directors of instruction and superintendents on the percentile ranking of duties than between directors of instruction and teachers.

5. Directors of instruction placed more importance on the leadership and administrative functions of the position than they did on the curriculum functions.
6. There was a need for a better job description for the position of director of instruction and a definite need for better communications from the superintendent's office to the director of instruction concerning the importance of the position and the duties to be performed.
7. Forty-two of the sixty-nine duties were checked by 50 percent of the teachers as being performed, while 50 percent of the directors of instruction checked sixty-eight of the sixty-nine duties as being performed.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	2
Need for Study	2
Procedures	4
Limitations Placed Upon the Study	6
Definition of Term Used	7
Organization of the Study	7
II. REVIEW OF THE LITERATURE	8
III. RESULTS OF THE SURVEY	33
Findings of Study	34
Duties Performed	171
Recommended Duties	192
IV. SUMMARY, RECOMMENDED DUTIES, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE STUDY	211
Summary of Findings on Duties Performed	211
Recommended Duties	226
Conclusions	228
Recommendations for Future Study	234
BIBLIOGRAPHY	236
APPENDIX	242
VITA	251

LIST OF TABLES

TABLE		PAGE
I.	Directs and Coordinates the Activities of all Instructional Personnel	35
II.	Recognizes, Stimulates, and Leads Creative Effort and Progress in Teaching and Administration	37
III.	Makes Periodic Oral and Written Reports to the Superintendent on Instructional Matters .	39
IV.	Organizes and Administers the Program of Instructional Supervision	41
V.	Organizes and Administers a Comprehensive In-service Training Program	43
VI.	Organizes and Utilizes the Best Means of Evaluation and Research Available in Deter- mining the Success of the Instructional Program	45
VII.	Provides for and Supervises Consultant Services	47
VIII.	Works in the Development, Application, and Interpretation of Various Testing Programs .	49
IX.	Confers with Commercial, Educational, and Other Representatives Visiting the School System	51

TABLE

PAGE

X.	Organizes and Coordinates such Programs as Kindergartens, Summer Schools, Adult Edu- cation Classes, and Vocational Programs for Local Business and Industry	53
XI.	Serves as Liaison Agent Between the School and Colleges in Student Teaching Program . .	55
XII.	Assists with Selection, Assignment, and Evaluation of Instructional Personnel	57
XIII.	Appoints Special Instructional Committees and Directs Their Work	59
XIV.	Approves Requisitions for Instructional Supplies	61
XV.	Takes Leadership in the Formulation and Execution of Policies Governing Classifi- cation, Promotion, Failure, and Progress Reports on Pupils	63
XVI.	Prepares Instructional Services Budget and Maintains Continuous Accounting of Its Funds	65
XVII.	Coordinates and Compiles Instructional Reports Required by Local, State, and Federal Agencies	67
XVIII.	Coordinates Selection of Textbooks	69

TABLE

PAGE

XIX.	Is Responsible for Surveying and Maintaining Teacher-Pupil Ratio as Established by District Policy	71
XX.	Arranges for Instructional Exhibits or Demonstrations in the School	73
XXI.	Organizes and Supervises Orientation of New Teachers	75
XXII.	Arranges and Supervises School Audiovisual and Television Programs	77
XXIII.	Visits and Observes in the Classroom	79
XXIV.	Performs Assigned Duties and Responsibilities Outside the Area of Curriculum and Instruction	81
XXV.	Advises in Planning of Physical Facilities Needed in the Instructional Program	83
XXVI.	Arranges for Special Programs Such as Texas Public Schools Week, American Edu- cation Week, American Library Week, etc. .	85
XXVII.	Directs Research and Provides Needed Information to Determine Instructional Costs; Plans for Increased Efficiency in Operating Through Continuous Cost Study and Control	87

TABLE	PAGE
XXVIII. Analyzes Supervisory Roles to be Performed; Appraises Competencies of Supervisory Staff; Assigns Supervisors; and Coordi- nates Their Work	89
XXIX. Makes Follow-up Studies on Both Graduates and Dropouts	91
XXX. Arranges for Teacher Visitation Inside or Outside the System	93
XXXI. Improves Working Environment for the Staff . .	95
XXXII. Addresses and/or Attends Faculty Meetings . .	97
XXXIII. Provides for Lay Participation in Educa- tional Planning	99
XXXIV. Facilitates the Setting and Periodic Review of Broad Educational Objectives for the School System	101
XXXV. Sees to it that a Planned Program of Continuous Evaluation and Revision of the Educational Program Involving the Instruc- tional Staff is Operating	103
XXXVI. Plans and Makes Possible Teacher Observation in Classes Other than their Own	105
XXXVII. Assists in School Accreditation Evaluations .	107

TABLE

PAGE

XXXVIII.	Keeps Abreast of Research and Educational Developments and Leads in Continuous Study and Development of the Local Curriculum . .	109
XXXIX.	Is an Integral Part of a Cooperative Effort to Improve Articulation Between Elementary and Secondary Divisions	111
XL.	Recommends Curriculum Changes and Designs the Machinery to Make the Changes Deemed Necessary	113
XLI.	Maintains Communications with Staff Members Regarding Legal Aspects of Curriculum Development	115
XLII.	Studies Sequential and Development Nature of Subject Matter Facts and Skills and Relates Scope and Sequence to Accepted Patterns of Child Growth and Development .	117
XLIII.	Coordinates the Development of the Special Education Program	119
XLIV.	Cooperates in Development of Written Guidance Plans	121
XLV.	Develops Criteria for Evaluation to Deter- mine Strengths and Weaknesses of Instructional Program	123

TABLE	PAGE
XLVI. Utilizes Results of Research to Work with Superintendent and School Board in Pro- gram Development	125
XLVII. Works with a System-wide Curriculum Council .	127
XLVIII. Maintains a File of Community Resources . . .	129
XLIX. Works Cooperatively with all School Personnel to Define, Develop, and Inter- pret the Program of Instruction to the Community	131
L. Participates in Local and State Professional Organizations	133
LI. Plans and Supervises Development of Hand- books	135
LII. Plans and Supervises Development of Curriculum Guides	137
LIII. Surveys, Plans for, and Directs Programs Designed to Meet Specialized Needs of the School	139
LIV. Maintains Liaison with Community Groups such as PTA, Boy Scouts, Service Clubs, etc. . .	141
LV. Attends and Assumes a Responsible Role in the Superintendent's Administrative Meetings	143

TABLE	PAGE
LVI. Serves as a Clearing House for Community Pressures and Inquiries Concerning the Education Program	145
LVII. Conducts or Participates in Summer Workshops or Conferences Within the Local School System	147
LVIII. Conducts or Participates in Summer Workshops or Conferences Outside the Local School System	149
LIX. Takes Leadership in Finding, Evaluating, Organizing, and Utilizing the Best Instructional Materials and Equipment Available for the Instructional Program	151
LX. Provides Assistance to Building Principals in their Roles as Leaders in Instruction	153
LXI. Conducts Conferences, Provides Demonstrations, and Otherwise Assists Classroom Teachers	155
LXII. Writes Articles for Professional Magazines .	157
LXIII. Encourages Classroom Teachers to Write Articles for Professional Magazines	159

TABLE	PAGE
LXIV. Develops Sensitivity to Problem Areas and to Needs of Local School District and Community	161
LXV. Secures Time for Teachers to Work Together .	163
LXVI. Works with Teachers on Classroom Practices of an Experimental Nature	165
LXVII. Listens to Professional Problems of Individuals and Counsels if Necessary . . .	167
LXVIII. Prepares a Newsletter to the Professional Staff	169
LXIX. Participates in Regional School Study Councils	170
LXX. Duties Performed by the Directors of Instruction as Reported by Seventy-Six Superintendents Reporting	172
LXXI. Duties Performed by Directors of Instruc- tion as Reported by Sixty-one Directors of Instruction	179
LXXII. Duties Performed by the Directors of Instruction as Reported by 165 Teachers . .	186
LXXIII. Percentile Rank of Duties Performed by Directors of Instruction Based on Ratings of Superintendents Reporting	192

TABLE

PAGE

LXXIV.	Percentile Rank of Duties Performed by Directors of Instruction Based on Ratings of Directors of Instruction Reporting . . .	199
LXXV.	Percentile Rank of Duties Performed by Directors of Instruction Based on Ratings of Teachers Reporting	205

CHAPTER I

INTRODUCTION

One of the most important facets of public school education has been the curriculum. Unless a school developed a modern and effective curriculum, many of the efforts put into our educational program were wasted. In past years, too many of our schools emphasized other aspects of the educational program to the detriment of the school curriculum. At times the curriculum was treated as a stepchild; and the administrative staff and school board gave attention to it only when they were forced to do so. In some instance business managers or other personnel were employed when the school system was in dire need of someone to assume responsibility for curriculum planning and development. Too often in the past a curriculum specialist was regarded as an expensive luxury.¹

For many years the curricula for elementary and secondary schools were almost universally prepared by members of State Departments of Education and issued in the forms of state courses of study.² It is fortunate that

¹Edward A. Krug and others, Administering Curriculum Planning (New York: Harper and Brothers, 1956), p. 106.

²Ibid., p. vii.

educators realized that an effective functional curriculum for both elementary and secondary schools must meet the needs of the local community.³ It is through this realization that the position of director of instruction or curriculum director emerged at the local level in our public school systems. It was with this person, the curriculum specialist, whose main function is the supervision of continuous curriculum planning and development, that this study was concerned.

I. THE PROBLEM

The purpose of this study was twofold. The first objective was to determine the duties of the director of instruction by making a survey of Texas public school systems with an average daily attendance of 2,500 or more students for 1963-1964. The second objective was to present a recommended list of the major duties for persons serving as directors of instruction. The list was based on the ratings given by superintendents, directors of instruction, and teachers contacted.

II. NEED FOR STUDY

Education in general has been under constant attack since World War II and particularly in recent years because

³Edward A. Krug, Curriculum Planning (New York: Harper and Brothers, 1950), pp. 290-91.

of the increased emphasis on mathematics and science. School systems have been criticized by school personnel and the general public because the school curriculum has failed to keep abreast of changing research and technology.⁴ In many instances this criticism has been justified. To alleviate this criticism and help provide a more modern and up-to-date curriculum, school districts in recent years have employed directors of instruction to assist the superintendent in this vital area. Previously only the largest school districts employed a staff member who specialized in curriculum development. With the general public increasingly vocal in its demand for improvement in all areas of the school, it was to be expected that the curriculum would be given critical examination. School districts began employing directors of instruction whose primary responsibility was curriculum supervision and improvement.⁵ Since little has been done until recently to establish accepted duties or determine the order of their importance, there was a definite need for this study.⁶

⁴Robert S. Gilchrist, "The Case for Change," New Curriculum Developments (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1965), p. 1.

⁵Ronald C. Doll, Curriculum Development: Decision Making and Process (Boston: Allyn and Bacon, Inc., 1964), p. 170.

⁶Gordon N. MacKenzie, "Role of the Supervisor," Educational Leadership, XIX (November, 1961), 21.

III. PROCEDURES

The survey method was employed to secure the information desired. The data used in this investigation were obtained from questionnaires sent to superintendents and directors of instruction of all Texas school districts that had an average daily attendance of 2,500 or more for 1963-1964, as listed in the directory of the Texas Education Agency. Superintendents were requested to send the names and addresses of a fourth-grade classroom teacher, a seventh-grade mathematics teacher, and a high school English teacher in order to obtain a sampling of teacher opinions from all levels of the school systems. Questionnaires were then mailed to these teachers as their names were returned.

During the last week of April, 1965, 129 questionnaires were mailed to superintendents, eighty-seven to directors of instruction, and subsequently to 192 teachers as their names were received.

By June 1, sixty-six questionnaires had been returned by the superintendents, fifty-six by directors of instruction, and 131 by the classroom teachers.

During the second week in June, 1965, a follow-up request was mailed to the sixty-three superintendents, thirty-one directors of instruction and sixty-one classroom teachers who had failed to return the questionnaires. In response to

this reminder, ten questionnaires were completed and returned by the superintendents, five by the directors of instruction, and twenty-two by the classroom teachers. The names of twenty-four more classroom teachers were provided by the superintendents, and questionnaires were mailed to them. Of these, twelve were returned. Of 129 superintendents contacted in the survey, seventy-six completed and returned the questionnaire. Sixty-one of the eighty-seven directors of instruction completed and returned the questionnaire, and 165 of the 216 classroom teachers responded.

The questionnaire was composed of sixty-nine duties selected from The Role of the Director of Instruction,⁷ The Work of the Curriculum Coordinator in Selected New Jersey Schools,⁸ duties ascertained by the writer from a survey of the literature, and duties suggested by members of the dissertation committee. The questionnaire was divided into three divisions, and directions for completing it were given.

⁷Texas Association of School Administrators, The Role of the Director of Instruction (A Report Prepared by the Study Commission. Austin: Texas Association of School Administrators, August, 1963), pp. 1-16.

⁸Bart M. Atkinson and others. The Work of the Curriculum Coordinator in Selected New Jersey Schools (A Report Prepared by a Seminar in Supervision and Curriculum Improvement. New York: Bureau of Publications, Teachers College, Columbia University, 1950).

The divisions were: (1) administrative functions, (2) curriculum functions, and (3) leadership functions.

Persons receiving the questionnaire were requested to check yes or no to the question: Does your school district employ a director of instruction or curriculum director? Everyone who received the questionnaire was requested to check each duty that was performed in his district and to rate each duty as to his opinion of its importance.

Questionnaires completed and returned were tabulated and analyzed according to the selected grouping of superintendents, directors of instruction, and teachers to determine which of the duties listed on the questionnaire were performed by directors of instruction and to determine the rank in importance of these duties. This information became the basis for a list of recommended duties for directors of instruction.

IV. LIMITATIONS PLACED UPON THE STUDY

This study was limited to the responses of superintendents, directors of instruction, and teachers serving in Texas public school districts with an average daily attendance of 2,500 or more for the 1963-1964 school year.

Districts with an average daily attendance above 100,000 were not excluded from the study, but they had little bearing on the study because they represented only a small percent of the total districts participating.

V. DEFINITION OF TERM USED

Director of instruction. The director of instruction was the person directly responsible to the superintendent for the curriculum content of the instructional program in the school system.

VI. ORGANIZATION OF THE STUDY

Chapter I presented the problem and the procedures followed in conducting this study. Chapter II covered the survey of the literature with respect to directors of instruction. Chapter III dealt with the results of the survey concerning the duties of directors of instruction. Chapter IV summarized the findings, conclusions, and recommendations arising from the study. Recommendations for future study were also suggested.

CHAPTER II

REVIEW OF THE LITERATURE

This particular part of the study was devoted to a review of the literature of the duties of the director of instruction. Standard sources of reference materials were examined in the investigation.

Since the position of director of instruction was of relatively recent origin, related positions or similar positions with different titles which added information to this study were also reviewed.

Edward Krug¹ said that the position of curriculum director came into existence because of the limited time which staff members with other duties could devote to curriculum. He used the duties of the curriculum director in St. Louis Schools as an example, and defined his functions as follows: (1) the establishment of a curriculum laboratory to house instructional materials such as books, teaching aids, maps, globes, and similar equipment plus a file of courses of study, curriculum bulletins, research reports and such, (2) supervision of the work of the courses

¹Edward A. Krug and others, Administering Curriculum Planning (New York: Harper and Brothers, 1956), pp. 104-09.

of study and curriculum guides, (3) assistance in in-service training, and (4) assistance in textbook selection.

Vernon Anderson² pointed out that it has been only in recent years that school systems have been adding a person to the supervisory staff to direct the program of curriculum improvement. The trend extended even to average-size schools.

The responsibilities of the curriculum director included the following: (1) encouraging faculties to study the curriculum to improve the program, (2) furnishing resources, such as library materials, instructional materials, consultants, and community contacts, (3) developing in-service courses and summer workshops, (4) coordinating the work of supervisory personnel throughout the system, and (5) developing and exploring ideas.

Ronald Doll³ pointed out that the duties of most directors of instruction were shared with other personnel. The duties which were shared and the duties which were retained by curriculum leaders depended upon the personal preferences of the school leaders in various systems. There

²Vernon E. Anderson, Principles and Procedures of Curriculum Improvement (New York: The Ronald Press, 1956), pp. 161-77.

³Ronald C. Doll, Curriculum Improvement: Decision Making and Process (Boston: Allyn and Bacon, Inc., 1964), pp. 150-78.

seemed to be no general rules which made it possible to determine which duties were shared and which were not.

Doll stated that the following functions of a curriculum director appeared immediately: working as closely as possible with staff members, establishing a broad base for decision-making, initiating and supporting new ideas, coordinating activities, facilitating communication within the system, and encouraging new leadership.

Dwight Kirk⁴ in his study listed a large number of the responsibilities of the curriculum director. These duties included such diversified activities as addressing Parent-Teachers' Association meetings, conferring with supervisors about curriculum problems, filling in questionnaires, attending workshops, and arranging for exhibits. The list revealed a heavy load of public relations tasks.

A study made by Ronald Doll and others⁵ in New Jersey revealed that curriculum directors believed that the following had to be their most important duties: (1) planning, improving, and evaluating the curriculum, (2) directing the

⁴Dwight L. Kirk, "The Role of the Curriculum Director in the Administration of American Public Schools" (unpublished Doctoral dissertation, The University of Texas, Austin, 1953).

⁵Ronald C. Doll and others, "What Are the Duties of the Curriculum Director?," Educational Leadership, XV (April, 1958), 429-30.

formation of a philosophy of education, (3) directing the development of curriculum materials and research and resource data, (4) coordinating activities of special instructional personnel and guidance personnel, (5) providing for lay participation in curriculum improvement, and (6) organizing and directing in-service projects.

According to Hollis Caswell⁶ the curriculum director had to be in a position administratively to work with all groups affecting instruction. He had to lead in the development of an in-service program, coordinate supervision, and bring the findings of guidance workers into curriculum revision.

Joseph Leese, Kenneth Frasure, and Mauritz Johnson⁷ commented that the work of the curriculum director or coordinator was largely managing teacher groups, acting as a resource person, and encouraging and stimulating teachers to develop better meanings, convictions, and motives. He had thus become a catalyst and facilitator whose major skill was working effectively with groups.

⁶Hollis L. Caswell, "The Function of the Curriculum Director," Curriculum Journal, IX (October, 1938), 245-49.

⁷Joseph Leese, Kenneth Frasure, and Mauritz Johnson, Jr., The Teacher in Curriculum Making (New York: Harper and Brothers, 1961), p. 540.

Gerald Leighbody and Ernest Weinrich⁸ stated that the curriculum specialist played his part best when serving as an organizer, leader, stimulator, and team manager of groups of professional and lay persons who made the major contributions to the curriculum. They stated that he should not have attempted to make major curriculum decisions. He should not have assumed the role of the administrator in curriculum matters, but should have prepared proposals based on the contributions of others, for consideration by the administrator, who in turn would make recommendations for adoption.

Harold McNally and Harry Passow⁹ cited the Principal's Handbook for the role of the director of instruction in Newton, Massachusetts, schools. His role was described as follows: The director of instruction coordinated the services of the division of instruction, directed the study and selection of textbooks and instructional materials, and guided efforts to improve instruction, including development of teaching guides, courses of study, and in-service

⁸Gerald B. Leighbody and Ernest F. Weinrich, "Balancing the Roles in Curriculum Decision Making," Yearbook 1961 (Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1961), pp. 170-71.

⁹Harold J. McNally and A. Harry Passow, Improving the Quality of Public School Programs (New York: Bureau of Publications, Teachers College, Columbia University, 1960), p. 222.

education programs. The principal had the responsibility for the coordination of these services within each school.

C. L. Cushman¹⁰ pointed out that the most important problems that confront education had to be solved cooperatively, and the director of curriculum had to be the key person. He had to be ready to show a need for cooperation, had to be clever in creating new techniques for cooperation, and had to be critical of the products of cooperation.

Samuel Weber¹¹ emphasized that supervisors were not inspectors; they were teachers. The administrative functions of the supervisor included counseling teaching personnel, offering aid in selection of personnel, making thorough reports to the superintendent on teacher efficiency, and sharing administrative and supervisory responsibility with the superintendent.

Robert McKean and H. H. Mills¹² commented that the staff of a large city school often included a director of instruction approximately equal in rank to building principals.

¹⁰C. L. Cushman, "The Curriculum Director," The School Executive, LVII (August, 1938), 587.

¹¹Samuel E. Weber, Cooperative Administration and Supervision of the Teaching Personnel (New York: Thomas Nelson and Sons, 1937), pp. 305-09.

¹²Robert C. McKean and H. H. Mills, The Supervisor (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), pp. 18-19.

He therefore worked on a cooperative rather than a directive basis. He was normally in charge of a staff of supervisors with whom he held regular meetings. He planned orientation of new supervisors, and provided for in-service growth of his staff through organization and evaluation. He defined duties and ways of working with teachers and principals. He stressed his position as that of consultative service. He channeled information regarding supervisory activities, progress, and achievements through the principals to the superintendent. He sought when possible contacts with principals and teachers, and served as a member of all instructional and curriculum committees.

Thomas Gwaltney¹³ reported the results of a study in Missouri concerning elementary supervisors. The study showed that there were conflicting perceptions of the actual role of the supervisor, but there was general agreement as to what the role should be.

Sister M. DeLourdes¹⁴ stated that supervisors in Cleveland's Catholic schools met with the superintendent and his assistant for interchange of ideas. They attended

¹³Thomas M. Gwaltney, Jr., "The Supervisor's Role," School and Community, L (May, 1964), 4.

¹⁴Sister M. DeLourdes, "The Role of the Supervisor," Catholic School Journal, LXV (November, 1965), 61-62.

workshops, conferences, and conventions. They held conferences with faculty members and arranged demonstration lessons and television programs. They visited classrooms, helped compose semester examinations, studied and adopted texts, and helped the school board achieve and maintain high educational standards. Their annual reports included general school administration, classroom discipline, and lesson planning and teaching techniques.

Rowannetta Allen¹⁵ pointed out that a little more than a decade ago the general duties of supervisors were counseling teachers, helping beginning teachers, inspiring professional growth, improving instruction, and providing educational leadership. Additional concerns of supervisors now were found to be the following: determining worthwhile techniques, effecting a wholesome balance in supervision, meeting the needs of experienced and beginning teachers, and updating the theory of supervision and clarifying its purpose and the role of persons involved.

Calvin Grieder and William Rosenstengel¹⁶ stated that the organization for curriculum improvement should have

¹⁵Rowannetta S. Allen, "Role and Function of Supervisors and Curriculum Workers," Educational Leadership, XXIII (January, 1966), 330-33.

¹⁶Calvin Grieder and William Everett Rosenstengel, Public School Administration (New York: The Ronald Press, 1954), p. 234.

been simple. In most systems the superintendent or the principals were responsible for the instructional program, but many schools today were found to be assigning another person, called by various titles, to assist in improving the program. The main purpose of this director of instruction was to help or stimulate the teacher to do a better job of instructing boys and girls.

Jane Franseth¹⁷ saw the role of the curriculum director as similar in many instances to other supervisors of instruction. But there were also added responsibilities. These included the coordination of supervisory services. One job of the director was to keep lines of communication open and to channel the findings of research and other sources. Preparing handbooks listing the responsibilities of the supervisory staff was another duty. Helping to solve conflicts between department supervisors or chairmen was an important task.

The curriculum director had to also assist the staff in cooperative study. He had to serve as a consultant to curriculum study groups. He had to meet with principals to study problems of concern to them.

¹⁷Jane Franseth, Supervision as Leadership (Evanston, Illinois: Row, Peterson and Company, 1961), pp. 100-11.

Assisting in curriculum improvement was a duty of the director of instruction. He had to be aware of the several different ways curriculum change may be initiated and had to be available for teachers to discuss curriculum dissatisfaction. He had to be sensitive to the way other people feel, whether or not he shares their views.

Ben Harris¹⁸ discussed the problems of the curriculum director as stated in informal gatherings of supervisory personnel from suburban schools. Most of the problems had to do with the role of the director and his dilemma in filling his role. Problems included were: (1) the personnel work takes so much time that an inadequate amount was left for curriculum, (2) the difficulties of serving as middleman between teachers and the superintendent or school board caused too much dissatisfaction to the supervisor who gets blamed for administrative decisions, (3) trivia such as public relations work and addresses to civic groups sometimes seemed more important than the instructional program, (4) school administrators sometimes resented the programs that directors of instruction tried to initiate, such as the need for developing a real program for the non-college-bound

¹⁸Ben M. Harris, Supervisory Behavior in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), pp. 137-41.

student, (5) directors of instruction were not allowed the freedom to initiate anything, but were required to coordinate and arrange the existing curriculum, and (6) in a smaller school, the director of instruction was frequently assigned personnel work, the school census, financial reports, textbook custodial work, and other responsibilities which took too much time from what should be his major role.

Ross Neagley and Dean Evans¹⁹ stated that the director of instruction should have been responsible to the chief school official for the character and quality of the total instructional program. They grouped his responsibilities and duties into three main areas: the instructional program, staff leadership and professional growth, and instructional materials and resources.

Some of the director's responsibilities in the instructional program were: (1) assisted in formulating an adequate philosophy of education acceptable to the board, the staff, and the community, (2) assumed leadership in providing a continuous program of curriculum improvement, (3) worked with the staff in the development of instructional goals from kindergarten through grade twelve, (4) worked to

¹⁹Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 76.

develop a system-wide program of evaluation, (5) supervised the development of policies relative to atypical children, and (6) worked to formulate policies of classification, marking, reporting, and promoting.

In the area of staff leadership, the director of instruction worked with other administrators to accomplish among other goals the following: (1) assumption of joint responsibility for selection and assignment of personnel, (2) assumption of responsibility for developing a program of in-service education, (3) assumption of joint responsibility for the establishment of policies of promotion, transfer, or dismissal of instructional personnel, and (4) assumption of joint responsibility for experimentation with curriculum organization, teaching techniques, and materials.

The director of instruction had the following responsibilities in the area of instructional materials: (1) assumption of responsibility for selection, procurement, and distribution of textbooks, library books, and all instructional supplies and equipment, (2) advice to the superintendent on all budget items related to instruction, (3) assumption of responsibility for editing and publishing curriculum bulletins, guides, course of study, etc., for use by staff, (4) preparation of reports to provide the superintendent and school board with information relative

to the instructional program, and (5) assumption of responsibility for the identification of outside resources to improve the instructional program.

John Walquist²⁰ stated that the coordinator or director of instruction, whether he was the superintendent or another person, had the responsibility of guiding committees and personnel in line with the general growth desired. He reported on progress and needs. He administered the details involved in all curricular aspects. He was concerned with progress in committees, production of materials, editing tryout of materials, presentation to the administration, and evaluation.

William Ragan²¹ saw the modern concept of supervision as guidance and coordination rather than dictation and inspection. This modern approach broadened the functions of the supervisor to include all factors in the home, school, and community which influence the growth and development of children.

Benjamin Pittinger²² stated that the development of a philosophy of instructional supervision was an integral

²⁰John T. Walquist and others, The Administration of Public Education (New York: The Ronald Press Company, 1952), pp. 286-87.

²¹William B. Ragan, Modern Elementary Curriculum (New York: The Dryden Press, 1953), p. 207.

²²Benjamin Floyd Pittinger, Local Public School Administration (New York: McGraw-Hill Book Company, Inc., 1951), pp. 183-91.

and consistent part of the school's educational philosophy. If the latter philosophy were traditional, the philosophy of supervision would stress standardization, inspection, and formal direction of activities. But if the educational philosophy stressed the individual development of children, then routine inspections and directives would be replaced by counseling together of supervisors and teachers and by workshops and study groups. This would then have made every teacher a self-supervisor, provided the supervisor used his talents to develop teachers into "independently responsible instructional agents."

Pittinger admitted the need for enough guidance to keep in proper coordination the activities of the various teachers and other personnel, but felt that coordination would come mainly through mutual understanding rather than through authoritative directives.

He stressed the idea that the administration had to choose the type of supervisory philosophy desired, but that the way the choice was made would reflect the larger educational philosophy of the system.

Commenting that the shift in emphasis was away from responsibility delegated to one person and toward group dynamics concept, but recognizing that the overall direction of the program resided in administration, Harold Shane and

Wilbur Yauch²³ listed the basic supervisory responsibilities. These were: (1) the leader was responsible first and foremost to the children whom the school serves, (2) the leader was responsible for knowing the basic patterns of development of children, (3) the leader was responsible for a knowledge and understanding of teachers as individual human beings and of the factors which motivate their behavior, (4) the leader was responsible for a knowledge of the basic cultural patterns which undergird American life, (5) the leader was responsible for the level of professional discussion and for its effectiveness, (6) the leader was responsible for the proper guidance of research activities and had to possess the ability to help teachers see the opportunities for discovering local needs for research on such problems as grade placement, promotion, reporting to parents, beginning reading activities, and evaluation of educational outcomes, (7) the leader was responsible for knowing the legal status of education and its organization, (8) the leader was responsible for the coordination of activities of all members of the professional staff, (9) the leader was responsible for knowing and understanding the basic considerations in curriculum development, and (10) the leader was responsible for

²³Harold G. Shane and Wilbur A. Yauch, Creative School Administration (New York: Henry Holt and Company, 1954), pp. 112-17.

exemplifying in his behavior the democratic values he hopes will motivate teachers.

The authors further pointed out the fact that while the administrator had to share his authority with the teachers in his school, he alone had to remain accountable for the excellency or deficiency in the school's operation.

Harold Spears²⁴ listed a total of ninety-one duties of the supervisor, some specialized, some general. He made no attempt to classify these duties. He then commented that a group of thirty-five supervisors, not a large enough group to be statistically significant, when asked how their working time was distributed, gave this response:

Activity	Time
Working with teachers	45 percent
Gathering materials	10 percent
Demonstrating teaching	5 percent
Holding or planning conferences	11 percent
Research or planning activities	14 percent
Working with related agencies	<u>9</u> percent
Total	94 percent

George Denemark²⁵ stated his conviction that the supervisor's job, in its most fundamental sense, was that of helping classroom teachers work more effectively toward

²⁴Harold Spears, Improving the Supervision of Instruction (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953), pp. 171-75.

²⁵George W. Denemark, "A New Look at Supervision," Education, LXXVIII (December, 1957), 195-98.

the objectives of helping youth build and test in action a unifying philosophy of life. The supervisor's role was to help teachers realize their potential, to facilitate teachers' continuing education, to link the individual schools within a system, to help relate the school and the curriculum by involving the public in the planning as well as the consumption of education, and to build good human relations.

Fern Schneider²⁶ stated that laymen frequently ask what supervisors do, and she answered the question thus: (1) new teachers needed assistance in orientation to their new tasks, (2) teachers of long service in the system needed encouragement to try new and better ways of teaching, (3) in-service programs had to be planned to fit the needs and abilities of teachers, (4) intervisitation among teachers had to be arranged and demonstrations scheduled, (5) workshops and teachers' meetings had to be organized, (6) courses of study had to be prepared and research carried on to find new materials for classroom use.

Lois Clark²⁷ said that in general the supervisor worked at four main tasks: (1) to help provide means by

²⁶Fern D. Schneider, "Questions Laymen Ask About Supervision," Education, LXXVIII (December, 1957), 199.

²⁷Lois M. Clark, "Supervision as Leadership in Curriculum Development," Education, LXXVIII (December, 1957), 216-20.

which individual teachers can continue in their efforts to understand children, (2) to help identify significant community factors and their effects on curriculum needs, (3) to help teachers and schools to identify and use appropriate instructional resources and materials, and (4) to help all persons concerned evaluate curriculum practices and development.

Ethel Thompson²⁸ said that the supervisor was a key person in instruction. He provided resource, consultant service, and leadership. He extended horizons, and pulled together and clarified facts. He was a member of a team and no longer worked in a vacuum pitted against teachers or principals. He spent an increasingly large amount of time working behind scenes digging up data, facts, and ideas so that learning might continuously improve.

The Department of Elementary School Principals of the National Education Association²⁹ defined supervision as a four-point program: (1) appraising specific learning situations to ascertain the need of children and the efficiency of teachers, (2) offering technical service to teachers

²⁸Ethel Thompson, "The Future of Supervision," Education, LXXVIII (December, 1957), 224-27.

²⁹National Education Association, Department of Elementary School Principals, "The Elementary School Principalship--Today and Tomorrow," Twenty-Seventh Yearbook (Washington, D.C.: National Education Association, 1948), p. 104.

through teaching aids, suggestions for improvement of instruction, and assistance in diagnosis and testing, (3) conducting research in curriculum building and revising, and (4) giving professional leadership through group conferences, encouragement to further professional study, and development of in-service programs.

William Gogan³⁰ conducted a study to survey the existing status of supervisory services and activities in selected secondary schools to determine what was being offered, the effectiveness of the offerings, and the services and activities considered desirable by teachers and supervisors. Some of his findings were: (1) teachers and supervisors were generally in favor of some supervisory program and of the services currently offered, (2) teachers placed less value on classroom visitations by the supervisors than did the supervisors, (3) teachers did not feel a professional library is a valuable source of help, (4) the principal was the one who generally administered supervision, (5) nearly one-half of teachers disliked classroom visitations, (6) consultant services, demonstration teaching, and interschool visitation were offered too infrequently, (7)

³⁰William Lawrence Gogan, "A Study of Supervisory Services and Activities of Selected Secondary Schools for the Improvement of Instruction" (unpublished Doctoral dissertation, University of Nebraska Teachers College, Lincoln, 1964).

teachers desired workshops but were dissatisfied with the methods used, (8) teachers and supervisors agreed that the supervisory program was "average," but many were "below average," or "poor," (9) supervisors devoted too little time to supervising due to other duties, and (10) teachers did want supervision of the right kind.

William Luckie³¹ investigated the leader behavior of randomly selected directors of instruction in five Southern states by sending questionnaires to the directors of instruction, their superintendents, and five staff members. He found that directors of instruction behaved at a lower level of performance than all the above groups perceived the director of instruction should have behaved, as a leader. All agreed that Consideration was a more important dimension of leader behavior than was Initiating Structure for directors of instruction. Initiating Structure dealt with the behavior a leader exhibited in delineating relationships with the members of the work group, in defining patterns of organization in communication, and in procedure. Consideration dealt with the behavior a leader exhibited that was indicative of friendship and trust in the leader's relationships with the

³¹William Ronald Luckie, "Leader Behavior of Directors of Instruction" (unpublished Doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1963).

work group. A recommendation of the study was that superintendents and directors of instruction had to work together to define patterns of organization, to establish clearly channels of communication, and to improve methods of procedure.

A study by Sister Mary Gabriel Sacco³² sought to determine which of certain selected supervisory techniques were used by community supervisors in selected Catholic elementary schools and to evaluate these techniques, whether they were used or not. Data were obtained from a check list of eighty-seven supervisory techniques which related to the use of the individual teacher conference, group conference, classroom visitation, demonstration teaching, and inter-visitation. The study revealed that the majority of supervisors used sixty of the eighty-seven supervisory techniques and that they considered most of the techniques which they used important in the attainment of supervisory goals.

Harry Barrows³³ conducted a study designed to identify emerging practices and characteristics of the

³²Sister Mary Gabriel Sacco, "Selected Supervisory Techniques Used by Community Supervisors in Catholic Elementary Schools in Five States in the United States" (unpublished Doctoral dissertation, Fordham University, New York, 1963).

³³Harold Leroy Barrows, "A Study of the Position of Director of Instruction in Missouri Public Schools," (unpublished Doctoral dissertation, University of Missouri, Columbia, 1964).

position of director of instruction in Missouri. Among his findings were these: (1) the position had been established in districts with a higher than average tax rate, (2) most of these positions had been established within the past six years, (3) the director of instruction was usually titled assistant superintendent, (4) the responsibilities and duties were not clearly defined in writing in one-half of the districts, and (5) directors of instruction and their superintendents were not in agreement as to certain aspects of relationship between this position and other positions in the school system.

Barrows recommended that the position had to be defined clearly and concisely, that all phases of curriculum had to be placed under a single head with the position having the status of assistant superintendent, that careful study had to be made to bring about a better relationship between this position and other positions in the district through such an organization as a curriculum council.

Walter Konishi³⁴ had four major purposes in his study. There were: (1) to describe the professional status of curriculum directors in Illinois, (2) to define and clarify

³⁴Walter Kenichi Konishi, "A Study of the Work of the Local Curriculum Director in the State of Illinois" (unpublished Doctoral dissertation, University of Illinois, Urbana, 1964).

their duties and responsibilities, (3) to determine the percentages of time spent in six major areas of work, and (4) to describe the curriculum director's perception of his role.

Konishi's findings showed that curriculum directors were primarily involved in activities relating to program planning, instruction, resources, and evaluation.

Duties and responsibilities which curriculum directors perceived as most important in their work were: (1) evaluating and revising the instructional program, (2) providing for in-service education and programs, (3) working on program planning and development, (4) supervising in the classroom and working with staff, (5) conducting research for improving instruction, (6) working with curriculum committees to develop the curriculum and improve the course of study, (7) conferring with the principals and teachers on instructional matters, and (8) selecting textbooks and materials.

Recommendations made by curriculum directors for improving their work were: (1) identifying and defining their duties and responsibilities, (2) making the curriculum director a specific position with specific duties, (3) providing time for the curriculum director to work on his own projects, and (4) providing time for teachers to work with the curriculum director.

Emmet Duffy³⁵ found in a study made of four directors of instruction that a director of instruction devoted approximately seventy percent of his time to the tasks of instruction and curriculum and of staff personnel. Most of his time was directed to the maintenance of the existing program and the least amount to long-range curriculum planning. Approximately eighty percent of his time was spent in interactions with people, and the building principal was the person with whom he interacted most often.

Howard Jack³⁶ made a study of the curriculum position in selected public schools in Pennsylvania. One of his purposes was to determine the extent of the relationship between the curriculum position and selected duties and responsibilities. Findings included the following: (1) the curriculum position was a relatively new assignment characterized by substantial variation in structure, title, and function, (2) curriculum workers desired increased participation in the aspects of school operation connected with the instructional program, (3) curriculum workers saw a necessity to

³⁵Emmet James Duffy, "The Role of the Director of Instruction—Tasks, Interactions, and Processes" (unpublished Doctoral dissertation, University of Wisconsin, Madison, 1965).

³⁶Howard F. Jack, "The Position and Duties of Curriculum Personnel in Selected Public School Districts in Pennsylvania" (unpublished Doctoral dissertation, University of Pittsburgh, Pittsburgh, 1962).

revise some practices to strengthen the position, and (4) authoritative conception of the relative significance of listed duties and responsibilities was often in disagreement with current practices.

One of the purposes of a study by Warren Breniman³⁷ was to ascertain the duties and responsibilities of the director of instruction in eight western plateau states. The study was limited to forty of the sixty-one districts having more than 5,000 but fewer than 50,000 students. He found that the most important functions of the director of instruction were in the areas of curriculum development, supervision of instruction, in-service training, certified personnel, and instructional materials. He found a high level of agreement regarding the actual role of the director of instruction and practices recommended by educational authorities.

³⁷Warren Eugene Breniman, "The Role of the Director of Instruction" (unpublished Doctoral dissertation, University of Colorado, Boulder, 1963).

CHAPTER III

RESULTS OF THE SURVEY

The purpose of Chapter III was to present the data obtained from questionnaires completed by superintendents, directors of instruction, and teachers who participated in this study. The data compiled for each duty were given in a table composed of three parts. Part A was data given if the duty was performed. Part B presented data given if the duty was not performed, and Part C was a combination of the data given in Parts A and B. The sixty-nine duties on the questionnaire were numbered with Arabic numerals while the tables were designated by Roman numerals. Each table listed the job assignments of the people who returned the questionnaires, the number of ratings given, the total rating given based on a rating scale of one to five with one being low, and the percent of the maximum rating, which was found by dividing the maximum rating possible into the actual rating given. For example, Table I-A, fifty-seven superintendents rated this duty as being performed. The maximum rating possible would have been fifty-seven times five. The highest possible rating, 285 was then divided into the total rating given, 258, which was 90.5 percent of the maximum rating. From this percent it was possible to

establish an importance factor that would be used in the summary and recommendations.

I. FINDINGS OF STUDY

The following pages present the tables and discuss the findings presented in each.

1. Directs and Coordinates the Activities of all Instructional Personnel. Table I-A shows that of the seventy-six superintendents who report, fifty-seven state this study is performed by the director of instruction. They give it a total rating of 258 or 90.5 percent. Fifty-seven directors of instruction of the sixty-one reporting give a total rating of 263 or 92.3 percent. The teachers give a total rating of 475 or 86.4 percent. This is based on 110 of 165 teachers who are participating.

Table I-B shows nineteen superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of seventy-two or 75.8 percent. The directors of instruction give a total rating of thirteen or 65 percent based on four of sixty-one opinions. Fifty-five teachers of 165 give a total rating of 212 or 77.1 percent.

The information in Table I-C presents a combined total rating of 330 or an 86.8 percent importance factor

TABLE I

DUTY NO. 1: DIRECTS AND COORDINATES THE ACTIVITIES
OF ALL INSTRUCTIONAL PERSONNEL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	57	258	90.5
Directors of Instruction	57	263	92.3
Teachers	110	475	86.4
B. Duty Not Performed			
Superintendents	19	72	75.8
Directors of Instruction	4	13	65.0
Teachers	55	212	77.1
C. Total A and B			
Superintendents	76	330	86.8
Directors of Instruction	61	276	90.5
Teachers	165	687	83.3

*Rating scale of one to five used with one low.

based on the seventy-six superintendents reporting. The table shows that the sixty-one directors of instruction give a total rating of 276 or a 90.5 percent importance factor. The 165 teachers give a total rating of 687 which was 83.3 percent.

2. Recognizes, Stimulates, and Leads Creative Effort and Progress in Teaching and Administration. A total of fifty-six of seventy-six superintendents reporting in Table II-A indicate this duty is performed by the director of instruction. The item is given a total rating of 249 or 88.9 percent. Fifty-seven directors of instruction of the sixty-one reporting give a total rating of 259 or 90.9 percent. Of the 165 teachers, 107 give the duty a total rating of 446 or 83.4 percent.

In Table II-B it is shown that twenty superintendents of the seventy-six report that this duty is not performed. The twenty superintendents give a total rating of sixty-six which was 66 percent. A total rating of seventeen or 85 percent is given by four of sixty-one directors of instruction. Of the 165 teachers, fifty-eight give a total rating of 226 or 77.9 percent.

The combined information presented in Table II-C shows the seventy-six superintendents giving a total rating of 315 or 82.9 percent. This duty is given a total rating

TABLE II

DUTY NO. 2: RECOGNIZES, STIMULATES, AND LEADS CREATIVE
EFFORT AND PROGRESS IN TEACHING AND ADMINISTRATION

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	56	249	88.9
Directors of Instruction	57	259	90.9
Teachers	107	446	83.4
B. Duty Not Performed			
Superintendents	20	66	66.0
Directors of Instruction	4	17	85.0
Teachers	58	226	77.9
C. Total A and B			
Superintendents	76	315	82.9
Directors of Instruction	61	276	90.5
Teachers	165	672	81.5

*Rating scale of one to five used with one low.

of 276 or 90.5 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 672 or 81.5 percent importance factor.

3. Makes Periodic Oral and Written Reports to the Superintendent on Instructional Matters. Information in Table III-A shows that a total rating of 263 or 89.2 percent is given by fifty-nine of seventy-six superintendents who report this duty performed in their schools. Directors of instruction give a total rating of 258 or 84.6 percent. All sixty-one participate in this rating. Of the 165 teachers, 112 give a total rating of 465 or 83 percent.

Data presented in Table III-B show seventeen of the seventy-six superintendents reported this study is not performed. The item is given a total rating of sixty-five or 76.5 percent. None of the directors of instruction indicate this duty is not performed. Therefore, it is given a total rating of zero and a percentage of zero. Fifty-three of the 165 teachers give a total rating of 170 or 64.2 percent.

The data given in Table III-C indicate the seventy-six superintendents give a total rating of 328 or an 86.3 percent importance factor. The sixty-one directors of instruction give a total rating of 258 or 84.6 percent. The total rating given by the 165 teachers is 635 or a 77 percent importance factor.

TABLE III

DUTY NO. 3: MAKES PERIODIC ORAL AND WRITTEN REPORTS TO
THE SUPERINTENDENT ON INSTRUCTIONAL MATTERS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	59	263	89.2
Directors of Instruction	61	258	84.6
Teachers	112	465	83.0
B. Duty Not Performed			
Superintendents	17	65	76.5
Directors of Instruction	0	0	0
Teachers	53	170	64.2
C. Total A and B			
Superintendents	76	328	86.3
Directors of Instruction	61	258	84.6
Teachers	165	635	77.0

*Rating scale of one to five used with one low.

4. Organizes and Administers the Program of Instructional Supervision. Reference to Table IV-A shows that fifty-four of seventy-six superintendents report this duty was performed. A total rating of 243 or 90 percent is given. Fifty-six of sixty-one directors of instruction give a total rating of 257 or 91.8 percent. Of 165 teachers surveyed, 109 say the duty is performed and give a total rating of 446 or 81.8 percent.

Data in Table IV-B state that twenty-two of the seventy-six superintendents responding indicate that this duty is not performed by directors of instruction. A total rating of ninety-two or 83.6 percent is given this item by the superintendents who respond. Five directors of instruction of the sixty-one answering give a total rating of eighteen or 72 percent. A total rating of 199 or 71.1 percent is given this duty by fifty-six of the 165 teachers.

Table IV-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 335 or 88.2 percent. A total rating of 275 or a 90.2 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 645 or 78.2 percent.

TABLE IV

DUTY NO. 4: ORGANIZES AND ADMINISTERS THE PROGRAM
OF INSTRUCTIONAL SUPERVISION

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	54	243	90.0
Directors of Instruction	56	257	91.8
Teachers	109	446	81.8
B. Duty Not Performed			
Superintendents	22	92	83.6
Directors of Instruction	5	18	72.0
Teachers	56	199	71.1
C. Total A and B			
Superintendents	76	335	88.2
Directors of Instruction	61	275	90.2
Teachers	165	645	78.2

*Rating scale of one to five with one low.

5. Organizes and Administers a Comprehensive In-Service Training Program. Table V-A shows that fifty-nine of the seventy-six superintendents participating in this study check this duty as being performed. The fifty-nine superintendents give a total rating of 267 or 90.5 percent. Of sixty-one directors of instruction, fifty-eight give a total rating of 265 or 91.4 percent. Of the teachers, 113 of 165 participating give a total rating of 466 or 82.5 percent.

The data in Table V-B indicate that seventeen of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of eighty or 94.1 percent by this group. Only three of the sixty-one directors of instruction participating report that the duty is not performed. A total rating of thirteen or 86.7 percent is given. Fifty-two teachers of 165 responding give a total rating of 187 or 71.9 percent.

Data shown in Table V-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 347 or a 91.3 percent importance factor. A total rating of 278 or 91.1 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 653 or a 79.2 percent importance factor.

TABLE V

DUTY NO. 5: ORGANIZES AND ADMINISTERS A COMPREHENSIVE
IN-SERVICE TRAINING PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	59	267	90.5
Directors of Instruction	58	265	91.4
Teachers	113	466	82.5
B. Duty Not Performed			
Superintendents	17	80	94.1
Directors of Instruction	3	13	86.7
Teachers	52	187	71.9
C. Total A and B			
Superintendents	76	347	91.3
Directors of Instruction	61	278	91.1
Teachers	165	653	79.2

*Rating scale of one to five with one low.

6. Organizes and Utilizes the Best Means of Evaluation and Research Available in Determining the Success of the Instructional Program. Reference to Table VI-A shows that fifty-eight of the seventy-six superintendents that sent back questionnaires say that the above duty is performed. A total rating of 261 or 90 percent is indicated. Fifty-six of the sixty-one directors of instruction give a total rating of 236 or 84.3 percent. Of the 165 teachers, 101 indicate the duty is performed by directors of instruction and give the duty a total rating of 389 or seventy-seven percent.

Data presented in Table VI-B show that eighteen of the seventy-six superintendents rate the above duty as not being performed. A total rating of seventy-three or 81.1 percent is given by this group. Five of the sixty-one directors of instruction give a total rating of sixteen or sixty-four percent. Of the 165 teachers, sixty-four give a total rating of 218 or 68.1 percent.

Table VI-C shows the combined ratings. A total rating of 334 or an 87.9 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 252 or 82.6 percent. The total rating given by the 165 teachers participating in the study is 607 with an importance factor of 73.6 percent.

TABLE VI

DUTY NO. 6: ORGANIZES AND UTILIZES THE BEST MEANS
OF EVALUATION AND RESEARCH AVAILABLE IN
DETERMINING THE SUCCESS OF THE
INSTRUCTIONAL PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	58	261	90.0
Directors of Instruction	56	236	84.3
Teachers	101	389	77.0
B. Duty Not Performed			
Superintendents	18	73	81.1
Directors of Instruction	5	16	64.0
Teachers	64	218	68.1
C. Total A and B			
Superintendents	76	334	87.9
Directors of Instruction	61	252	82.6
Teachers	165	607	73.6

*Rating scale of one to five used with one low.

7. Provides for and Supervises Consultant Services.

Table VII-A shows that of the seventy-six superintendents who reported, fifty-five state this duty is performed. They give it a total rating of 214 or 77.8 percent. Fifty-six directors of instruction of the sixty-one reporting give a total rating of 223 or 79.6 percent. The teachers give a total rating of 418 or 78.9 percent. This is based on 106 of 165 teachers that participated in this study.

Table VII-B shows twenty-one superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of eighty-two or 78.1 percent. The directors of instruction give a total rating of thirteen or 52 percent based on five of sixty-one opinions. Fifty-nine teachers of 165 give a total rating of 197 or 66.8 percent.

The information in Table VII-C presents a combined total rating of 296 or a 77.9 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 236 or a 77.4 percent importance factor. The 165 teachers give a total rating of 615 which is 74.5 percent.

TABLE VII
DUTY NO. 7: PROVIDES FOR AND SUPERVISES
CONSULTANT SERVICES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	55	214	77.8
Directors of Instruction	56	223	79.6
Teachers	106	418	78.9
B. Duty Not Performed			
Superintendents	21	82	78.1
Directors of Instruction	5	13	52.0
Teachers	59	197	66.8
C. Total A and B			
Superintendents	76	296	77.9
Directors of Instruction	61	236	77.4
Teachers	165	615	74.5

*Rating scale of one to five used with one low.

8. Works in the Development, Application, and Interpretation of Various Testing Programs. A total of fifty-one of the seventy-six superintendents reporting in Table VIII-A indicate this duty is performed by the director of instruction. The item is given a total rating of 201 or 78.8 percent. Fifty-one directors of instruction of sixty-one give a total rating of 193 or 75.7 percent. Of the 165 teachers, 103 give the duty a total rating of 413 or 80.2 percent.

In Table VIII-B it is shown that twenty-five superintendents of the seventy-six report that this duty is performed. The twenty-five superintendents give a total rating of ninety, which is 72 percent. A total rating of twenty-three or 46 percent is given by ten of sixty-one directors of instruction. Of the 165 teachers sixty-two give a total rating of 206 or 66.5 percent.

The combined information presented in Table VIII-C shows the seventy-six superintendents giving a total rating of 291 or 76.6 percent. This duty is given a total rating of 216 or 70.8 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 619 or a 75.0 percent importance factor.

TABLE VIII

DUTY NO. 8: WORKS IN THE DEVELOPMENT, APPLICATION,
AND INTERPRETATION OF VARIOUS
TESTING PROGRAMS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	51	201	78.8
Directors of Instruction	51	193	75.7
Teachers	103	413	80.2
B. Duty Not Performed			
Superintendents	25	90	72.0
Directors of Instruction	10	23	46.0
Teachers	62	206	66.5
C. Total A and B			
Superintendents	76	291	76.6
Directors of Instruction	61	216	70.8
Teachers	165	619	75.0

*Rating scale of one to five used with one low.

9. Confers with Commercial, Educational, and Other Representatives Visiting the School System. Table IX-A indicates that a total rating of 172 or 61.4 percent is given by fifty-six of seventy-six superintendents who report this duty performed in their schools. Directors of instruction give a total rating of 195 or 66.1 percent. Fifty-nine of sixty-one directors of instruction report this duty is performed. Of the 165 teachers, 110 give a total rating of 406 or 73.8 percent.

Data presented in Table IX-B show twenty of the seventy-six superintendents report this duty is not performed. The item is given a total rating of fifty-six or 56 percent. Two of the directors of instruction report this duty is not performed. A total rating of four or 40 percent is given. Fifty-five of the 157 teachers give a total rating of 157 or 57.1 percent.

The data given in Table IX-C indicate the seventy-six superintendents give a total rating of 228 or a 60 percent importance factor. The sixty-one directors of instruction give a total rating of 199 or 65.2 percent. The total rating given by the 165 teachers is 563 or a 68.2 percent importance factor.

TABLE IX

DUTY NO. 9: CONFERS WITH COMMERCIAL, EDUCATIONAL,
AND OTHER REPRESENTATIVES VISITING
THE SCHOOL SYSTEM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	56	172	61.4
Directors of Instruction	59	195	66.1
Teachers	110	406	73.8
B. Duty Not Performed			
Superintendents	20	56	56.0
Directors of Instruction	2	4	40.0
Teachers	55	157	57.1
C. Total A and B			
Superintendents	76	228	60.0
Directors of Instruction	61	199	65.2
Teachers	165	563	68.2

*Rating scale of one to five used with one low.

10. Organizes and Coordinates such Programs as Kindergartens, Summer Schools, Adult Education Classes, and Vocational Programs for Local Business and Industry.

Table X-A shows that forty-two of the seventy-six superintendents report this duty is performed. A total rating of 146 or 69.5 is given. Forty-nine of sixty-one directors of instruction give a total rating of 179 or 73.1 percent. Of 165 teachers surveyed, seventy-seven say the duty is performed and give a total rating of 270 or 70.1 percent.

Information in Table X-B states that thirty-four of the seventy-six superintendents responding indicate that this duty is performed by directors of instruction. A total rating of 104 or 61.2 percent is given this item by the superintendents who responded. Twelve directors of instruction of the sixty-one answering give a total rating of thirty-two or 53.3 percent. A total rating of 242 or 55 percent is given this duty by eighty-eight of the 165 teachers reporting.

Table X-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 250 or 65.8 percent. A total rating of 211 or a 69.2 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 512 or 62.1 percent.

TABLE X

DUTY NO. 10: ORGANIZES AND COORDINATES SUCH PROGRAMS AS
KINDERGARTENS, SUMMER SCHOOLS, ADULT EDUCATION
CLASSES, AND VOCATIONAL PROGRAMS FOR LOCAL
BUSINESS AND INDUSTRY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	42	146	69.5
Directors of Instruction	49	179	73.1
Teachers	77	270	70.1
B. Duty Not Performed			
Superintendents	34	104	61.2
Directors of Instruction	12	32	53.3
Teachers	88	242	55.0
C. Total A and B			
Superintendents	76	250	65.8
Directors of Instruction	61	211	69.2
Teachers	165	512	62.1

*Rating scale of one to five used with one low.

11. Serves as Liaison Agent Between the School and Colleges in Student Teaching Program. Table XI-A shows that thirty-seven of the seventy-six superintendents participating in this study check this duty as being performed. The thirty-seven superintendents give a total rating of 123 or 66.5 percent. Of sixty-one directors of instruction forty-two give a total rating of 151 or 71.9 percent. Of the teachers seventy of 165 participating give a total rating of 271 or 77.4 percent.

The data in Table XI-B indicate that thirty-nine of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of 100 or 51.3 percent by this group. Nineteen directors of instruction of the sixty-one participating report that the duty is not performed. A total rating of fifty-two or 54.8 percent is given. Ninety-five teachers of 165 responding give a total rating of 249 or 52.4 percent.

Data shown in Table XI-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 223 or a 58.7 percent importance factor. A total rating of 203 or 66.6 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 520 or a 63 percent importance factor.

TABLE XI

DUTY NO. 11: SERVES AS LIAISON AGENT BETWEEN THE SCHOOL
COLLEGES IN STUDENT TEACHING PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	37	123	66.5
Directors of Instruction	42	151	71.9
Teachers	70	271	77.4
B. Duty Not Performed			
Superintendents	39	100	51.3
Directors of Instruction	19	52	54.8
Teachers	95	249	52.4
C. Total A and B			
Superintendents	76	223	58.7
Directors of Instruction	61	203	66.6
Teachers	165	520	63.0

*Rating scale of one to five used with one low.

12. Assists with Selection, Assignment, and Evaluation of Instructional Personnel. Reference to Table XII-A shows that thirty-eight of the seventy-six superintendents that sent back questionnaires say that the above duty is performed. A total rating of 147 or 77.4 percent is indicated. Forty-four of the sixty-one directors of instruction give a total rating of 174 or 79.1 percent. Of the 165 teachers, eighty-six indicated the duty is performed by directors of instruction and give the duty a total rating of 338 or 78.6 percent.

Data presented in Table XII-B show that thirty-eight of the seventy-six superintendents rate the above duty as not being performed. A total rating of 104 or 54.7 percent is given by this group. Seventeen of the sixty-one directors of instruction give a total rating of fifty-one or 60 percent. Of the 165 teachers, seventy-nine give a total rating of 246 or 62.3 percent.

Table XII-C shows the combined ratings. A total rating of 251 is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 225 or 73.8 percent. The total rating given by the 165 teachers participating in the study is 584 with an importance factor of 70.8 percent.

TABLE XII

DUTY NO. 12: ASSISTS WITH SELECTION, ASSIGNMENT, AND
EVALUATION OF INSTRUCTIONAL PERSONNEL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	38	147	77.4
Directors of Instruction	44	174	79.1
Teachers	86	338	78.6
B. Duty Not Performed			
Superintendents	38	104	54.7
Directors of Instruction	17	51	60.0
Teachers	79	246	62.3
C. Total A and B			
Superintendents	76	251	66.1
Directors of Instruction	61	225	73.8
Teachers	165	584	70.8

*Rating scale of one to five with one low.

13. Appoints Special Instructional Committees and Directs Their Work. Table XIII-A shows that of the seventy-six superintendents who report fifty-one state this duty is performed by the director of instruction. They give a total rating of 215 or 84.3 percent. Fifty-eight directors of instruction of the sixty-one reporting give a total rating of 240 or 82.8 percent. The teachers give a total rating of 396 or 76.9 percent. This is based on 103 of 165 teachers that participated.

Table XIII-B indicates twenty-five superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of eighty or 64 percent. The directors of instruction give a total rating of eleven based on three of sixty-one opinions. Sixty-two teachers of 165 give a total rating of 167 or 53.9 percent.

The information in Table XIII-C presents a combined total rating of 295 or a 77.6 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 251 or an 82.3 percent importance factor. The 165 teachers give a total rating of 563 which is 68.2 percent.

TABLE XIII

DUTY NO. 13: APPOINTS SPECIAL INSTRUCTIONAL COMMITTEES
AND DIRECTS THEIR WORK

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	51	215	84.3
Directors of Instruction	58	240	82.8
Teachers	103	396	76.9
B. Duty Not Performed			
Superintendents	25	80	64.0
Directors of Instruction	3	11	73.3
Teachers	62	167	53.9
C. Total A and B			
Superintendents	76	295	77.6
Directors of Instruction	61	251	82.3
Teachers	165	563	68.2

*Rating scale of one to five used with one low.

14. Approves Requisitions for Instructional Supplies. A total of thirty-eight of seventy-six superintendents reporting in Table XIV-A indicate this duty is performed by the director of instruction. The item is given a total rating of 127 or 66.8 percent by the superintendents participating. Forty-six directors of instruction of sixty-one give a total rating of 153 or 66.5 percent. Of the 165 teachers, seventy-five give the duty a total rating of 261 or 69.6 percent.

In Table XIV-B it is shown that thirty-eight superintendents of the seventy-six report that this duty is performed. The thirty-eight superintendents give a total rating of eighty-six which is 45.3 percent. A total rating of thirty-six or 48 percent is given by fifteen of sixty-one directors of instruction. Of the 165 teachers, ninety give a total rating of 257 or 57.1 percent.

The combined information presented in Table XIV-C shows the seventy-six superintendents giving a total rating of 213 or 56.1 percent. This duty is given a total rating of 189 or 62 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 518 or a 62.8 percent importance factor.

TABLE XIV
DUTY NO. 14: APPROVES REQUISITIONS FOR
INSTRUCTIONAL SUPPLIES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	38	127	66.8
Directors of Instruction	46	153	66.5
Teachers	75	261	69.6
B. Duty Not Performed			
Superintendents	38	86	45.3
Directors of Instruction	15	36	48.0
Teachers	90	257	57.1
C. Total A and B			
Superintendents	76	213	56.1
Directors of Instruction	61	189	62.0
Teachers	165	518	62.8

*Rating scale of one to five used with one low.

15. Takes Leadership in the Formulation and Execution of Policies Governing Classification, Promotion, Failure, and Progress Reports on Pupils. Table XV-A shows that a total rating of 152 or 77.9 percent is given by thirty-nine of seventy-six superintendents who report this duty performed in their schools. Forty-nine of sixty-one directors of instruction give a total rating of 178 or 72.7 percent. Of the 165 teachers, seventy-seven give a total rating of 272 or 70.6 percent.

Data presented in Table XV-B show thirty-seven of the seventy-six superintendents report this duty is not performed. The item is given a total rating of 107 or 57.8 percent. Twelve of sixty-one directors of instruction indicate this duty is performed. A total rating of twenty-nine or 48.3 percent is given. Eighty-eight of the 165 teachers give a total rating of 253 or 57.5 percent.

The data given in Table XV-C indicate the seventy-six superintendents give a total rating of 259 or a 68.2 percent importance factor. The sixty-one directors of instruction give a total rating of 207 or 67.9 percent. The total rating given by the 165 teachers is 525 or a 63.6 percent importance factor.

TABLE XV

DUTY NO. 15: TAKES LEADERSHIP IN THE FORMULATION AND
EXECUTION OF POLICIES GOVERNING CLASSIFICATION,
PROMOTION, FAILURE, AND PROGRESS
REPORTS ON PUPILS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	39	152	77.9
Directors of Instruction	49	178	72.7
Teachers	77	272	70.6
B. Duty Not Performed			
Superintendents	37	107	57.8
Directors of Instruction	12	29	48.3
Teachers	88	253	57.5
C. Total A and B			
Superintendents	76	259	68.2
Directors of Instruction	61	207	67.9
Teachers	165	525	63.6

*Rating scale of one to five used with one low.

16. Prepares Instructional Services Budget and Maintains Continuous Accounting of Its Funds. Table XVI-A shows that thirty-one of seventy-six superintendents report this duty is performed. A total rating of 112 or 72.3 percent is given. Forty-one of sixty-one directors of instruction give a total rating of 146 or 71.2 percent. Of 165 teachers surveyed, fifty-three say the duty is performed and give a total rating of 188 or 70.9 percent.

Data in Table XVI-B state that forty-five of the seventy-six superintendents responding indicate that the duty is performed by directors of instruction. A total rating of ninety-six or 43.7 percent is given this item by the superintendents that responded. Twenty directors of instruction of the sixty-one answering give a total rating of forty-eight or 48 percent. A total rating of 290 or 51.8 percent is given this duty by 112 or the 165 teachers.

Table XVI-C presents combined data. The seventy-six returning questionnaires give the duty a total rating of 208 or 54.7 percent. A total rating of 194 or 63.6 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 478 or 57.9 percent.

TABLE XVI

DUTY NO. 16: PREPARES INSTRUCTIONAL SERVICES BUDGET AND
MAINTAINS CONTINUOUS ACCOUNTING OF ITS FUNDS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	31	112	72.3
Directors of Instruction	41	146	71.2
Teachers	53	188	70.9
B. Duty Not Performed			
Superintendents	45	96	42.7
Directors of Instruction	20	48	48.0
Teachers	112	290	51.8
C. Total A and B			
Superintendents	76	208	54.7
Directors of Instruction	61	194	63.6
Teachers	165	478	57.9

*Rating scale of one to five used with one low.

17. Coordinates and Compiles Instructional Reports Required by Local, State, and Federal Agencies. Table XVII-A shows that fifty-one of the seventy-six superintendents participating in this study check this duty as being performed. The fifty-one superintendents give a total rating of 193 or 75.7 percent. Of sixty-one directors of instruction, fifty-seven give a total rating of 216 or 75.8 percent. Of the teachers, ninety-two of 165 participating give a total rating of 378 or 82.2 percent.

The data in Table XVII-B indicate that twenty-five of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of eighty-eight or 70.4 percent by this group. Only four of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of seven or 35 percent is given. Seventy-three teachers of 165 responding give a total rating of 221 or 60.5 percent.

Data shown in Table XVII-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 281 or a 73.9 percent importance factor. A total rating of 223 or 73.1 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 599 or a 72.6 percent importance factor.

TABLE XVII

DUTY NO. 17: COORDINATES AND COMPILES INSTRUCTIONAL
REPORTS REQUIRED BY LOCAL, STATE,
AND FEDERAL AGENCIES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	51	193	75.7
Directors of Instruction	57	216	75.8
Teachers	92	378	82.2
B. Duty Not Performed			
Superintendents	25	88	70.4
Directors of Instruction	4	7	35.0
Teachers	73	221	60.5
C. Total A and B			
Superintendents	76	281	73.9
Directors of Instruction	61	223	73.1
Teachers	165	599	72.6

*Rating scale of one to five used with one low.

18. Coordinates Selection of Textbooks. Reference to Table XVIII-A shows that fifty-six of the seventy-six superintendents that sent back questionnaires say that the above duty is performed. A total rating of 255 or 91.1 percent is indicated. Sixty of the sixty-one directors of instruction give a total rating of 267 or 89 percent. Of the 165 teachers, 113 indicate the duty is performed by the director of instruction and give the duty a total rating of 509 or 90.1 percent.

Data presented in Table XVIII-B show that twenty of the seventy-six superintendents rated the above duty as not being performed. A total rating of seventy-four or 74 percent is given by this group. Only one of sixty-one directors of instruction mark this duty as not being performed, and it is given a total rating of four or 80 percent. Of the 165 teachers, fifty-two give a total rating of 207 or 79.6 percent.

Table XVIII-C shows the combined ratings. A total rating of 329 or an 86.6 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 271 or 88.9 percent. The total rating given by the 165 teachers participating in the study is 716 with an importance factor of 86.8 percent.

TABLE XVIII
DUTY NO. 18: COORDINATES SELECTION OF TEXTBOOKS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	56	255	91.1
Directors of Instruction	60	267	89.0
Teachers	113	509	90.1
B. Duty Not Performed			
Superintendents	20	74	74.0
Directors of Instruction	1	4	80.0
Teachers	52	207	79.6
C. Total A and B			
Superintendents	76	329	86.6
Directors of Instruction	61	271	88.9
Teachers	165	716	86.8

*Rating scale of one to five used with one low.

19. Is Responsible for Surveying and Maintaining
Teacher-Pupil Ratio as Established by District Policy.

Table XIX-A shows that of the seventy-six superintendents who reported, twenty-six state this duty is performed. They give it a total rating of 101 or 77.7 percent. Thirty-one directors of instruction of the sixty-one reporting give a total rating of 103 or 66.5 percent. The teachers give a total rating of 223 or 78.2 percent. This is based on fifty-seven of 165 teachers who participated.

Table XIX-B shows fifty superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of 115 or 46 percent. The directors of instruction give a total rating of seventy-nine or 52.7 percent. Of 165 teachers, 108 gave a total rating of 295 or 54.6 percent.

The information in Table XIX-C presents a combined total rating of 216 or 56.8 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 182 or a 59.7 importance factor. The 165 give a total rating of 518 which is 62.8 percent.

TABLE XIX

DUTY NO. 19: IS RESPONSIBLE FOR SURVEYING AND MAINTAINING
TEACHER-PUPIL RATIO AS ESTABLISHED
BY DISTRICT POLICY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	26	101	77.7
Directors of Instruction	31	103	66.5
Teachers	57	223	78.2
B. Duty Not Performed			
Superintendents	50	115	46.0
Directors of Instruction	30	79	52.7
Teachers	108	295	54.6
C. Total A and B			
Superintendents	76	216	56.8
Directors of Instruction	61	182	59.7
Teachers	165	518	62.8

*Rating scale of one to five with one low.

20. Arranges for Instructional Exhibits or Demonstrations in the School. A total of forty-nine of seventy-six superintendents reporting in Table XX-A indicate this duty is performed by the director of instruction. The item is given a total rating of 156 or 63.7 percent. Forty-seven directors of instruction of sixty-one give a total rating of 144 or 61.3 percent. Of the 165 teachers, eighty-three give the duty a total rating of 289 or 69.6 percent.

In Table XX-B it is shown that twenty-seven superintendents of the seventy-six report that this duty is not performed. The twenty-seven superintendents give a total rating of eighty-three, which is 61.5 percent. A total rating of thirty-four or 48.6 percent is given by fourteen of sixty-one directors of instruction. Of the 165 teachers, eighty-two give a total rating of 210 or 51.2 percent.

The combined information presented in Table XX-C shows the seventy-six superintendents giving a total rating of 239 or 62.9 percent. This duty is given a total rating of 178 or 58.4 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 499 or a 60.5 percent importance factor.

TABLE XX

DUTY NO. 20: ARRANGES FOR INSTRUCTIONAL EXHIBITS OR
DEMONSTRATIONS IN THE SCHOOL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	49	156	63.7
Directors of Instruction	47	144	61.3
Teachers	83	289	69.6
B. Duty Not Performed			
Superintendents	27	83	61.5
Directors of Instruction	14	34	48.6
Teachers	82	210	51.2
C. Total A and B			
Superintendents	76	239	62.9
Directors of Instruction	61	178	58.4
Teachers	165	499	60.5

*Rating scale of one to five used with one low.

21. Organizes and Supervises Orientation of New Teachers. Information presented in Table XXI-A indicates that a total rating of 179 or 83.3 percent is given by forty-three of seventy-six superintendents who report this duty is performed in their schools. Fifty of sixty-one directors of instruction give a total rating of 207 or 82.8 percent. Of the 165 teachers, ninety-one give a total rating of 363 or 79.8 percent.

Data presented in Table XXI-B show thirty-three of the seventy-six superintendents report this duty is not performed. The item is given a total rating of 101 or 61.2 percent. Eleven of the sixty-one directors of instruction indicate this duty is not performed. A 52.7 percent importance factor is given based on a total rating of twenty-nine. Seventy-four of the 165 teachers give a total rating of 249 or 67.3 percent.

The data given in Table XXI-C indicate the seventy-six superintendents give a total rating of 280 or a 73.7 percent importance factor. The sixty-one directors of instruction give a total rating of 236 or 77.4 percent. The total rating given by the 165 teachers is 612 or a 74.2 percent importance factor.

TABLE XXI
DUTY NO. 21: ORGANIZES AND SUPERVISES ORIENTATION
OF NEW TEACHERS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	43	179	83.3
Directors of Instruction	50	207	82.8
Teachers	91	363	79.8
B. Duty Not Performed			
Superintendents	33	101	61.2
Directors of Instruction	11	29	52.7
Teachers	74	249	67.3
C. Total A and B			
Superintendent	76	280	73.7
Directors of Instruction	61	236	77.4
Teachers	165	612	74.2

*Rating scale of one to five used with one low.

22. Arranges and Supervises School Audiovisual and Television Programs. Table XXII-A shows that thirty-five of seventy-six superintendents reported this duty is performed. A total rating of 133 or 76 percent is given. Thirty-seven of sixty-one directors of instruction give a total rating of 132 or 71.4 percent. Of 165 teachers surveyed, sixty-six say the duty is performed and give a total rating of 228 or 69.1 percent.

Data in Table XXII-B state that forty-one of the seventy-six superintendents responding indicate that the duty is performed by directors of instruction. A total rating of ninety-eight or 47.8 percent is given this item by the superintendents that respond. Twenty-four directors of instruction of the sixty-one answering give a total rating of forty-four or 36.7 percent. A total rating of 259 or 52.3 percent is given by ninety-nine of the 165 teachers responding.

Table XXII-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 231 or a 60.8 percent importance factor. A total rating of 176 or 57.7 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 487 or 59 percent.

TABLE XXII

DUTY NO. 22: ARRANGES AND SUPERVISES SCHOOL AUDIOVISUAL
AND TELEVISION PROGRAMS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	35	133	76.0
Directors of Instruction	37	132	71.4
Teachers	66	228	69.1
B. Duty Not Performed			
Superintendents	41	98	47.8
Directors of Instruction	24	44	36.7
Teachers	99	259	52.3
C. Total A and B			
Superintendents	76	231	60.8
Directors of Instruction	61	176	57.7
Teachers	165	487	59.0

*Rating scale of one to five used with one low

23. Visits and Observes in the Classroom.

Table XXIII-A shows that fifty-four of the seventy-six superintendents participating in this study checked this duty as being performed. The fifty-four superintendents give a total rating of 220 or 81.5 percent. Of sixty-one directors of instruction, fifty-three give a total rating of 194 or 73.2 percent. Of the teachers, ninety-six of 165 participating give a total rating of 325 or 67.7 percent.

The data in Table XXIII-B indicate that twenty-two of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of seventy or 63.6 percent by this group. Only eight of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of fifteen or 37.5 percent is given. Sixty-nine teachers of 165 responding give a total rating of 197 or 57.1 percent.

Data shown in Table XXIII-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 290 or a 76.3 percent importance factor. A total rating of 209 or 68.5 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 522 or a 63.3 percent importance factor.

TABLE XXIII

DUTY NO. 23: VISITS AND OBSERVES IN THE CLASSROOM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	54	220	81.5
Directors of Instruction	53	194	73.2
Teachers	96	325	67.7
B. Duty Not Performed			
Superintendents	22	70	63.6
Directors of Instruction	8	15	37.5
Teachers	69	197	57.1
C. Total A and B			
Superintendents	76	290	76.3
Directors of Instruction	61	209	68.5
Teachers	165	522	63.3

*Rating scale of one to five used with one low.

24. Performs Assigned Duties and Responsibilities Outside the Area of Curriculum and Instruction. Reference to Table XXIV-A shows that forty-six of the seventy-six superintendents who sent back questionnaires say that the above duty is performed. A total rating of 172 or 74.8 percent is indicated. Fifty-four of the sixty-one directors of instruction give a total rating of 178 or 65.9 percent. Of the 165 teachers, eighty-seven indicate the duty is performed by directors of instruction and give the duty a total rating of 293 or 67.4 percent.

Figures presented in Table XXIV-B show that thirty of the seventy-six superintendents rate the above duty as not being performed. A total rating of sixty or 40 percent is given by this group. Seven of the sixty-one directors of instruction give a total rating of five or 14.3 percent. Of the 165 teachers, seventy-eight give a total rating of 171 or 43.8 percent.

Table XXIV-C shows the combined ratings. A total rating of 232 or a 61.1 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 183 or 60 percent. The total rating given by the 165 teachers participating in the study is 464 with an importance factor of 56.2 percent.

TABLE XXIV

DUTY NO. 24: PERFORMS ASSIGNED DUTIES AND RESPONSIBILITIES
OUTSIDE THE AREA OF CURRICULUM AND INSTRUCTION

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	46	172	74.8
Directors of Instruction	54	178	65.9
Teachers	87	293	67.4
B. Duty Not Performed			
Superintendents	30	60	40.0
Directors of Instruction	7	5	14.3
Teachers	78	171	43.8
C. Total A and B			
Superintendents	76	232	61.1
Directors of Instruction	61	183	60.0
Teachers	165	464	56.2

*Rating scale of one to five used with one low.

25. Advises in Planning of Physical Facilities Needed in the Instruction Program. Table XXV-A shows that of the seventy-six superintendents who report fifty-one state this duty is performed. They give it a total rating of 187 or 73.3 percent. Fifty-three directors of instruction of the sixty-one reporting give a total rating of 290 or 72.5 percent. This is based on eighty of 165 teachers who participated.

Table XXV-B shows twenty-five of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of seventy-three or 58.4 percent. The directors of instruction give a total rating of twenty-six or 65 percent based on eight of sixty-one opinions. Eighty-five teachers of 165 give a total rating of 250 or 58.8 percent.

The information in Table XXV-C presents a combined total rating of 260 or a 68.4 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 235 or a 77 percent importance factor. The 165 teachers give a total rating of 540, which is 65.5 percent.

TABLE XXV

DUTY NO. 25: ADVISES IN PLANNING OF PHYSICAL FACILITIES
NEEDED IN THE INSTRUCTIONAL PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	51	187	73.3
Directors of Instruction	53	209	78.9
Teachers	80	290	72.5
B. Duty Not Performed			
Superintendents	25	73	58.4
Directors of Instruction	8	26	65.0
Teachers	85	250	58.8
C. Total A and B			
Superintendents	76	260	68.4
Directors of Instruction	61	235	77.0
Teachers	165	540	65.5

*Rating scale of one to five used with one low.

26. Arranges for Special Programs such as Texas Public Schools Week, American Education Week, American Library Week, etc. A total of thirty-seven of seventy-six superintendents reporting in Table XXVI-A indicate this duty is performed by the director of instruction. The item is given a total rating of 128 or 69.2 percent. Fifty-seven directors of instruction of sixty-one give a total rating of 127 or 65.1 percent. Of the 165 teachers, seventy give the duty a total rating of 217 or 62 percent.

In Table XXVI-B it is shown that thirty-nine superintendents of the seventy-six report that this duty is not performed. The thirty-nine superintendents give a total rating of ninety-two, which is 47.2 percent. A total rating of forty-three or 39.1 percent is given by twenty-two of sixty-one directors of instruction. Of the 165 teachers, ninety-five give a total rating of 236 or 49.7 percent.

The combined information presented in Table XXVI-C shows the seventy-six superintendents giving a total rating of 220 or 57.9 percent. This duty is given a total rating of 170 or 55.7 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 453 or a 54.9 percent importance factor.

TABLE XXVI

DUTY NO. 26: ARRANGES FOR SPECIAL PROGRAMS SUCH AS TEXAS
PUBLIC SCHOOLS WEEK, AMERICAN EDUCATION
WEEK, AMERICAN LIBRARY WEEK, ETC.

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	37	128	69.2
Directors of Instruction	39	127	65.1
Teachers	70	217	62.0
B. Duty Not Performed			
Superintendents	39	92	47.2
Directors of Instruction	22	43	39.1
Teachers	95	236	49.7
C. Total A and B			
Superintendents	76	220	57.9
Directors of Instruction	61	170	55.7
Teachers	165	453	54.9

*Rating scale of one to five used with one low.

27. Directs Research and Provides Needed Information to Determine Instructional Costs; Plans for Increased Efficiency in Operation Through Continuous Cost Study and Control. Table XXII-A indicates that a total rating of 103 or 68.7 percent is given by thirty of seventy-six superintendents who report this duty performed in their schools. Directors of instruction give a total rating of 139 or 69.5 percent. Forty of sixty-one directors of instruction participate in this rating. Of the 165 teachers, sixty-one give a total rating of 208 or 68.2 percent.

Data presented in Table XXVII-B show forty-six of the seventy-six superintendents report this duty is not performed. The item is given a total rating of 133 or 57.8 percent. Twenty-one of sixty-one directors of instruction indicate this duty is not performed. A total rating of fifty-three or 50.5 percent is given. Sixty-one of the 165 teachers give a total rating of 208 or 68.2 percent.

The data given in Table XXVII-C indicate the seventy-six superintendents give a total rating of 236 or a 62.1 importance factor. The sixty-one directors of instruction give a total rating of 192 or 62 percent. The total rating given by the 165 teachers is 526 or a 63.8 percent importance factor.

TABLE XXVII

DUTY NO. 27: DIRECTS RESEARCH AND PROVIDES NEEDED
 INFORMATION TO DETERMINE INSTRUCTIONAL COSTS;
 PLANS FOR INCREASED EFFICIENCY IN
 OPERATION THROUGH CONTINUOUS
 COST STUDY AND CONTROL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	30	103	68.7
Directors of Instruction	40	139	69.5
Teachers	61	208	68.2
B. Duty Not Performed			
Superintendents	46	133	57.8
Directors of Instruction	21	53	50.5
Teachers	104	318	61.2
C. Total A and B			
Superintendents	76	236	62.1
Directors of Instruction	61	192	62.0
Teachers	165	526	63.8

*Rating scale of one to five used with one low.

28. Analyzes Supervisory Roles to be Performed; Appraises Competencies of Supervisory Staff; Assigns Supervisors; and Coordinates Their Work. Table XXVIII-A shows that thirty-eight of seventy-six superintendents report this duty is performed by the director of instruction. A total rating of 156 or 82.1 percent is given. Forty-five of sixty-one directors of instruction give a total rating of 188 or 83.6 percent. Of 165 teachers surveyed, fifty-eight say the duty is performed and give a total rating of 225 or 77.6 percent.

Data in Table XXVIII-B state that thirty-eight of the seventy-six superintendents responding indicate that the duty is performed by directors of instruction. A total rating of 126 or 66.3 percent is given this item by the superintendents that respond. Sixteen directors of instruction of the sixty-one answering give a total rating of forty-two or 52.5 percent. A total rating of 313 or 58.5 percent is given this duty by 107 of the 165 teachers.

Table XXVIII-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 282 or 74.2 percent. A total rating of 230 or a 75.4 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 538 or 65.2 percent.

TABLE XXVIII

DUTY NO. 28: ANALYZES SUPERVISORY ROLES TO BE PERFORMED;
 APPRAISES COMPETENCIES OF SUPERVISORY STAFF; ASSIGNS
 SUPERVISORS; AND COORDINATES THEIR WORK

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	38	156	82.1
Directors of Instruction	45	188	83.6
Teachers	58	225	77.6
B. Duty Not Performed			
Superintendents	38	126	66.3
Directors of Instruction	16	42	52.5
Teachers	107	313	58.5
C. Total A and B			
Superintendents	76	282	74.2
Directors of Instruction	61	230	75.4
Teachers	165	538	65.2

*Rating scale of one to five used with one low.

29. Makes Follow-up Studies on Both Graduates and Dropouts. Table XXIX-A shows that twenty-two of the seventy-six superintendents participating in this study check this duty as being performed. The twenty-two superintendents give a total rating of seventy-seven or 70 percent. Of sixty-one directors of instruction, thirty give a total rating of 102 or 68 percent. Of the teachers, forty-four of 165 participating give a total rating of 143 or 65 percent.

The data in Table XXIX-B indicate that fifty-four of the seventy-six superintendents involved in the study do not check this duty as performed. The duty is given a total rating of 140 or 51.9 percent by this group. Thirty-one of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of sixty-three or 40.6 percent is given. Of 165 teachers responding, 121 give a total rating of 345 or 57 percent.

Data shown in Table XXIX-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 217 or a 57.1 percent importance factor. A total rating of 165 or 54.1 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 488 or a 59.2 percent importance factor.

TABLE XXIX

DUTY NO. 29: MAKES FOLLOW-UP STUDIES ON BOTH
GRADUATES AND DROPOUTS

Title	Number in Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	22	77	70.0
Directors of Instruction	30	102	68.0
Teachers	44	143	65.0
B. Duty Not Performed			
Superintendents	54	140	51.9
Directors of Instruction	31	63	40.6
Teachers	121	345	57.0
C. Total A and B			
Superintendents	76	217	57.1
Directors of Instruction	61	165	54.1
Teachers	165	488	59.2

*Rating scale of one to five used with one low.

30. Arranges for Teacher Visitation Inside or Outside the System. Reference to Table XXX-A shows that forty-one of the seventy-six superintendents who sent back questionnaires say that the above duty is performed. A total rating of 144 or 70.2 percent is indicated. Forty-four of the sixty-one directors of instruction give a total rating of 136 or 61.8 percent. Of the 165 teachers, forty-nine indicate the duty is performed by directors of instruction and give the duty a total rating of 170 or 69.4 percent.

Data presented in Table XXX-B show that thirty-five of the seventy-six superintendents rate the above duty as not being performed. A total rating of 103 or 58.9 percent is given by this group. Seventeen of the sixty-one directors of instruction give a total rating of thirty-eight or 44.7 percent. Of the 165 teachers, 116 give a total rating of 313 or 54 percent.

Table XXX-C shows the combined ratings. A total rating of 247 or a 65 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 174 or 57 percent. The total rating given by the 165 teachers participating in the study is 483 with an importance factor of 58.5 percent.

TABLE XXX

DUTY NO. 30: ARRANGES FOR TEACHER VISITATION INSIDE
OR OUTSIDE THE SYSTEM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	41	144	70.2
Directors of Instruction	44	136	61.8
Teachers	49	170	69.4
B. Duty Not Performed			
Superintendents	35	103	58.9
Directors of Instruction	17	38	44.7
Teachers	116	313	54.0
C. Total A and B			
Superintendents	76	247	65.0
Directors of Instruction	61	174	57.0
Teachers	165	483	58.5

*Rating scale of one to five used with one low.

31. Improves Working Environment for the Staff.

Table XXXI-A shows that of the seventy-six superintendents who reported, forty state this duty is performed. They give it a total rating of 149 or 74.5 percent. Forty-three directors of instruction of the sixty-one reporting give a total rating of 164 or 76.3 percent. The teachers give a total rating of 259 or 76.2 percent. This is based on sixty-eight of 165 teachers who participated.

Table XXXI-B shows thirty-six superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of eighty-one or 45 percent. The directors of instruction give a total rating of forty-nine or 54.4 percent based on eighteen of sixty-one opinions. Ninety-seven teachers of 165 give a total rating of 317 or 65.4 percent.

The information in Table XXXI-C presents a combined total rating of 230 or a 60.5 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 213 or a 69.8 percent importance factor. The 165 teachers give a total rating of 576 which is 69.8 percent.

TABLE XXXI

DUTY NO. 31: IMPROVES WORKING ENVIRONMENT FOR THE STAFF

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	40	149	74.5
Directors of Instruction	43	164	76.3
Teachers	68	259	76.2
B. Duty Not Performed			
Superintendents	36	81	45.0
Directors of Instruction	18	49	54.4
Teachers	97	317	65.4
C. Total A and B			
Superintendents	76	230	60.5
Directors of Instruction	61	213	69.8
Teachers	165	576	69.8

*Rating scale of one to five used with one low.

32. Addresses and/or Attends Faculty Meetings.

A total of fifty-three of seventy-six superintendents reporting in Table XXXII-A indicate this duty is performed by the director of instruction. The item is given a total rating of 193 or 72.8 percent. Forty-nine directors of instruction of sixty-one give a total rating of 178 or 72.7 percent. Of the 165 teachers, ninety-four give the duty a total rating of 344 or 73.2 percent.

In Table XXXII-B it is shown that twenty-three superintendents of the seventy-six report that this duty is not performed. The twenty-three superintendents give a total rating of eighty which was 69.6 percent. A total rating of thirty or 50 percent is given by twelve of sixty-one directors of instruction. Of the 165 teachers, seventy-one give a total rating of 220 or 62 percent.

The combined information presented in Table XXXII-C shows the seventy-six superintendents giving a total rating of 208 or 68.2 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 564 or a 68.4 importance factor.

TABLE XXXII

DUTY NO. 32: ADDRESSES AND/OR ATTENDS FACULTY MEETINGS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	53	193	72.8
Directors of Instruction	49	178	72.7
Teachers	94	344	73.2
B. Duty Not Performed			
Superintendents	23	80	69.6
Directors of Instruction	12	30	50.0
Teachers	71	220	62.0
C. Total A and B			
Superintendents	76	273	71.8
Directors of Instruction	61	208	68.2
Teachers	165	564	68.4

*Rating scale of one to five used with one low.

33. Provides for Lay Participation in Educational Planning. Information presented in Table XXXIII-A shows that a total rating of 135 or 73 percent is given by thirty-seven of seventy-six superintendents who report this duty performed in their schools. Forty of sixty-one directors of instruction give a total rating of 131 or 65.5 percent. Of the 165 teachers, fifty-three give a total rating of 197 or 74.3 percent.

Data presented in Table XXXIII-B show thirty-nine of the seventy-six superintendents report this duty is not performed by the director of instruction. The item is given a total rating of ninety-nine or 50.8 percent. Twenty-one of the sixty-one directors of instruction indicate this duty is not performed. It is given a total rating of forty-four or 41.9 percent. Of the 165 teachers, 112 give a total rating of 261 or 46.6 percent.

The data given in Table XXXIII-C indicate the seventy-six superintendents give a total rating of 234 or a 61.6 importance factor. The sixty-one directors of instruction give a total rating of 175 or 57.4 percent. The total rating given by the 165 teachers is 458 or a 55.5 percent importance factor.

TABLE XXXIII

DUTY NO. 33: PROVIDES FOR LAY PARTICIPATION
IN EDUCATIONAL PLANNING

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	37	135	73.0
Directors of Instruction	40	131	65.5
Teachers	53	197	74.3
B. Duty Not Performed			
Superintendents	39	99	50.8
Directors of Instruction	21	44	41.9
Teachers	112	261	46.6
C. Total A and B			
Superintendents	76	234	61.6
Directors of Instruction	61	175	57.4
Teachers	165	458	55.5

*Rating scale of one to five used with one low.

34. Facilitates the Setting and Periodic Review of Broad Educational Objectives for the School System.

Table XXXIV-A shows that forty-eight of the seventy-six superintendents report this duty is performed. A total rating of 193 or 80.4 percent is given. Fifty of sixty-one directors of instruction give a total rating of 199 or 79.6 percent. Of 165 teachers surveyed, ninety-one say the duty is performed and give a total rating of 368 or 80.9 percent.

Data in Table XXXIV-B state that twenty-eight of the seventy-six superintendents responding indicate that the duty is not performed by directors of instruction. A total rating of ninety-eight or 70 percent is given this item by the superintendents that respond. Eleven directors of instruction of the sixty-one answering give a total rating of thirty-one or 56.4 percent. A total rating of 222 or 60 percent is given this duty by seventy-four of the 165 teachers.

Table XXXIV-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 291 or 76.6 percent. A total rating of 230 or a 75.4 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 590 or 71.5 percent.

TABLE XXXIV

DUTY NO. 34: FACILITATES THE SETTING AND PERIODIC
REVIEW OF BROAD EDUCATIONAL OBJECTIVES
FOR THE SCHOOL SYSTEM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	48	193	80.4
Directors of Instruction	50	199	79.6
Teachers	91	368	80.9
B. Duty Not Performed			
Superintendents	28	98	70.0
Directors of Instruction	11	31	56.4
Teachers	74	222	60.0
C. Total A and B			
Superintendents	76	291	76.6
Directors of Instruction	61	230	75.4
Teachers	165	590	71.5

*Rating scale of one to five used with one low.

35. Sees to it that a Planned Program of Continuous Evaluation and Revision of the Educational Program Involving the Instructional Staff is Operating. Table XXXV-A shows that fifty-six of the seventy-six superintendents participating in this study check this duty as being performed. The fifty-six superintendents give a total rating of 244 or 87.1 percent. Of the sixty-one directors of instruction, fifty-six give a total rating of 244 or 87.1 percent. Of the teachers, 102 of 165 participating give a total rating of 427 or 83.7 percent.

The data in Table XXX-B indicate that twenty of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of eighty-two or 82 percent by this group. Only five of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of fifteen or 60 percent is given. Sixty-three teachers of 165 responding give a total rating of 224 or 71.1 percent.

Data shown in Table XXXV-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 326 or a 85.8 percent importance factor. A total rating of 259 or 84.9 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 651 or a 78.9 percent importance factor.

TABLE XXV

DUTY NO. 35: SEES TO IT THAT A PLANNED PROGRAM OF
CONTINUOUS EVALUATION AND REVISION OF THE
EDUCATIONAL PROGRAM INVOLVING THE
INSTRUCTIONAL STAFF IS OPERATING

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	56	244	87.1
Directors of Instruction	56	244	87.1
Teachers	102	427	83.7
B. Duty Not Performed			
Superintendents	20	82	82.0
Directors of Instruction	5	15	60.0
Teachers	63	224	71.1
C. Total A and B			
Superintendents	76	326	85.8
Directors of Instruction	61	259	84.9
Teachers	165	651	78.9

*Rating scale of one to five used with one low.

36. Plans and Makes Possible Teacher Observation in Classes Other than Their Own. Reference to Table XXXVI-A shows that forty-three of the seventy-six superintendents that sent back questionnaires say that the above duty is performed. A total rating of 155 or 72.1 percent is indicated. Forty-three of the sixty-one directors of instruction give a total rating of 131 or 60.9 percent. Of the 165 teachers, fifty-five indicate the duty is performed by directors of instruction and give the duty a total rating of 172 or 62.5 percent.

Responses tabulated in Table XXVI-B show that thirty-three of the seventy-six superintendents rate the above duty as not being performed. A total rating of ninety-seven or 58.8 percent is given by this group. Eighteen of the sixty-one directors of instruction give a total rating of thirty-nine or 53.3 percent. Of the 165 teachers, 110 give a total rating of 293 or 53.3 percent.

Table XXXVI-C shows the combined ratings. A total rating of 252 or a 66.3 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 170 or 55.7 percent. The total rating given by the 165 teachers participating in the study is 465 with an importance factor of 56.4 percent.

TABLE XXXVI

DUTY NO. 36: PLANS AND MAKES POSSIBLE TEACHER
OBSERVATION IN CLASSES OTHER THAN THEIR OWN

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	43	155	72.1
Directors of Instruction	43	131	60.9
Teachers	55	172	62.5
B. Duty Not Performed			
Superintendents	33	97	58.8
Directors of Instruction	18	39	43.3
Teachers	110	293	53.3
C. Total A and B			
Superintendents	76	252	66.3
Directors of Instruction	61	170	55.7
Teachers	165	465	56.4

*Rating scale of one to five used with one low.

37. Assists in School Accreditation Evaluations.

Table XXXVII-A shows that of the seventy-six superintendents who report, sixty-one state this duty is performed. They give it a total rating of 246 or 80.7 percent. Fifty-seven directors of instruction of the sixty-one reporting give a total rating of 234 or 82.1 percent. The teachers give a total rating of 417 or 85.1 percent. This is based on ninety-eight of 165 teachers who participate.

Table XXXVII-B shows fifteen superintendents of the seventy-six reporting indicate this study is not performed by the director of instruction. The item is given a total rating of fifty-eight or 77.3 percent. The directors of instruction give a total rating of six or 30 percent based on four of sixty-one opinions. Sixty-seven teachers of 165 give a total rating of 218 or 65.1 percent.

The information in Table XXXVII-C presents a combined total rating of 304 or a 80 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 240 or a 78.7 percent importance factor. The 165 teachers give a total rating of 635, which was 77 percent.

TABLE XXXVII
DUTY NO. 37: ASSISTS IN SCHOOL ACCREDITATION
EVALUATIONS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	61	246	80.7
Directors of Instruction	57	234	82.1
Teachers	98	417	85.1
B. Duty Not Performed			
Superintendents	15	58	77.3
Directors of Instruction	4	6	30.0
Teachers	67	218	65.1
C. Total A and B			
Superintendents	76	304	80.0
Directors of Instruction	61	240	78.7
Teachers	165	635	77.0

*Rating scale of one to five used with one low.

38. Keeps Abreast of Research and Educational Developments and Leads in Continuous Study and Development of the Local Curriculum. A total of fifty-nine of seventy-six superintendents reporting in Table XXXVIII-A indicate this duty is performed by the director of instruction. The item is given a total rating of 279 or 94.6 percent. Fifty-eight directors of instruction of sixty-one give a total rating of 274 or 84.5 percent. Of the 165 teachers, 111 give the duty a total rating of 498 or 89.7 percent.

In Table XXXVIII-B it is shown that seventeen superintendents of the seventy-six reported that this duty is not performed. The seventeen superintendents give a total rating of seventy-two which is 84.8 percent. A total rating of five or 33.3 percent is given by three of sixty-one directors of instruction. Of the 165 teachers, fifty-four give a total rating of 219 or 81.1 percent.

The combined information presented in Table XXXVIII-C shows the seventy-six superintendents giving a total rating of 351 or 92.4 percent. This duty is given a total rating of 279 or 91.5 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 717 or a 86.9 percent importance factor.

TABLE XXXVIII

DUTY NO. 38: KEEPS ABREAST OF RESEARCH AND EDUCATION
DEVELOPMENTS AND LEADS IN CONTINUOUS STUDY AND
DEVELOPMENT OF THE LOCAL CURRICULUM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	59	279	94.6
Directors of Instruction	58	274	94.5
Teachers	111	498	89.7
B. Duty Not Performed			
Superintendents	17	72	84.8
Directors of Instruction	3	5	33.3
Teachers	54	219	81.1
C. Total A and B			
Superintendents	76	351	92.4
Directors of Instruction	61	279	91.5
Teachers	165	717	86.9

*Rating scale of one to five used with one low.

39. Is an Integral Part of a Cooperative Effort to Improve Articulation Between Elementary and Secondary Divisions. Responses tabulated in Table XXXIX-A indicate that a total rating of 263 or 92.3 percent is given by fifty-seven of seventy-six superintendents who report this duty is performed in their schools. Directors of instruction give a total rating of 262 or 90.3 percent. This is based on fifty-eight of sixty-one directors of instruction participating in the study. Of the 165 teachers, 102 give a total rating of 418 or 82 percent.

Data presented in Table XXXIX-B show nineteen of the seventy-six superintendents report this duty is not performed. The item is given a total rating of seventy-six or 80 percent. Three of the sixty-one directors of instruction give the item a total rating of eight or 53.3 percent. Sixty-three of the 165 teachers give a total rating of 234 or 84.3 percent.

The data given in Table XXXIX-C indicate the seventy-six superintendents give a total rating of 339 or 89.2 percent importance factor. The sixty-one directors of instruction give a total rating of 270 or 88.5 percent. The total rating given by the 165 teachers is 652 or a 79 percent importance factor.

TABLE XXXIX

DUTY NO. 39: IS AN INTEGRAL PART OF A COOPERATIVE
EFFORT TO IMPROVE ARTICULATION BETWEEN
ELEMENTARY AND SECONDARY DIVISIONS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	57	263	92.3
Directors of Instruction	58	262	90.3
Teachers	102	418	82.0
B. Duty Not Performed			
Superintendents	19	76	80.0
Directors of Instruction	3	8	53.3
Teachers	63	234	74.3
C. Total A and B			
Superintendents	76	339	89.2
Directors of Instruction	61	270	88.5
Teachers	165	652	79.0

*Rating scale of one to five used with one low.

40. Recommends Curriculum Changes and Designs the Machinery to Make the Changes Deemed Necessary. Table XL-A shows that fifty-eight or seventy-six superintendents report this duty is performed. A total rating of 270 or 93.1 percent is given. Fifty-eight of sixty-one directors of instruction give a total rating of 264 or 91 percent. Of 165 teachers surveyed, 108 say the duty is performed and give a total rating of 451 or 83.5 percent.

Data in Table XL-B state that eighteen of the seventy-six superintendents responding indicate that the duty is not performed by directors of instruction. A total rating of seventy-two or 80 percent is given this item by the superintendents that respond. Three directors of instruction of the sixty-one answering give a total rating of three or 20 percent. A total rating of 206 or 72.3 percent is given this duty by fifty-seven of the 165 teachers.

Table XL-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 342 or 90 percent. A total rating of 267 or a 87.5 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 657 or 79.6 percent.

TABLE XL

DUTY NO. 40: RECOMMENDS CURRICULUM CHANGES AND DESIGNS
THE MACHINERY TO MAKE THE CHANGES
DEEMED NECESSARY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	58	270	93.1
Directors of Instruction	58	264	91.0
Teachers	108	451	83.5
B. Duty Not Performed			
Superintendents	18	72	80.0
Directors of Instruction	3	3	20.0
Teachers	57	206	72.3
C. Total A and B			
Superintendents	76	342	90.0
Directors of Instruction	61	267	87.5
Teachers	165	657	79.6

*Rating scale of one to five used with one low.

41. Maintains Communications with Staff Members

Regarding Legal Aspects of Curriculum Development. Table XLI-A shows that forty-eight of the seventy-six superintendents participating in this study check this duty as being performed. The forty-eight superintendents give a total rating of 195 or 81.3 percent. Of sixty-one directors of instruction, fifty-three give a total rating of 209 or 78.9 percent. Of the teachers, seventy-three of 165 participating give a total rating of 276 or 75.6 percent.

The data in Table XLI-B indicate that twenty-eight of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of eighty-three or 59.3 percent by this group. Only eight of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of thirteen or 32.5 percent is given. Ninety-two teachers of 165 responding give a total rating of 248 or 53.9 percent.

Data shown in Table XLI-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 278 or a 73.2 percent importance factor. A total rating of 222 or a 72.8 percent importance factor is given by the directors of instruction. The 165 teachers responding give a total rating of 524 or a 63.5 importance factor.

TABLE XLI

DUTY NO. 41: MAINTAINS COMMUNICATIONS WITH STAFF
MEMBERS REGARDING LEGAL ASPECTS OF
CURRICULUM DEVELOPMENT

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	48	195	81.3
Directors of Instruction	53	209	78.9
Teachers	73	276	75.6
B. Duty Not Performed			
Superintendents	28	83	59.3
Directors of Instruction	8	13	32.5
Teachers	92	248	53.9
C. Total A and B			
Superintendents	76	278	73.2
Directors of Instruction	61	222	72.8
Teachers	165	524	63.5

*Rating scale of one to five used with one low.

42. Studies Sequential and Development Nature of Subject Matter Facts and Skills and Relates Scope and Sequence to Accepted Patterns of Child Growth and Development. Reference to Table XLII-A shows that fifty-six of the seventy-six superintendents that sent back questionnaires say that the above duty is performed. A total rating of 234 or 83.6 percent is indicated. Fifty-seven of the sixty-one directors of instruction give a total rating of 243 or 85.3 percent. Of the 165 teachers, eighty-seven indicate the duty is performed by directors of instruction and give the duty a total rating of 332 or 76.3 percent.

Data presented in Table XLII-B show that twenty of the seventy-six superintendents rate the above duty as not being performed by the director of instruction. A total rating of 72 or 72 percent is given by this group. Four of the sixty-one directors of instruction give a total rating of ten or 50 percent. Of the 165 teachers, seventy-eight give a total rating of 249 or 63.8 percent.

Table XLII-C shows the combined ratings. A total rating of 306 or an 80.5 percent importance factor was given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 253 or 83 percent. The total rating given by the 165 teachers participating in the study is 581 with an importance factor of 70.4 percent.

TABLE XLII

DUTY NO. 42: STUDIES SEQUENTIAL AND DEVELOPMENT NATURE
OF SUBJECT MATTER FACTS AND SKILLS AND RELATES SCOPE
AND SEQUENCE TO ACCEPTED PATTERNS OF
CHILD GROWTH AND DEVELOPMENT

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	56	234	83.6
Directors of Instruction	57	243	85.3
Teachers	87	332	76.3
B. Duty Not Performed			
Superintendents	20	72	72.0
Directors of Instruction	4	10	50.0
Teachers	78	249	63.8
C. Total A and B			
Superintendents	76	306	80.5
Directors of Instruction	61	253	83.0
Teachers	165	581	70.4

*Rating scale of one to five used with one low.

43. Coordinates the Development of the Special Education Program. Table XLIII-A shows that of the seventy-six superintendents who reported, forty state this duty is performed. They give it a total rating of 159 or 79.5 percent. Forty-six directors of instruction of the sixty-one reporting give a total rating of 180 or 78.3 percent. The teachers give a total rating of 367 or 79.8 percent. This is based on ninety-two of 165 teachers who participated.

Table XLIII-B shows thirty-six superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of 107 or 59.4 percent. The directors of instruction give a total rating of thirty-six or 48 percent based on fifteen of sixty-one opinions. Seventy-three teachers of 165 give a total rating of 229 or 62.7 percent.

The information in Table XLIII-C presents a combined total rating of 266 or a 70 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 216 or a 70.8 percent importance factor. The 165 teachers give a total rating of 596 which is 72.2 percent.

TABLE XLIII

DUTY NO. 43: COORDINATES THE DEVELOPMENT OF
THE SPECIAL EDUCATION PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	40	159	79.5
Directors of Instruction	46	180	78.3
Teachers	92	367	79.8
B. Duty Not Performed			
Superintendents	36	107	59.4
Directors of Instruction	15	36	48.0
Teachers	73	229	62.7
C. Total A and B			
Superintendents	76	266	70.0
Directors of Instruction	61	216	70.8
Teachers	165	596	72.2

*Rating scale of one to five used with one low.

44. Cooperates in Development of Written Guidance Plans. A total of forty-nine of seventy-six superintendents reporting in Table XLIV-A indicate this duty is performed by the director of instruction. The item is given a total rating of 184 or 75.1 percent. Fifty-one directors of instruction of sixty-one give a total rating of 195 or 76.5 percent. Of the 165 teachers, ninety-four give the duty a total rating of 367 or 78.1 percent.

In Table XLIV-B it is shown that twenty-seven of the seventy-six report that this duty is not performed. The twenty-seven superintendents give a total rating of eighty-eight which was 65.2 percent. A total rating of ten or 20 percent is given by ten of sixty-one directors of instruction. Of the 165 teachers, seventy-one give a total rating of 211 or 59.4 percent.

The combined information presented in Table XLIV-C shows the seventy-six superintendents giving a total rating of 272 or 71.6 percent. This duty is given a total rating of 205 or 67.2 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 578 or a 70.1 percent importance factor.

TABLE XLIV
DUTY NO. 44: COOPERATES IN DEVELOPMENT OF
WRITTEN GUIDANCE PLANS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	49	184	75.1
Directors of Instruction	51	195	76.5
Teachers	94	367	78.1
B. Duty Not Performed			
Superintendents	27	88	65.2
Directors of Instruction	10	10	20.0
Teachers	71	211	59.4
C. Total A and B			
Superintendents	76	272	71.6
Directors of Instruction	61	205	67.2
Teachers	165	578	70.1

*Rating scale of one to five used with one low.

45. Develops Criteria for Evaluation to Determine Strengths and Weaknesses of Instruction Program. Table XLV-A indicates that a total rating of 250 or 87.7 percent is given by fifty-seven of seventy-six superintendents who report this duty is performed in their schools. Directors of instruction give a total rating of 219 or 82.6 percent. This is based on fifty-three opinions of sixty-one. Of the 165 teachers, ninety-one give a total rating of 371 or 81.6 percent.

Data presented in Table XLV-B show nineteen of the seventy-six superintendents report this duty is not performed. The item is given a total rating of seventy-two or 75.6 percent. Eight of sixty-one directors of instruction indicate this duty is not performed. It is given a total rating of sixteen or 40 percent. Seventy-four of the 165 teachers give a total rating of 258 or 69.7 percent.

The data given in Table XLV-C indicate the seventy-six superintendents give a total rating of 322 or a 84.7 importance factor. The sixty-one directors of instruction give a total rating of 235 or 77 percent. The total rating given by the 165 teachers is 629 or a 76.2 percent importance factor.

TABLE XLV

DUTY NO. 45: DEVELOPS CRITERIA FOR EVALUATION TO
DETERMINE STRENGTHS AND WEAKNESSES
OF INSTRUCTIONAL PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	57	250	87.7
Directors of Instruction	53	219	82.6
Teachers	91	371	81.6
B. Duty Not Performed			
Superintendents	19	72	75.6
Directors of Instruction	8	16	40.0
Teachers	74	258	69.7
C. Total A and B			
Superintendents	76	322	84.7
Directors of Instruction	61	235	77.0
Teachers	165	629	76.2

*Rating scales of one to five used with one low.

46. Utilizes Results of Research to Work with Superintendent and School Board in Program Development.

Table XLVI-A indicates that fifty-two of seventy-six superintendents report this duty is performed. A total rating of 230 or 88.5 percent is given. Fifty-four of sixty-one directors of instruction give a total rating of 224 or 83 percent. Of 165 teachers surveyed, ninety-two say the duty is performed and give a total rating of 371 or 80.7 percent.

Data in Table XLVI-B state that twenty-four of the seventy-six superintendents responding indicate that the duty is not performed by directors of instruction. A total rating of eighty-four or seventy percent is given this item by the superintendents who respond. Seven directors of instruction of the sixty-one answering gave a total rating of seventeen or 48.6 percent. A total rating of 260 or 71.2 percent is given this duty by seventy-three of the 165 teachers.

Table XLVI-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 314 or 82.6 percent. A total rating of 241 or a 79 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 631 or 76.5 percent.

TABLE XLVI

DUTY NO. 46: UTILIZES RESULTS OF RESEARCH TO WORK
WITH SUPERINTENDENT AND SCHOOL BOARD
IN PROGRAM DEVELOPMENT

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	52	230	88.5
Directors of Instruction	54	224	83.0
Teachers	92	371	80.7
B. Duty Not Performed			
Superintendents	24	84	70.0
Directors of Instruction	7	17	48.6
Teachers	73	260	71.2
C. Total A and B			
Superintendents	76	314	82.6
Directors of Instruction	61	241	79.0
Teachers	165	631	76.5

*Rating scale of one to five used with one low.

47. Works with a System-Wide Curriculum Council.

Table XLVII-A shows that the twenty-seven of the seventy-six superintendents participating in this study check this duty as being performed by the director of instruction. The twenty-seven superintendents give a total rating of 112 or 83 percent. Of sixty-one directors of instruction, thirty-seven give a total rating of 148 or 80 percent. Of the teachers, sixty-three of 165 participating give a total rating of 229 or 72.7 percent.

The data in Table XLVII-B indicate that forty-nine of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of 147 or 60 percent by this group. Twenty-four of the sixty-one directors of instruction participating report that the duty is not performed. A total rating of fifty-nine or 49.2 percent is given. Of 165 teachers responding, 102 give a total rating of 298 or 58.4 percent.

Data shown in Table XLVII-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 259 or a 68.2 percent importance factor. A total rating of 207 or 67.9 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 527 or a 63.9 percent importance factor.

TABLE XLVII
DUTY NO. 47: WORKS WITH A SYSTEM-WIDE
CURRICULUM COUNCIL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	27	112	83.0
Directors of Instruction	37	148	80.0
Teachers	63	229	72.7
B. Duty Not Performed			
Superintendents	49	147	60.0
Directors of Instruction	24	59	49.2
Teachers	102	298	58.4
C. Total A and B			
Superintendents	76	259	68.2
Directors of Instruction	61	207	67.9
Teachers	165	527	63.9

*Rating scale of one to five used with one low.

48. Maintains a File of Community Resources.

Reference to Table XLVIII-A shows that thirty-two of the seventy-six superintendents who sent back questionnaires say that the above duty is performed. A total rating of 117 or 73.1 percent is indicated. Thirty-five of the sixty-one directors of instruction give a total rating of 110 or 62.9 percent. Of the 165 teachers, fifty-one indicate the duty is performed by directors of instruction and give the duty a total rating of 179 or 70.2 percent.

Information presented in Table XLVIII-B shows that forty-four of the seventy-six superintendents do not check the above duty as being performed. A total rating of 112 or 50.9 percent is given by this group. Twenty-six of the sixty-one directors of instruction give a total rating of fifty-one or 39.2 percent. Of the 165 teachers, 114 give a total rating of 310 or 52.8 percent.

Table XLVIII-C shows the combined ratings. A total rating of 229 or a 60.3 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 161 or 52.8 percent. The total rating given by the 165 teachers participating in the study is 480 with an importance factor of 58.2 percent.

TABLE XLVIII

DUTY NO. 48: MAINTAINS A FILE OF COMMUNITY RESOURCES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	32	117	73.1
Directors of Instruction	35	110	62.9
Teachers	51	179	70.2
B. Duty Not Performed			
Superintendents	44	112	50.9
Directors of Instruction	26	51	39.2
Teachers	114	301	52.8
C. Total A and B			
Superintendents	76	229	60.3
Directors of Instruction	61	161	52.8
Teachers	165	480	58.2

*Rating scale of one to five used with one low.

49. Works Cooperatively with All School Personnel to Define, Develop, and Interpret the Program of Instruction to the Community. Table XLIX-A indicates that of the seventy-six superintendents who report, fifty-eight state this duty is performed. They give it a total rating of 260 or 89.7 percent. Fifty-nine directors of instruction of the sixty-one reporting give a total rating of 445 or 84 percent. This is based on 106 of 165 teachers who participated.

Table XLIX-B shows eighteen superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of sixty-nine or 76.7 percent. The directors of instruction give a total rating of one or 10 percent based on two of sixty-one opinions. Fifty-nine teachers of 165 give a total rating of 215 or 72.9 percent.

The information in Table XLIX-C presents a combined total rating of 329 or a 86.6 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 262 or a 85.9 percent importance factor. The 165 teachers give a total rating of 660, which was 80 percent.

TABLE XLIX

DUTY NO. 49: WORKS COOPERATIVELY WITH ALL SCHOOL PERSONNEL
TO DEFINE, DEVELOP, AND INTERPRET THE PROGRAM
OF INSTRUCTION TO THE COMMUNITY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	58	260	89.7
Directors of Instruction	59	261	88.5
Teachers	106	445	84.0
B. Duty Not Performed			
Superintendents	18	69	76.7
Directors of Instruction	2	1	10.0
Teachers	59	215	72.9
C. Total A and B			
Superintendents	76	329	86.6
Directors of Instruction	61	262	85.9
Teachers	165	660	80.0

*Rating scale of one to five used with one low.

50. Participates in Local and State Professional Organizations. A total of fifty-eight of seventy-six superintendents reporting in Table L-A indicated this duty is performed by the director of instruction. The item is given a total rating of 244 or 84.1 percent. Sixty directors of instruction of sixty-one give a total rating of 256 or 85.3 percent. Of the 165 teachers, 116 give the duty a total rating of 505 or 87.1 percent.

In Table L-B it is shown that eighteen of the seventy-six report that this duty is not performed. The eighteen of the seventy-six reported that this duty is not performed. The eighteen superintendents give a total rating of seventy-one which is 78.9 percent. Only one of sixty-one directors of instruction report this duty is not performed. It is given a total rating of zero or 0 percent. Of the 165 teachers, forty-nine give a total rating of 183 or 74.7 percent.

The combined information presented in Table L-C shows the seventy-six superintendents giving a total rating of 315 or 82.9 percent. This duty is given a total rating of 256 or 83.9 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 688 or a 83.4 percent importance factor.

TABLE L
DUTY NO. 50: PARTICIPATES IN LOCAL AND STATE
PROFESSIONAL ORGANIZATIONS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	58	244	84.1
Directors of Instruction	60	256	85.3
Teachers	116	505	87.1
B. Duty Not Performed			
Superintendents	18	71	78.9
Directors of Instruction	1	0	0
Teachers	49	183	74.7
C. Total A and B			
Superintendents	76	315	82.9
Directors of Instruction	61	256	83.9
Teachers	165	688	83.4

*Rating scale of one to five used with one low.

51. Plans and Supervises Development of Handbooks.

Table LI-A indicates that a total rating of 198 or 86.1 percent is given by forty-six of seventy-six superintendents who report this duty performed in their schools. Fifty-seven of sixty-one directors of instruction give a total rating of 221 or 77.5 percent. Of the 165 teachers, ninety-six give a total rating of 382 or 79.6 percent.

Data presented in Table LI-B show that thirty of the seventy-six superintendents report this duty is not performed. The item is given a total rating of ninety-four or 62.7 percent. Four of the directors of instruction indicate this duty is not performed. A total rating of nine or 45 percent is given by this group. Sixty-nine of the 165 teachers give a total rating of 212 or 61.4 percent.

The data given in Table LI-C indicate the seventy-six superintendents give a total rating of 292 or a 76.8 importance factor. The sixty-one directors of instruction give a total rating of 230 or 75.4 percent. The total rating given by the 165 teachers is 594 or a 72 percent importance factor.

TABLE LI

DUTY NO. 51: PLANS AND SUPERVISES DEVELOPMENT
OF HANDBOOKS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	46	198	86.1
Directors of Instruction	57	221	77.5
Teachers	96	382	79.6
B. Duty Not Performed			
Superintendents	30	94	62.7
Directors of Instruction	4	9	45.0
Teachers	69	212	61.4
C. Total A and B			
Superintendents	76	292	76.8
Directors of Instruction	61	230	75.4
Teachers	165	594	72.0

*Rating scale of one to five used with one low.

52. Plans and Supervises Development of Curriculum Guides. Table LII-A shows that fifty-seven of seventy-six superintendents reported this duty is performed. A total rating of 267 or 93.7 percent is given. Fifty-seven of sixty-one directors of instruction give a total rating of 254 or 89.1 percent. Of 165 teachers surveyed, 107 say the duty is performed and give a total rating of 465 or 86.9 percent.

Data in Table LII-B state that nineteen of the seventy-six superintendents responding indicate that this duty is not performed by directors of instruction. A total rating of eighty-six or 90.5 percent is given this item by the superintendents who responded. Four directors of instruction of sixty-one answering give a total rating of eight or 40 percent. A total rating of 221 or 76.2 percent is given this duty by fifty-eight of the 165 teachers.

Table LII-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 353 or 92.9 percent. A total rating of 262 or a 85.9 percent importance factor is given by the directors of instruction. The 165 teachers give a total rating of 686 or a 83.2 percent importance factor.

TABLE LII

DUTY NO. 52: PLANS AND SUPERVISES DEVELOPMENT
OF CURRICULUM GUIDES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	57	267	93.7
Directors of Instruction	57	254	89.1
Teachers	107	465	86.9
B. Duty Not Performed			
Superintendents	19	86	90.5
Directors of Instruction	4	8	40.0
Teachers	58	221	76.2
C. Total A and B			
Superintendents	76	353	92.9
Directors of Instruction	61	262	85.9
Teachers	165	686	83.2

*Rating scale of one to five used with one low.

53. Surveys, Plans for, and Directs Programs Designed to Meet Specialized Needs of the School. Table XIII-A indicates that fifty-five of the seventy-six superintendents participating in this study check this duty as being performed. The fifty-five superintendents give a total rating of 234 or 85.1 percent. Of sixty-one directors of instruction, fifty-three give a total rating of 219 or 82.6 percent.

The data in Table LIII-B indicate that twenty-one of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of seventy-five or 71.4 percent by this group. Eight of the sixty-one directors of instruction participating report that the duty is not performed. A total rating of twenty-two or 55 percent is given. Seventy-two teachers of 165 responding give a total rating of 240 or 66.7 percent.

Data shown in Table XIII-C reflect the following combined ratings. The seventy-six superintendents give a total rating of 309 or a 81.3 percent importance factor. A total rating of 241 or 79 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 604 or a 73.2 percent importance factor.

TABLE XIII

DUTY NO. 53: SURVEYS, PLANS FOR, AND DIRECTS PROGRAMS
DESIGNED TO MEET SPECIALIZED NEEDS OF THE SCHOOL

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	55	234	85.1
Directors of Instruction	53	219	82.6
Teachers	93	364	78.3
B. Duty Not Performed			
Superintendents	21	75	71.4
Directors of Instruction	8	22	55.0
Teachers	72	240	66.7
C. Total A and B			
Superintendents	76	309	81.3
Directors of Instruction	61	241	79.0
Teachers	165	604	73.2

*Rating scale of one to five used with one low.

54. Maintains Liaison with Community Groups such as PTA, Boy Scouts, Service Clubs, etc. Reference to Table LIV-A shows that forty-six of the seventy-six superintendents who sent back questionnaires say that the above duty was performed. A total rating of 173 or 75.2 percent is indicated. Forty-nine of the sixty-one directors of instruction give a total rating of 184 or 75.1 percent. Of the 165 teachers, eighty-five indicate the duty is performed by directors of instruction and give the duty a total rating of 316 or 74.4 percent.

Data presented in Table LIV-B show that thirty of the seventy-six superintendents rate the above duty as not being performed. A total rating of eighty-five or 56.7 percent is given by this group. Twelve of the sixty-one directors of instruction give a total rating of twenty-five or 41.7 percent. Of the 165 teachers, eighty give a total rating of 216 or 54 percent.

Table LIV-C shows the combined ratings. A total rating of 258 or a 67.9 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 209 or 68.5 percent. The total rating given by the 165 teachers participating in the study is 532 with an importance factor of 64.5 percent.

TABLE LIV

DUTY NO. 54: MAINTAINS LIAISON WITH COMMUNITY GROUPS
AS PTA, BOY SCOUTS, SERVICE CLUBS, ETC.

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	46	173	75.2
Directors of Instruction	49	184	75.1
Teachers	85	316	74.4
B. Duty Not Performed			
Superintendents	30	85	56.7
Directors of Instruction	12	25	41.7
Teachers	80	216	54.0
C. Total A and B			
Superintendents	76	258	67.9
Directors of Instruction	61	209	68.5
Teachers	165	532	64.5

*Rating scale of one to five used with one low.

55. Attends and Assumes a Responsible Role in the Superintendent's Administrative Meetings. Information in Table LV-A shows that of the seventy-six superintendents who report, fifty-nine state this duty is performed. They give it a total rating of 262 or 88.8 percent. Fifty-five directors of instruction of the sixty-one reporting give a total rating of 238 or 85.5 percent. The teachers give a total rating of 446 or 85 percent. This is based on 105 or 165 teachers who participated.

Table LV-B shows seventeen superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of sixty-five or 76.5 percent. The directors of instruction give a total rating of thirteen or 43.3 percent based on six of sixty-one opinions. Sixty teachers of 165 give a total rating of 182 or 60.7 percent.

The information in Table LV-C presents a combined total rating of 327 or a 86.1 percent importance factor based on the opinions of the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 251 or a 82.3 percent importance factor. The 165 teachers give a total rating of 628 or 76.1 percent.

TABLE LV

DUTY NO. 55: ATTENDS AND ASSUMES A RESPONSIBLE ROLE IN
THE SUPERINTENDENT'S ADMINISTRATIVE MEETINGS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	59	262	88.8
Directors of Instruction	55	238	86.5
Teachers	105	446	85.0
B. Duty Not Performed			
Superintendents	17	65	76.5
Directors of Instruction	6	13	43.3
Teachers	60	182	60.7
C. Total A and B			
Superintendents	76	327	86.1
Directors of Instruction	61	251	82.3
Teachers	165	628	76.1

*Rating scale of one to five used with one low.

56. Serves as a Clearing House for Community Pressures and Inquiries Concerning the Education Program.

A total of forty-one of seventy-six superintendents reporting in Table LVI-A indicate this duty is performed by the director of instruction. The item is given a total rating of 154 or 75.1 percent. Forty-six directors of instruction of sixty-one give a total rating of 176 or 76.5 percent. Of the 165 teachers, sixty-seven give the duty a total rating of 236 or 70.4 percent.

In Table LVI-B it is shown that thirty-five superintendents of the seventy-six reported that this duty is not performed. The thirty-five superintendents give a total rating of ninety-three which was 53.1 percent. A total rating of twenty-eight or 37.3 percent is given by fifteen of sixty-one directors of instruction. Of the 165 teachers, ninety-eight give a total rating of 280 or 57.1 percent.

The combined information presented in Table LVI-C shows the seventy-six superintendents giving a total rating of 247 or 65 percent. This duty is given a total rating of 204 or 66.9 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 516 or a 62.5 percent importance factor.

TABLE LVI

DUTY NO. 56: SERVES AS A CLEARING HOUSE FOR COMMUNITY
PRESSURES AND INQUIRIES CONCERNING
THE EDUCATION PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	41	154	75.1
Directors of Instruction	46	176	76.5
Teachers	67	236	70.4
B. Duty Not Performed			
Superintendents	35	93	53.1
Directors of Instruction	15	28	37.3
Teachers	98	280	57.1
C. Total A and B			
Superintendent	76	247	65.0
Directors of Instruction	61	204	66.9
Teachers	165	516	62.5

*Rating scale of one to five used with one low.

57. Conducts or Participates in Summer Workshops or Conferences within the Local School System. Table LVII-A presents information to show that a total rating of 233 or 86.3 percent is given by fifty-four of seventy-six superintendents who report this duty performed in their schools. Directors of instruction give a total rating of 204 or 83.3 percent. This is based on forty-nine of sixty-one who participated. Of the 165 teachers, ninety-three give a total rating of 368 or 79.1 percent.

Data presented in Table LVII-B show twenty-two of the seventy-six superintendents report this duty is not performed. The item is given a total rating of seventy-six or 69.1 percent. Twelve of the sixty-one directors of instruction indicate this duty is not performed. The item is given a total rating of thirty-two or 53.3 percent. Seventy-two of the 165 teachers give a total rating of 205 or 56.9 percent.

The data given in Table LVII-C indicate the seventy-six superintendents give a total rating of 309 or a 81.3 percent importance factor. The sixty-one directors of instruction give a total rating of 236 or 77.4 percent. The total rating given by the 165 teachers is 573 or a 69.5 percent importance factor.

TABLE LVII

DUTY NO. 57: CONDUCTS OR PARTICIPATES IN SUMMER
WORKSHOPS OR CONFERENCES WITHIN THE
LOCAL SCHOOL SYSTEM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	54	233	86.3
Directors of Instruction	49	204	83.3
Teachers	93	368	79.1
B. Duty Not Performed			
Superintendents	22	76	69.1
Directors of Instruction	12	32	53.3
Teachers	72	205	56.9
C. Total A and B			
Superintendents	76	309	81.3
Directors of Instruction	61	236	77.4
Teachers	165	573	69.5

*Rating scale of one to five used with one low.

58. Conducts or Participates in Summer Workshops or Conferences Outside the Local School System. Table LVIII-A shows that fifty-two of seventy-six superintendents reported this duty is performed. A total rating of 199 or 76.5 percent is given. Fifty of sixty-one directors of instruction give a total rating of 187 or 74.8 percent. Of 165 teachers surveyed, eighty-two say the duty is performed and give a total rating of 298 or 72.7 percent.

Data in Table LVIII-B state that twenty-four of the seventy-six superintendents responding indicate that the duty is not performed by directors of instruction. A total rating of seventy-seven or 64.2 percent is given this item by the superintendents that responded. Eleven directors of instruction of the sixty-one answering give a total rating of 240 or 57.8 percent is given this duty by eighty-three of the 165 teachers.

Table LVIII-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 72.6 percent. A total rating of 214 or a 70.2 percent importance factor is given by the directors of instruction. The 165 teachers give a total rating of 538 or 65.2 percent.

TABLE LVIII

DUTY NO. 58: CONDUCTS OR PARTICIPATES IN SUMMER
WORKSHOPS OR CONFERENCES OUTSIDE
THE LOCAL SCHOOL SYSTEM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating .
A. Duty Performed			
Superintendents	52	199	76.5
Directors of Instruction	50	187	74.8
Teachers	82	298	72.7
B. Duty Not Performed			
Superintendents	24	77	64.2
Directors of Instruction	11	27	49.1
Teachers	83	240	57.8
C. Total A and B			
Superintendents	76	276	72.6
Directors of Instruction	61	214	70.2
Teachers	165	538	65.2

*Rating scale of one to five used with one low.

59. Takes Leadership in Finding, Evaluating, Organizing, and Utilizing the Best Instructional Materials and Equipment Available for the Instruction Program.

Table LIX-A shows that fifty-nine of the seventy-six superintendents participating in this study check this duty as being performed. The fifty-nine superintendents give a total rating of 268 or 90.8 percent. Directors of instruction give a total rating of 269 or 88.2 percent. All sixty-one participated in this rating. Of the teachers, 109 of 165 participating give a total rating of 468 or 85.9 percent.

The data in Table LIX-B indicate that seventeen of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of sixty-nine or 81.2 percent. None of the directors of instruction indicate this duty is not performed. It was given a total rating of zero and a percentage of zero. Fifty-six teachers of 165 responding give a total rating of 236 or 84.3 percent.

Data shown in Table LIX-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 337 or a 88.7 percent importance factor. A total rating of 269 or 88.2 percent is given by the directors of instruction. The 165 teachers responding give a total rating of 704 or a 85.3 percent importance factor.

TABLE LIX

DUTY NO. 59: TAKES LEADERSHIP IN FINDING, EVALUATING,
ORGANIZING, AND UTILIZING THE BEST INSTRUCTIONAL
MATERIALS AND EQUIPMENT AVAILABLE FOR
THE INSTRUCTIONAL PROGRAM

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	59	268	90.8
Directors of Instruction	61	269	88.2
Teachers	109	468	85.9
B. Duty Not Performed			
Superintendents	17	69	81.2
Directors of Instruction	0	0	0
Teachers	56	236	84.3
C. Total A and B			
Superintendents	76	337	88.7
Directors of Instruction	61	269	88.2
Teachers	165	704	85.3

*Rating scale of one to five used with one low.

60. Provides Assistance to Building Principals in Their Roles as Leaders in Instruction. Reference to Table LX-A shows that fifty-five of the seventy-six superintendents who sent back questionnaires say that the above duty is performed. A total rating of 258 or 93.8 percent is indicated. Sixty of the sixty-one directors of instruction give a total rating of 266 or 88.7 percent. Of the 165 teachers, 106 indicate the duty is performed by directors of instruction and give the duty a total rating of 431 or 81.3 percent.

Data presented in Table LX-B show that twenty-one of the seventy-six superintendents rate the above duty as not being performed. A total rating of eighty-nine or 84.8 percent is given by this group. Only one of sixty-one directors of instruction state this duty is not performed. A total rating of five or 100 percent is given. Of the 165 teachers, fifty-nine give a total rating of 221 or 74.9 percent.

Table LX-C shows the combined ratings. A total rating of 347 or a 91.3 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 271 or 88.9 percent. The total rating given by the 165 teachers participating in the study is 652 with an importance factor of 79 percent.

TABLE LX

DUTY NO. 60: PROVIDES ASSISTANCE TO BUILDING
PRINCIPALS IN THEIR ROLES AS LEADERS
IN INSTRUCTION

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	55	258	93.8
Directors of Instruction	60	266	88.7
Teachers	106	431	81.3
B. Duty Not Performed			
Superintendents	21	89	84.8
Directors of Instruction	1	5	100.0
Teachers	59	221	74.9
C. Total A and B			
Superintendents	76	347	91.3
Directors of Instruction	61	271	88.9
Teachers	165	652	79.0

*Rating scale of one to five used with one low.

61. Conducts Conferences, Provides Demonstrations, and Otherwise Assists Classroom Teachers. Table LXI-A shows that of the seventy-six superintendents who report, fifty-two stated this duty is performed. They give it a total rating of 220 or 84.6 percent. Fifty-three directors of instruction of the sixty-one reporting give a total rating of 207 or 78.1 percent. The teachers give a total rating of 373 or 76.1 percent. This is based on ninety-eight of 165 teachers who participated.

Table LXI-B shows twenty-four superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of eighty or 66.7 percent. The directors of instruction give a total rating of sixteen or 40 percent based on eight of sixty-two opinions. Sixty-seven teachers of 165 give a total rating of 243 or 72.5 percent.

The information in Table LXI-C presents a combined total rating of 300 or a 78.9 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 223 or a 73.1 percent importance factor. The 165 teachers give a total rating of 616 or 74.7 percent.

TABLE LXI

DUTY NO. 61: CONDUCTS CONFERENCES, PROVIDES
DEMONSTRATIONS, AND OTHERWISE ASSISTS
CLASSROOM TEACHERS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	52	220	84.6
Directors of Instruction	53	207	78.1
Teachers	98	373	76.1
B. Duty Not Performed			
Superintendents	24	80	66.7
Directors of Instruction	8	16	40.0
Teachers	67	243	72.5
C. Total A and B			
Superintendents	76	300	78.9
Directors of Instruction	61	223	73.1
Teachers	165	616	74.7

*Rating scale of one to five used with one low.

62. Writes Articles for Professional Magazines.

A total of thirty of seventy-six superintendents reporting in Table LXII-A indicate this duty is performed by the director of instruction. The item is given a total rating of eighty-eight or 58.7 percent. Thirty-one directors of instruction of sixty-one give a total rating of eighty-five or 54.8 percent. Of the 165 teachers, forty-five give the duty a total rating of 134 or 59.6 percent.

In Table LXII-B it is shown that forty-six superintendents of the seventy-six report that this duty is not performed. The forty-six superintendents give a total rating of 109 or 47.4 percent. A total rating of fifty-six or 37.3 percent is given by thirty of sixty-one directors of instruction. Of the 165 teachers, 120 give a total rating of 243 or 40.5 percent.

The combined information presented in Table LXII-C shows the seventy-six superintendents giving a total rating of 197 or 51.8 percent. This duty is given a total rating of 141 or 46.2 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 377 or a 45.7 percent importance factor.

TABLE LXII

DUTY NO. 62: WRITES ARTICLES FOR PROFESSIONAL
MAGAZINES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	30	88	58.7
Directors of Instruction	31	85	54.8
Teachers	45	134	59.6
B. Duty Not Performed			
Superintendents	46	109	47.4
Directors of Instruction	30	56	37.3
Teachers	120	243	40.5
C. Total A and B			
Superintendents	76	197	51.8
Directors of Instruction	61	141	46.2
Teachers	165	377	45.7

*Rating scale of one to five used with one low.

63. Encourages Classroom Teachers to Write Articles for Professional Magazines. Table LXIII-A indicates that a total rating of 105 or 61.8 percent is given by thirty-four of seventy-six superintendents who report this duty performed in their schools. Directors of instruction give a total rating of 119 or 58 percent. This is based on forty-one of sixty-one who participated in the study. Of the 165 teachers, forty-four give a total rating of 131 or 59.5 percent.

Data presented in Table LXIII-B show forty-two of the seventy-six superintendents report this duty is not performed. The item is given a total rating of ninety-two or 43.8 percent. Twenty of sixty-one directors of instruction give a total rating of forty-one or 41 percent. Of the 165 teachers, 121 give a total rating of 247 or 40.8 percent.

The data given in Table LXIII-C indicate the seventy-six superintendents give a total rating of 197 or a 51.8 percent importance factor. The sixty-one directors of instruction give a total rating of 160 or 52.5 percent. The total rating given by the 165 teachers is 378 or a 45.8 percent importance factor.

TABLE LXIII

DUTY NO. 63: ENCOURAGES CLASSROOM TEACHERS TO WRITE
ARTICLES FOR PROFESSIONAL MAGAZINES

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	34	105	61.8
Directors of Instruction	41	119	58.0
Teachers	44	131	59.5
B. Duty Not Performed			
Superintendents	42	92	43.8
Directors of Instruction	20	41	41.0
Teachers	121	247	40.8
C. Total A and B			
Superintendents	76	197	51.8
Directors of Instruction	61	160	52.5
Teachers	165	378	45.8

*Rating scale of one to five used with one low.

64. Develops Sensitivity to Problem Areas and to Needs of Local School District and Community. Reference to Table LXIV-A shows that forty-eight of seventy-six superintendents report this duty is performed. A total rating of 193 or 80.4 percent is given. Fifty-eight of sixty-one directors of instruction give a total rating of 231 or 79.7 percent. Of 165 teachers surveyed, eighty-six say the duty is performed and give a total rating of 335 or 77.9 percent.

Data in Table LXIV-B state that twenty-eight of the seventy-six superintendents responding indicate that this duty is not performed by directors of instruction. A total rating of eighty-two or 58.6 percent is given this item by the superintendents who respond. Three directors of instruction of the sixty-one answering give a total rating of six or 40 percent. A total rating of 257 or 65.1 percent is given this duty by seventy-nine of the 165 teachers responding.

Table LXIV-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 275 or 72.4 percent. A total rating of 237 or a 77.7 percent importance factor is given by the sixty-one directors of instruction. The 165 teachers give a total rating of 592 or a 71.8 percent importance factor.

TABLE LXIV

DUTY NO. 64: DEVELOPS SENSITIVITY TO PROBLEM
AREAS AND TO NEEDS OF LOCAL SCHOOL
DISTRICT AND COMMUNITY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	48	193	80.4
Directors of Instruction	58	231	79.7
Teachers	86	335	77.9
B. Duty Not Performed			
Superintendents	28	82	58.6
Directors of Instruction	3	6	40.0
Teachers	79	257	65.1
C. Total A and B			
Superintendents	76	275	72.4
Directors of Instruction	61	237	77.7
Teachers	165	592	71.8

*Rating scale of one to five used with one low.

65. Secures Time for Teachers to Work Together.

Table LXV-A shows that forty-nine of the seventy-six superintendents participating in this study check this duty as being performed. The forty-nine superintendents give a total rating of 196 or 80 percent. Of sixty-one directors of instruction, fifty-one give a total rating of 204 or 80 percent. Of the teachers, eighty-one of 165 participating give a total rating of 300 or 74.1 percent.

The data in Table LXV-B indicate that twenty-seven of the seventy-six superintendents involved in the study do not check that the duty is performed. This duty is given a total rating of eighty-five or 63 percent by this group. Ten of the directors of instruction of sixty-one participating report that the duty is not performed. A total rating of twenty-one or 42 percent is given. Eighty-four teachers of 165 responding give a total rating of 269 or 64.1 percent.

Data shown in Table LXV-C indicate the following combined ratings. The seventy-six superintendents give a total rating of 281 or a 73.9 percent importance factor. A total rating of 225 or 73.8 percent is given by the sixty-one directors of instruction. The 165 teachers responding give a total rating of 569 or a 69 percent importance factor.

TABLE LXV

DUTY NO. 65: SECURES TIME FOR TEACHERS TO
WORK TOGETHER

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	49	196	80.0
Directors of Instruction	51	204	80.0
Teachers	81	300	74.1
B. Duty Not Performed			
Superintendents	27	85	63.0
Directors of Instruction	10	21	42.0
Teachers	84	269	64.1
C. Total A and B			
Superintendents	76	281	73.9
Directors of Instruction	61	225	73.8
Teachers	165	569	69.0

*Rating scale of one to five used with one low.

66. Works with Teacher on Classroom Practices of an Experimental Nature. Reference to Table LXVI-A shows that fifty-four of the seventy-six superintendents who sent back questionnaires say that the above duty is performed. A total rating of 216 or 80 percent is indicated. Fifty-five of the sixty-one directors of instruction give a total rating of 216 or 78.5 percent. Of the 165 teachers, seventy-five indicate the duty is performed by directors of instruction and give the duty a total rating of 272 or 72.5 percent.

Data presented in Table LXVI-B show that twenty-two of the seventy-six superintendents rate the above duty as not being performed. A total rating of seventy-seven or 70 percent is given by this group. Six of the sixty-one directors of instruction give a total rating of twelve or 40 percent. Of the 165 teachers, ninety give a total rating of 275 or 61.1 percent.

Table LXVI-C shows the combined ratings. A total rating of 293 or a 77.1 percent importance factor is given by the seventy-six superintendents responding. The sixty-one directors of instruction give a total rating of 228 or 74.8 percent. The total rating given by the 165 teachers participating in the study is 547 with an importance factor of 66.3 percent.

TABLE LXVI

DUTY NO. 66: WORKS WITH TEACHERS ON CLASSROOM
PRACTICES OF AN EXPERIMENTAL NATURE

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	54	216	80.0
Directors of Instruction	55	216	78.5
Teachers	75	272	72.5
B. Duty Not Performed			
Superintendents	22	77	70.0
Directors of Instruction	6	12	40.0
Teachers	90	275	61.1
C. Total A and B			
Superintendents	76	293	77.1
Directors of Instruction	61	228	74.8
Teachers	165	547	66.3

*Rating scale of one to five used with one low.

67. Listens to Professional Problems of Individuals and Counsels if Necessary. Table LXVII-A shows that of the seventy-six superintendents who report, forty-nine state this duty is performed. They give it a total rating of 203 or 82.9 percent. Fifty-seven directors of instruction of the sixty-one reporting give a total rating of 229 or 80.4 percent. The teachers give a total rating of 374 or 80.4 percent. This is based on ninety-three of 165 teachers who participated.

Table LXVII-B shows twenty-seven superintendents of the seventy-six reporting indicate this duty is not performed by the director of instruction. The item is given a total rating of seventy or 51.9 percent. The directors of instruction give a total rating of nine or 45 percent based on four of sixty-one opinions. Seventy-two teachers of 165 give a total rating of 221 or 61.4 percent.

The information in Table LXVII-C presents a combined total rating of 273 or a 71.8 percent importance factor based on the seventy-six superintendents reporting. The table reflects that the sixty-one directors of instruction give a total rating of 238 or a 78 percent importance factor. The 165 teachers give a total rating of 595 or 72.1 percent.

TABLE LXVII

DUTY NO. 67: LISTENS TO PROFESSIONAL PROBLEMS OF
INDIVIDUALS AND COUNSELS IF NECESSARY

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	49	203	82.9
Directors of Instruction	57	229	80.4
Teachers	93	374	80.4
B. Duty Not Performed			
Superintendents	27	70	51.9
Directors of Instruction	4	9	45.0
Teachers	72	221	61.4
C. Total A and B			
Superintendents	76	273	71.8
Directors of Instruction	61	238	78.0
Teachers	165	595	72.1

*Rating scale of one to five used with one low.

68. Prepares a Newsletter to the Professional Staff.

A total of twenty-four of seventy-six superintendents reporting in Table LXVIII-A indicate this duty is performed by the director of instruction. The item is given a total rating of eighty-nine or 74.2 percent. Thirty-two directors of instruction of sixty-one give a total rating of 117 or 66.9 percent. Of the 165 teachers, fifty-five give the duty a total rating of 184 or 66.9 percent.

In Table LXVIII-B it is shown that fifty-two of the seventy-six superintendents report that this duty is not performed. The fifty-two superintendents give a total rating of 128 which was 49.2 percent is given by twenty-nine of sixty-one directors of instruction. Of the 165 teachers, 110 give a total rating of 235 or 42.7 percent.

The combined information presented in Table LXVIII-C shows the seventy-six superintendents giving a total rating of 217 or 57.1 percent. This duty is given a total rating of 178 or 58.4 percent by the sixty-one directors of instruction. The 165 teachers indicate a total rating of 419 or a 50.8 percent importance factor.

69. Participates in Regional School Study Council.

Table LXIX-A shows that a total rating of 1954 or 73.3 percent is given by forty-two of seventy-six superintendents who report this duty performed in their schools. Thirty-seven of sixty-one directors of instruction give a total rating of

TABLE LXVIII

DUTY NO. 68: PREPARES A NEWSLETTER TO THE
PROFESSIONAL STAFF

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	24	89	74.2
Directors of Instruction	32	117	73.1
Teachers	55	184	66.9
B. Duty Not Performed			
Superintendents	52	128	49.2
Directors of Instruction	29	61	42.1
Teachers	110	235	42.7
C. Total A and B			
Superintendents	76	217	57.1
Directors of Instruction	61	178	58.4
Teachers	165	419	50.8

*Rating scale of one to five used with one low.

TABLE LXIX
DUTY NO. 69: PARTICIPATES IN REGIONAL SCHOOL
STUDY COUNCILS

Title	Number of Ratings	Total Rating*	Percent of Maximum Rating
A. Duty Performed			
Superintendents	42	154	73.3
Directors of Instruction	37	111	60.0
Teachers	66	249	75.5
B. Duty Not Performed			
Superintendents	34	94	55.3
Directors of Instruction	24	55	45.8
Teachers	99	274	55.4
C. Total A and B			
Superintendents	76	248	65.3
Directors of Instruction	61	166	54.4
Teachers	165	523	63.4

*Rating scale of one to five used with one low.

111 or 60 percent. Of 165 teachers surveyed, sixty-six say the duty is performed and give a total rating of 249 or 75.5 percent.

Data in Table LXIX-B state that thirty-four of the seventy-six superintendents responding indicate that the duty is not performed by directors of instruction. A total rating of ninety-four or 55.3 percent is given by the superintendents who responded. Twenty-four directors of instruction of the sixty-one answering give a total rating of fifty-five or 45.8 percent. A total rating of 274 or 55.4 percent is given this duty by ninety-nine of the 165 teachers.

Table LXIX-C presents combined data. The seventy-six superintendents returning questionnaires give the duty a total rating of 248 or 65.3 percent. A total rating of 166 or a 54.4 percent importance factor is given by the directors of instruction. The 165 teachers give a total rating of 523 or 63.4 percent.

II. DUTIES PERFORMED

Tables LXX through LXXII show the number of superintendents, directors of instruction, and teachers who reported on the questionnaire that the duties are performed by the directors of instruction.

TABLE LXX

DUTIES PERFORMED BY THE DIRECTORS OF
INSTRUCTION AS REPORTED BY SEVENTY-
SIX SUPERINTENDENTS REPORTING

Duty	Number Reporting Duty Performed
Assists in school accreditation evaluation.	61
Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum.	59
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	59
Organizes and administers a comprehensive in-service training program.	59
Attends and assumes a responsible role in the superintendent's administrative meetings.	59
Makes periodic oral and written reports to the superintendent on instructional matters.	59
Participates in local and state professional organizations.	58
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	58
Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program.	58

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	58
Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.	57
Plans and supervises development of curriculum guides.	57
Directs and coordinates the activities of all instructional personnel.	57
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	57
Coordinates selection of textbooks.	56
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	56
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	56
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	56
Confers with commercial, educational, and other representatives visiting the school system.	56
Provides assistance to building principals in their roles as leaders in instruction.	55

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Surveys, plans for, and directs program designed to meet specialized needs of the school.	55
Provides for and supervises consultant services.	55
Conducts or participates in summer workshops or conferences within the local school system.	54
Works with teachers on classroom practices of an experimental nature.	54
Organizes and administers the program of instructional supervision.	54
Visits and observes in the classroom.	54
Addresses and/or attends faculty meetings.	53
Utilizes results of research to work with superintendent and school board in program development.	52
Conducts or participates in summer workshops or conferences outside the local school system.	52
Conducts conferences, provides demonstrations, and otherwise assists classroom teachers.	52
Works in the development, application, and interpretation of various testing programs.	51
Appoints special instructional committees and directs their work.	51
Advises in planning of physical facilities needed in the instructional program.	51

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Coordinates and compiles instructional reports required by local, state, and federal agencies.	51
Arranges for instructional exhibits or demonstrations in the school.	49
Listens to professional problems of individuals and counsels if necessary.	49
Secures time for teachers to work together.	49
Cooperates in development of written guidance plans.	49
Facilitates the setting and periodic review of broad educational objectives for the school system.	48
Develops sensitivity to problem areas and to needs of local school district and community.	48
Maintains communications with staff members regarding legal aspects of curriculum development.	48
Plans and supervises development of handbooks.	46
Performs assigned duties and responsibilities outside the area of curriculum and instruction.	46
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc.	46
Organizes and supervises orientation of new teachers.	43

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Plans and makes possible teacher observation in classes other than their own.	43
Participates in regional school study councils.	42
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	42
Serves as a clearing house for community pressures and inquiries concerning the education program.	41
Arranges for teacher visitation inside or outside the system.	41
Coordinates the development of the special education program.	40
Improves working environment for the staff.	40
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports on pupils.	39
Assists with selection, assignment, and evaluation of instructional personnel.	38
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	38
Approves requisitions for instructional supplies.	38

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Provides for lay participation in educational planning.	37
Serves as liaison agent between the school and colleges in student teaching program.	37
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	37
Arranges and supervises school audiovisual and television programs.	35
Encourages classroom teachers to write articles for professional magazines.	34
Maintains a file of community resources.	32
Prepares instructional services budget and maintains continuous accounting of its funds.	31
Writes articles for professional magazines.	30
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control.	30
Works with a system-wide curriculum council.	27
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	26

TABLE LXX (continued)

Duty	Number Reporting Duty Performed
Prepares a newsletter to the professional staff.	24
Makes follow-up studies on both graduates and dropouts.	22

TABLE LXXI

DUTIES PERFORMED BY DIRECTORS OF INSTRUCTION
AS REPORTED BY SIXTY-ONE DIRECTORS
OF INSTRUCTION

Duty	Number Reporting Duty Performed
Makes periodic oral and written reports to the superintendent on instructional matters.	61
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	61
Provides assistance to building principals in their roles as leaders in instruction.	60
Coordinates selection of textbooks.	60
Participates in local and state professional organizations.	60
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	59
Confers with commercial, educational, and other representatives visiting the school system.	59
Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum.	58
Organizes and administers a comprehensive in-service training program.	58

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	58
Is an integral part of a cooperative effort to improve articulation between elementary and second divisions.	58
Develops sensitivity to problem areas and to needs of local school district and community.	58
Appoints special instructional committees and directs their work.	58
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	57
Assists in school accreditation evaluations.	57
Directs and coordinates the activities of all instructional personnel.	57
Plans and supervises development of curriculum guides.	57
Coordinates and compiles instructional reports required by local, state, and federal agencies.	57
Listens to professional problems of individuals and counsels if necessary.	57
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	57
Plans and supervises development of handbooks.	57

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	56
Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program.	56
Provides for and supervises consultant services.	56
Organizes and administers the program of instructional supervision.	56
Attends and assumes a responsible role in the superintendent's administrative meetings.	55
Works with teachers on classroom practices of an experimental nature.	55
Utilizes results of research to work with superintendent and school board in program development.	54
Performs assigned duties and responsibilities outside the area of curriculum and instruction.	54
Surveys, plans for, and directs programs designed to meet specialized needs of the school.	53
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	53
Visits and observes in the classroom.	53

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Advises in planning of physical facilities needed in the instructional program.	53
Conducts conferences, provides demonstrations, and otherwise assists classroom teachers.	53
Maintains communications with staff members regarding legal aspects of curriculum development.	53
Works in the development, application, and interpretation of various testing programs.	51
Secures time for teachers to work together.	51
Cooperates in development of written guidance plans.	51
Organizes and supervises orientation of new teachers.	50
Facilitates the setting and periodic review of broad educational objectives for the school system.	50
Conducts or participates in summer workshops or conferences outside the local school system.	50
Conducts or participates in summer workshops or conferences within the local school system.	49
Addresses and/or attends faculty meetings.	49
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, eta.	49

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	49
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports on pupils.	49
Arranges for instructional exhibits or demonstrations in the school.	47
Coordinates the development of special education program.	46
Serves as a clearing house for community pressures and inquiries concerning the education program.	46
Approves requisitions for instructional supplies.	46
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	45
Arranges for teacher visitation inside or outside the system.	44
Assists with selection, assignment, and evaluation of instructional personnel.	44
Plans and makes possible teacher observation in classes other than their own.	43
Improves working environment for the staff.	43

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Serves as liaison agent between the school and colleges in student teaching program.	42
Encourages classroom teachers to write articles for professional magazines.	41
Prepares instructional services budget and maintains continuous accounting of its funds.	41
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control.	40
Provides for lay participation in educational planning.	40
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	39
Participates in regional school study councils.	37
Works with a system-wide curriculum council.	37
Arranges and supervises school audiovisual and television programs.	37
Maintains a file of community resources.	35
Prepares a newsletter to the professional staff.	32
Writes articles for professional magazines.	31

TABLE LXXI (continued)

Duty	Number Reporting Duty Performed
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	31
Makes follow-up studies on both graduates and dropouts.	30

TABLE LXXII

DUTIES PERFORMED BY THE DIRECTORS OF INSTRUCTION
AS REPORTED BY 165 TEACHERS

Duty	Number Reporting Duty Performed
Participates in local and state professional organizations.	116
Coordinates selection of textbooks.	113
Organizes and administers a comprehensive in-service training program.	113
Makes periodic oral and written reports to the superintendent on instructional matters.	112
Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum.	111
Confers with commercial, educational, and other representatives visiting the school system.	110
Directs and coordinates the activities of all instructional personnel.	110
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	109
Organizes and administers the program of instructional supervision.	109
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	108

TABLE LXXII (continued)

Duty	Number Reporting Duty Performed
Plans and supervises development of curriculum guides.	107
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	107
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	106
Provides assistance to building principals in their roles as leaders of instruction.	106
Provides for and supervises consultant services.	106
Attends and assumes a responsible role in the superintendent's administrative meetings.	105
Works in the development, application, and interpretation of various testing programs.	103
Appoints special instructional committees and directs their work.	103
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	102
Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.	102
Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program.	101

TABLE LXXII (continued)

Duty	Number Reporting Duty Performed
Assists in school accreditation evaluations.	98
Conducts conferences, provides demonstrations, and otherwise assists classroom teachers.	98
Plans and supervises development of handbooks.	96
Visits and observes in the classroom.	96
Cooperates in development of written guidance plans.	94
Addresses and/or attends faculty meetings.	94
Conducts or participates in summer workshops or conferences within the local school system.	93
Listens to professional problems of individuals and counsels if necessary.	93
Surveys, plans for, and directs programs designed to meet specialized needs of the school.	93
Utilizes results of research to work with superintendent and school board in program development.	92
Coordinates and compiles instructional reports required by local, state, and federal agencies.	92
Coordinates the development of the special education program.	92
Facilitates the setting and periodic review of broad educational objectives for the school system.	91

TABLE LXXII (continued)

Duty	Number Reporting Duty Performed
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	91
Organizes and supervises orientation of new teachers.	91
Performs assigned duties and responsibilities outside the area of curriculum and instruction.	87
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	87
Develops sensitivity to problem areas and to needs of local school district and community.	86
Assists with selection, assignment, and evaluation of instructional personnel.	86
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc.	85
Arranges for instructional exhibits or demonstrations in the school.	83
Conducts or participates in summer workshops or conferences outside the local school system.	82
Secures time for teachers to work together.	81
Advises in planning of physical facilities needed in the instructional program.	80

TABLE LXXII (continued)

Duty	Number Reporting Duty Performed
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports of pupils.	77
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	77
Works with teachers on classroom practices of an experimental nature.	75
Approves requisitions for instructional supplies.	75
Maintains communication with staff members regarding legal aspects of curriculum development.	73
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	70
Serves as liaison agent between the school and colleges in student teaching program.	70
Improves working environment for the staff.	68
Serves as a clearing house for community pressures and inquiries concerning the education program.	67
Arranges and supervises school audiovisual and television programs.	66
Participates in regional school study councils.	66
Works with a system-wide curriculum council.	63

TABLE LXXII (continued)

Duty	Number Reporting Duty Performed
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control.	61
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	58
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	57
Plans and makes possible teacher observation in classes other than their own.	55
Prepares a newsletter to the professional staff.	55
Provides for lay participation in educational planning.	53
Prepares instructional services budget and maintains continuous accounting of its funds.	53
Maintains a file of community resources.	51
Arranges for teacher visitation inside or outside the system.	49
Writes articles for professional magazines.	45
Encourages classroom teachers to write articles for professional magazines.	44
Makes follow-up studies on both graduate and dropouts.	44

III. RECOMMENDED DUTIES

An importance factor is determined for each of the sixty-nine duties on the questionnaire. This is done by dividing the total rating given each duty by the maximum rating possible. The duties as ranked by the superintendents, directors of instruction, and teachers are shown in the following tables. The duties are listed in the recommended order of importance.

TABLE LXXIII
PERCENTILE RANK OF DUTIES PERFORMED BY DIRECTORS
OF INSTRUCTION BASED ON RATINGS
OF SUPERINTENDENTS REPORTING

Duty	Percentile Rank
Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum.	94.6
Provides assistance to building principals in their roles as leaders in instruction.	93.8
Plans and supervises development of curriculum guides.	93.7
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	93.1
Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.	92.3

TABLE LXXIII (continued)

Duty	Percentile Rank
Coordinates selection of textbooks.	91.1
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	90.8
Directs and coordinates the activities of all instructional personnel.	90.5
Organizes and administers a comprehensive in-service training program.	90.5
Organizes and administers the program of instructional supervision.	90.0
Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program.	90.0
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	89.7
Makes periodic oral and written reports to the superintendent on instructional matters.	89.2
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	88.9
Attends and assumes a responsible role in the superintendent's administrative meetings.	88.8
Utilizes results of research to work with superintendent and school board in program development.	88.5

TABLE LXXIII (continued)

Duty	Percentile Rank
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	87.7
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	87.1
Conducts or participates in summer workshops or conferences within the local school system.	86.3
Plans and supervises development of handbooks.	86.1
Surveys, plans for, and directs programs designed to meet specialized needs of the school.	85.1
Conducts conferences, provides demonstrations, and otherwise assists classroom teachers.	84.6
Appoints special instructional committees and directs their work.	84.3
Participates in local and state professional organizations.	84.1
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	83.6
Organizes and supervises orientation of new teachers.	83.3
Works with a system-wide curriculum council.	83.0

TABLE LXXIII (continued)

Duty	Percentile Rank
Listens to professional problems of individuals and counsels if necessary	82.9
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	82.1
Visits and observes in the classroom.	81.5
Maintains communications with staff members regarding legal aspects of curriculum development.	81.3
Assists in school accreditation evaluations.	80.7
Develops sensitivity to problem areas and to needs of local school districts and community.	80.4
Facilitates the setting and periodic review of broad educational objectives for the school system.	80.4
Works with teachers on classroom practices of an experimental nature.	80.0
Secures time for teachers to work together.	80.0
Coordinates the development of the special education program.	79.5
Works in the development, application, and interpretation of various testing programs.	78.8
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports on pupils.	77.9

TABLE LXXIII (continued)

Duty	Percentile Rank
Provides for and supervises consultant services.	77.8
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	77.7
Assists with selection, assignment, and evaluation of instructional personnel.	77.4
Conducts or participates in summer workshops or conferences outside the local school system.	76.5
Arranges and supervises school audiovisual and television programs.	76.0
Coordinates and compiles instructional reports required by local, state, and federal agencies.	75.7
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc.	75.2
Cooperates in development of written guidance plans.	75.1
Serves as a clearing house for community pressures and inquiries concerning the education program.	75.1
Performs assigned duties and responsibilities outside the area of curriculum and instruction.	74.8
Improves working environment for the staff.	74.5
Prepares a newsletter to the professional staff.	74.2

TABLE LXXIII (continued)

Duty	Percentile Rank
Participates in regional school study councils.	73.3
Advises in planning of physical facilities needed in the instructional program.	73.3
Maintains a file of community resources.	73.1
Provides for lay participation in educational planning.	73.0
Addresses and/or attends faculty meetings.	72.8
Prepares instructional services budget and maintains continuous accounting of its funds.	72.3
Plans and makes possible teacher observation in classes other than their own.	72.1
Arranges for teacher visitation inside or outside the system.	70.2
Makes follow-up studies on both graduates and dropouts.	70.0
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	69.5
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	69.2
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study control.	68.7

TABLE LXIII (continued)

Duty	Percentile Rank
Approves requisitions for instructional supplies.	66.8
Serves as liaison agent between the school and colleges in student teaching program.	66.5
Arranges for instructional exhibits or demonstrations in the school.	63.7
Encourages classroom teachers to write articles for professional magazines.	61.8
Confers with commercial, educational, and other representatives visiting the school system.	61.4
Writes articles for professional magazines.	58.7

TABLE LXXIV

PERCENTILE RANK OF DUTIES PERFORMED BY DIRECTORS OF
INSTRUCTION BASED ON RATINGS OF DIRECTORS
OF INSTRUCTION REPORTING

Duty	Percentile Rank
Keeps abreast of research and educational developments and leads in continuous study and development of local curriculum.	94.5
Directs and coordinates the activities of all instructional personnel.	92.3
Organizes and administers the program of instructional supervision.	91.8
Organizes and administers a comprehensive in-service training program.	91.4
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	91.0
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	90.9
Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.	90.3
Plans and supervises development of curriculum guides.	89.1
Coordinates selection of textbooks.	89.0
Provides assistance to building principals in their roles as leaders in instruction.	88.7
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	88.5

TABLE LXXIV (continued)

Duty	Percentile Rank
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	88.2
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	87.1
Attends and assumes a responsible role in the superintendent's administrative meetings.	86.5
Participates in local and state professional organizations.	85.3
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	85.3
Makes periodic oral and written reports to the superintendent on instructional matters.	84.6
Organizes and utilizes the best means of evaluation and research available in determining the success of instructional program.	84.3
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	83.6
Conducts or participates in summer workshops or conferences within the local school system.	83.3

TABLE LXXIV (continued)

Duty	Percentile Rank
Utilizes results of research to work with superintendent and school board in program development.	83.0
Appoints special instructional committees and directs their work.	82.8
Organizes and supervises orientation of new teachers.	82.8
Surveys, plans for, and directs programs designed to meet specialized needs of the school.	82.6
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	82.6
Assists in school accreditation evaluations.	82.1
Listens to professional problems of individuals and counsels if necessary.	80.4
Secures time for teachers to work together.	80.0
Works with a system-wide curriculum council.	80.0
Develops sensitivity to problem areas and to needs of local school district and community.	79.7
Provides for and supervises consultant services.	79.6
Facilitates the setting and periodic review of broad educational objectives for the school system.	79.6
Assists with selection, assignment, and evaluation of instructional personnel.	79.1

TABLE LXXIV (continued)

Duty	Percentile Rank
Advises in planning of physical facilities needed in the instructional program.	78.9
Maintains communications with staff members regarding legal aspects of curriculum development.	78.9
Works with teachers on classroom practices of an experimental nature.	78.5
Coordinates the development of the special education program.	78.3
Conducts conferences, provides demonstrations, and otherwise assists classroom teachers.	78.1
Plans and supervises development of handbooks.	77.5
Cooperates in development of written guidance plans.	76.5
Serves as a clearing house for community pressures and inquiries concerning the education program.	76.5
Improves working environment for the staff.	76.3
Coordinates and compiles instructional reports required by local, state, and federal agencies.	75.8
Works in the development, application, and interpretation of various testing programs.	75.7
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc.	75.1

TABLE LXXIV (continued)

Duty	Percentile Rank
Conducts or participates in summer workshops or conferences outside the local school system.	74.8
Visits and observes in the classroom.	73.2
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	73.1
Prepares a newsletter to the professional staff.	73.1
Addresses and/or attends faculty meetings.	72.7
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports on pupils.	72.7
Serves as liaison agent between the school and colleges in student teaching program.	71.9
Arranges and supervises school audiovisual and television programs.	71.4
Prepares instructional services budget and maintains continuous accounting for its funds.	71.2
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study control.	69.5
Makes follow-up studies on both graduates and dropouts.	68.0

TABLE LXXIV (continued)

Duty	Percentile Rank
Approves requisitions for instructional supplies.	66.5
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	66.5
Confers with commercial, educational, and other representatives visiting the school system.	66.1
Performs assigned duties and responsibilities outside the area of curriculum and instruction.	65.9
Provides for lay participation in educational planning.	65.5
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	65.1
Maintains a file of community resources.	62.9
Arranges for teacher visitation inside or outside the system.	61.8
Arranges for instructional exhibits or demonstrations in the school.	61.3
Plans and makes possible teacher observation in classes other than their own.	60.9
Participates in regional school study councils.	60.0
Encourages classroom teachers to write articles for professional magazines.	58.0
Writes articles for professional magazines.	54.8

TABLE LXXV

PERCENTILE RANK OF DUTIES PERFORMED BY DIRECTORS
OF INSTRUCTION BASED ON RATINGS OF
TEACHERS REPORTING

Duty	Percentile Rank
Coordinates selection of textbooks.	90.1
Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum.	89.7
Participates in local and state professional organizations.	87.1
Plans and supervises development of curriculum guides.	86.9
Directs and coordinates the activities of all instructional personnel.	86.4
Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.	85.9
Assists in school accreditation evaluations.	85.1
Attends and assumes a responsible role in the superintendent's administrative meetings.	85.0
Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.	84.0
Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.	83.7

TABLE LXXV (continued)

Duty	Percentile Rank
Recommends curriculum changes and designs the machinery to make the changes deemed necessary.	83.5
Recognizes, stimulates, and leads creative effort and progress in teaching and administration.	83.4
Makes periodic oral and written reports to the superintendent on instructional matters.	83.0
Organizes and administers a comprehensive in-service training program.	82.5
Coordinates and compiles instructional reports required by local, state, and federal agencies.	82.2
Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.	82.0
Organizes and administers the program of instructional supervision.	81.8
Develops criteria for evaluation to determine strengths and weaknesses of instructional program.	81.6
Provides assistance to building principals in their roles as leaders in instruction.	81.3
Facilitates the setting and periodic review of broad educational objectives for the school system.	80.9
Utilizes results of research to work with superintendent and school board in program development.	80.7

TABLE LXXV (continued)

Duty	Percentile Rank
Listens to professional problems of individuals and counsels if necessary.	80.4
Works in the development, application, and interpretation of various testing programs.	80.2
Organizes and supervises orientation of new teachers.	79.8
Coordinates the development of the special education program.	79.8
Plans and supervises development of handbooks.	79.6
Conducts or participates in summer workshops or conferences within the local school system.	79.1
Provides for and supervises consultant services.	78.9
Assists with selection, assignment, and evaluation of instructional personnel.	78.6
Surveys, plans for, and directs programs designed to meet specialized needs of the school.	78.3
Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy.	78.2
Cooperates in development of written guidance plans.	78.1
Develops sensitivity to problem areas and to needs of local school district and community.	77.9

TABLE LXXV (continued)

Duty	Percentile Rank
Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work.	77.6
Serves as liaison agent between the school and colleges in student teaching program.	77.4
Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program.	77.0
Appoints special instructional committees and directs their work.	76.9
Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development.	76.3
Improves working environment for the staff.	76.2
Conducts conferences, provides demonstration, and otherwise assists classroom teachers.	76.1
Maintains communication with staff members regarding legal aspects of curriculum development.	75.6
Participates in regional school study councils.	75.5
Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc.	74.4
Provides for lay participation in educational planning.	74.3

TABLE LXXV (continued)

Duty	Percentile Rank
Secures time for teachers to work together.	74.1
Confers with commercial, educational, and other representatives visiting the school system.	73.8
Addresses and/or attends faculty meetings.	73.2
Conducts or participates in summer workshops or conferences outside the local school system.	72.7
Works with a system-wide curriculum council.	72.7
Works with teachers on classroom practices of an experimental nature.	72.5
Advises in planning of physical facilities needed in the instructional program.	72.5
Prepares instructional services budget and maintains continuous accounting of its funds.	70.9
Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports of pupils.	70.6
Serves as a clearing house for community pressures and inquiries concerning the education program.	70.4
Maintains a file of community resources.	70.2
Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry.	70.1

TABLE LXXV (continued)

Duty	Percentile Rank
Approves requisitions for instructional supplies.	69.6
Arranges for instructional exhibits or demonstrations in the school.	69.6
Arranges for teacher visitation inside or outside the system.	69.4
Arranges and supervises school audiovisual and television programs.	69.1
Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control.	68.2
Visits and observes in the classroom.	67.7
Performs assigned duties and responsibilities outside the area of curriculum instruction.	67.4
Prepares a newsletter to the professional staff.	66.9
Makes follow-up studies on both graduates and dropouts.	65.0
Plans and makes possible teacher observation in classes other than their own.	62.5
Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc.	62.0
Writes articles for professional magazines.	59.6
Encourages classroom teachers to write articles for professional magazines.	59.5

CHAPTER IV

SUMMARY, RECOMMENDED DUTIES, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE STUDY

The purpose of this study was: (1) to determine the concept of the duties of directors of instruction by making a survey of Texas public school systems with an average daily attendance of 2,500 or more students for 1963-1964, and (2) to present a recommended list of the major duties for persons serving as directors of instruction based on the ratings given by superintendents, directors of instruction, and teachers contacted.

I. SUMMARY OF FINDINGS OF DUTIES PERFORMED

1. Fifty-seven of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and 110 of 165 teachers checked that directors of instruction performed the duty of directing and coordinating the activities of all instructional personnel.

2. Directors of instruction recognized, stimulated, and led creative efforts and progress in teaching and administration according to fifty-six of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and 107 of 165 teachers.

3. Periodic oral and written reports to the superintendent on instructional matters were made by the directors of instruction as reported by fifty-nine of seventy-six superintendents, sixty-one of sixty-one directors of instruction, and 112 of 165 teachers.

4. The study revealed that directors of instruction organized and administered the program of instructional supervision in the opinions of fifty-four of seventy-six superintendents, fifty-six of sixty-one directors of instruction, and 109 of 165 teachers.

5. In the opinion of fifty-nine of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and 113 of 165 teachers, directors of instruction organized and administered a comprehensive in-service training program.

6. Directors of instruction organized and utilized the best means of evaluation and research available in determining the success of the instructional program in the opinions of fifty-eight of seventy-six superintendents, fifty-six of sixty-one directors of instruction, and 101 of 165 teachers.

7. The study revealed that directors of instruction provided for and supervised consultant services in the opinions of fifty-five of seventy-six superintendents,

fifty-six of sixty-one directors of instruction and 106 of 165 teachers.

8. Fifty-one of seventy-six superintendents, fifty-one of sixty-one directors of instruction, and 103 of 165 teachers checked that directors of instruction worked in the development, application, and interpretation of various testing programs.

9. In the opinions of fifty-six of seventy-six superintendents, fifty-nine of sixty-one directors of instruction, and 110 of 165 teachers, directors of instruction conferred with commercial, educational, and other representatives visiting the school system.

10. Kindergartens, summer schools, adult education classes, and vocational programs for local business and industry were organized and coordinated by directors of instruction as reported by forty-two of seventy-six superintendents, forty-nine of sixty-one directors of instruction, and seventy-seven of 165 teachers.

11. The questionnaire revealed that directors of instruction served as liaison agents between the school and colleges in student teaching programs in the opinions of thirty-seven of seventy-six superintendents, forty-two of sixty-one directors of instruction, and seventy of 165 teachers.

12. In the opinions of thirty-eight of seventy-six superintendents, forty-four of sixty-one directors of instruction, and eighty-six of 165 teachers, directors of instruction assisted with selection, assignment, and evaluation of instructional personnel.

13. Special instructional committees were appointed and directed in their work by directors of instruction as reported by fifty-one of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and 103 of 165 teachers.

14. Directors of instruction approved requisitions for instructional supplies as checked by thirty-eight of seventy-six superintendents, forty-six of sixty-one directors of instruction, and seventy-five of 165 teachers.

15. Thirty-nine of seventy-six superintendents, forty-nine of sixty-one directors of instruction, and seventy-seven of 165 teachers checked that directors of instruction took leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports of pupils.

16. The instructional services budget was prepared and continuous accounting of its funds was maintained by directors of instruction as reported by thirty-one of seventy-six superintendents, forty-one of sixty-one directors of instruction, and fifty-three of 165 teachers.

17. Fifty-one of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and ninety-two of 165 teachers checked that directors of instruction coordinated and compiled instructional reports required by local, state, and federal agencies.

18. The questionnaire revealed that directors of instruction coordinated selection of textbooks in the opinions of fifty-six of seventy-six superintendents, sixty of sixty-one directors of instruction, and 113 of 165 teachers.

19. Directors of instruction were responsible for surveying and maintaining teacher-pupil ratio as established by district policy according to twenty-six of seventy-six superintendents, thirty-one of sixty-one directors of instruction, and fifty-seven of 165 teachers.

20. In the opinions of forty-nine of seventy-six superintendents, forty-seven of sixty-one directors of instruction, and eighty-three of 165 teachers, directors of instruction arranged for instructional exhibits or demonstrations in the schools.

21. Forty-three of seventy-six superintendents, fifty of sixty-one directors of instruction, and ninety-one of 165 teachers checked that directors of instruction organized and supervised orientation of new teachers.

22. Directors of instruction arranged and supervised school audiovisual and television programs according to thirty-five of seventy-six superintendents, thirty-seven of sixty-one directors of instruction, and sixty-six of 165 teachers.

23. In the opinions of fifty-four of seventy-six superintendents, fifty-three of sixty-one directors of instruction, and ninety-six of 165 teachers, directors of instruction visited and observed in the classroom.

24. Duties and responsibilities outside the area of curriculum and instruction were performed by directors of instruction as reported by forty-six of seventy-six superintendents, fifty-four of sixty-one directors of instruction, and eighty-seven of 165 teachers.

25. The questionnaire revealed that directors of instruction advised in planning of physical facilities needed in the instructional program in the opinions of fifty-one of seventy-six superintendents, fifty-three of sixty-one directors of instruction, and eighty of 165 teachers.

26. Directors of instruction arranged for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc., as checked by thirty-seven of seventy-six superintendents, thirty-nine of sixty-one directors of instruction, and seventy of 165 teachers.

27. Thirty of seventy-six superintendents, forty of sixty-one directors of instruction, and sixty-one of 165 teachers checked that directors of instruction direct research and provide needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control.

28. The questionnaire revealed that directors of instruction analyzed supervisory roles to be performed; appraised competencies of supervisory staff; assigned supervisors; and coordinated their work in the opinions of thirty-eight of seventy-six superintendents, forty-five of sixty-one directors of instruction, and fifty-eight of 165 teachers.

29. Follow-up studies on both graduates and dropouts were made by directors of instruction in the opinions of twenty-two of seventy-six superintendents, thirty of sixty-one directors of instruction, and forty-four of 165 teachers.

30. In the opinions of forty-one of seventy-six superintendents, forty-four of sixty-one directors of instruction, and forty-nine of 165 teachers, directors of instruction arranged for teacher visitation inside or outside the system.

31. The questionnaire revealed that directors of instruction improved working environment for the staff in the opinions of forty of seventy-six superintendents, forty-three

of sixty-one directors of instruction, and sixty-eight of 165 teachers.

32. Directors of instruction addressed and/or attended faculty meetings according to fifty-three of seventy-six superintendents, forty-nine of sixty-one directors of instruction, and sixty-eight of 165 teachers.

33. Thirty-seven of seventy-six superintendents, forty of sixty-one directors of instruction, and fifty-three of 165 teachers checked that directors of instruction provided for lay participation in educational planning.

34. The setting and periodic review of broad educational objectives for the school system were facilitated by directors of instruction as reported by forty-eight of seventy-six superintendents, fifty of sixty-one directors of instruction, and ninety-one of 165 teachers.

35. In the opinions of fifty-six of seventy-six superintendents, fifty-six of sixty-one directors of instruction, and 102 of 165 teachers, directors of instruction saw to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff was operating.

36. Directors of instruction planned and made possible teacher observation in classes other than their own in the opinions of forty-three of seventy-six superintendents,

forty-three of sixty-one directors of instruction, and fifty-five of 165 teachers.

37. Sixty-one of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and ninety-eight of 165 teachers checked that directors of instruction assisted in school accreditation evaluations.

38. The questionnaire revealed that directors of instruction kept abreast of research and educational developments and lead in continuous study and development of the local curriculum in the opinions of fifty-nine of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and 111 of 165 teachers.

39. In the opinions of fifty-seven of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and 102 of 165 teachers, directors of instruction were an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.

40. Curriculum changes were recommended and the machinery to make the changes deemed necessary was designed by directors of instruction as reported by fifty-eight of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and 108 of 165 teachers.

41. Forty-eight of seventy-six superintendents, fifty-three of sixty-one directors of instruction, and

seventy-three of 165 teachers checked that directors of instruction maintained communication with staff members regarding legal aspects of curriculum development.

42. Replies to the questionnaire revealed that directors of instruction studied sequential and developmental nature of subject matter facts and skills, and related scope and sequence to accepted patterns of child growth and development in the opinions of fifty-six of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and eighty-seven of 165 teachers.

43. The development of the special education program was coordinated by directors of instruction as reported by forty of seventy-six superintendents, forty-six of sixty-one directors of instruction, and ninety-two of 165 teachers.

44. In the opinions of forty-nine of seventy-six superintendents, fifty-one of sixty-one directors of instruction, and ninety-four of 165 teachers, directors of instruction cooperated in development of written guidance plans.

45. Directors of instruction developed criteria for evaluation to determine strengths and weaknesses of the instructional program in the opinions of fifty-seven of seventy-six superintendents, sixty-one of sixty-one directors of instruction, and ninety-one of 165 teachers.

46. The questionnaire revealed that directors of instruction utilized results of research to work with superintendent and school boards in program development in the opinions of fifty-two of seventy-six superintendents, fifty-four of sixty-one directors of instruction, and ninety-two of 165 teachers.

47. In the opinions of twenty-seven of seventy-six superintendents, thirty-seven of sixty-one directors of instruction, and sixty-three of 165 teachers, directors of instruction worked with a system-wide curriculum council.

48. Thirty-two of seventy-six superintendents, thirty-five of sixty-one directors of instruction, and fifty-one of 165 teachers checked that directors of instruction maintained a file of community resources.

49. Directors of instruction worked cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community in the opinions of fifty-eight of seventy-six superintendents, fifty-nine of sixty-one directors of instruction, and 106 of 165 teachers.

50. Local and state professional organizations were participated in by directors of instruction according to reports from fifty-eight of seventy-six superintendents, sixty of sixty-one directors of instruction, and 116 of 165 teachers.

51. In the opinions of forty-six of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and ninety-six of 165 teachers, directors of instruction planned and supervised development of handbooks.

52. Directors of instruction planned and supervised development of curriculum guides in the opinions of fifty-seven of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and 107 of 165 teachers.

53. The questionnaire revealed that directors of instruction surveyed, planned for, and directed programs designed to meet specialized needs of the school in the opinions of fifty-five of seventy-six superintendents, fifty-three of sixty-one directors of instruction, and ninety-three of 165 teachers.

54. Liaison with community groups such as PTA, Boy Scouts, service clubs, etc., was maintained by directors of instruction as reported by forty-six of seventy-six superintendents, forty-nine of sixty-one directors of instruction, and eighty-five of 165 teachers.

55. Fifty-nine of seventy-six superintendents, fifty-five of sixty-one directors of instruction, and 105 of 165 teachers checked that directors of instruction attended and assumed a responsible role in the superintendent's administrative meetings.

56. Directors of instruction served as a clearing house for community pressures and inquiries concerning the educational program in the opinions of forty-one of seventy-six superintendents, forty-six of sixty-one directors of instruction, and sixty-seven of 165 teachers.

57. Summer workshops or conferences within the local school system were conducted or participated in by directors of instruction as reported by fifty-four of seventy-six superintendents, forty-nine of sixty-one directors of instruction, and ninety-three of 165 teachers.

58. Fifty-two of seventy-six superintendents, fifty of sixty-one directors of instruction, and eighty-two of 165 teachers checked that directors of instruction conducted or participated in summer workshops or conferences outside the local school system.

59. The questionnaire revealed that directors of instruction took leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program in the opinions of fifty-nine of seventy-six superintendents, sixty-one of sixty-one directors of instruction, and 109 of 165 teachers.

60. In the opinions of fifty-five of seventy-six superintendents, sixty of sixty-one directors of instruction, and 106 of 165 teachers, directors of instruction provided

assistance to building principals in their roles as leaders in instruction.

61. Fifty-two of seventy-six superintendents, fifty-three of sixty-one directors of instruction, and ninety-eight of 165 teachers checked that directors of instruction conducted conferences, provided demonstrations, and otherwise assisted classroom teachers.

62. Articles for professional magazines were written by directors of instruction as reported by thirty of seventy-six superintendents, thirty-one of sixty-one directors of instruction, and forty-five of 165 teachers.

63. In the opinions of thirty-four of seventy-six superintendents, forty-one of sixty-one directors of instruction, and forty-four of 165 teachers, directors of instruction encouraged classroom teachers to write articles for professional magazines.

64. Directors of instruction developed sensitivity to problem areas and to needs of local school district and community in the opinions of forty-eight of seventy-six superintendents, fifty-eight of sixty-one directors of instruction, and eighty-six of 165 teachers.

65. The questionnaire revealed that directors of instruction secured time for teachers to work together in the opinions of forty-nine of seventy-six superintendents,

fifty-one of sixty-one directors of instruction, and eighty-one of 165 teachers.

66. In the opinions of fifty-four of seventy-six superintendents, fifty-five of sixty-one directors of instruction, and seventy-five of 165 teachers, directors of instruction worked with teachers on classroom practices of an experimental nature.

67. Directors of instruction listened to professional problems of individuals and counseled if necessary in the opinions of forty-nine of seventy-six superintendents, fifty-seven of sixty-one directors of instruction, and ninety-three of 165 teachers.

68. A newsletter to the professional staff was prepared by directors of instruction as reported by twenty-four of seventy-six superintendents, thirty-two of sixty-one directors of instruction, and fifty-five of 165 teachers.

69. The questionnaire revealed that directors of instruction participated in regional school study councils in the opinions of forty-two of seventy-six superintendents, thirty-seven of sixty-one directors of instruction, and sixty-six of 165 teachers.

II. RECOMMENDED DUTIES

A list of twenty-five major duties for directors of instruction was developed based on the ratings given by superintendents, directors of instruction, and teachers participating in the study. Based on this information the writer recommended in the order of most importance twenty-five duties for directors of instruction.

1. Keeping abreast of research and educational developments and leading in continuous study and development of the local curriculum.
2. Coordinating selection of textbooks.
3. Planning and supervising development of curriculum guides.
4. Directing and coordinating the activities of all instructional personnel.
5. Recommending curriculum changes and designing the machinery to make the changes deemed necessary.
6. Taking leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program.
7. Being an integral part of a cooperative effort to improve articulation between elementary and secondary divisions.

8. Organizing and administering a comprehensive in-service training program.
9. Providing assistance to building principals in their roles as leaders in instruction.
10. Organizing and administering the program of instructional supervision.
11. Recognizing, stimulating, and leading creative effort and progress in teaching and administration.
12. Working cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community.
13. Attending and assuming a responsible role in the superintendent's administrative meetings.
14. Seeing to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating.
15. Making periodic oral and written reports to the superintendent on instructional matters.
16. Participating in local and state professional organizations.
17. Utilizing results of research to work with superintendent and school board in program development.
18. Developing criteria for evaluation to determine strengths and weaknesses of instructional program.

19. Organizing and utilizing the best means of evaluation and research available in determining the success of the instructional program.
20. Conducting or participating in summer workshops or conferences within the local school system.
21. Assisting in school accreditation evaluations.
22. Surveying, planning for, and directing programs designed to meet specialized needs of the school.
23. Organizing and supervising orientation of new teachers.
24. Studying sequential and developmental nature of subject matter facts and skills and relating scope and sequence to accepted patterns of child growth and development.
25. Appointing special instructional committees and directing their work.

III. CONCLUSIONS

The following conclusions were reached as a result of the study:

1. Difference of Opinion. The study revealed a marked difference of opinions among directors of instruction and superintendents and teachers in their opinions as to the extent that directors of

instruction performed the duties listed in the questionnaire. Each of the sixty-nine duties was checked by at least twenty-two of the seventy-six superintendents. This was 29 percent of the superintendents who participated in the study. Forty-four of 165 teachers, or 29 percent of those participating, checked each of the sixty-nine duties as being performed by directors of instruction. At least thirty of the sixty-one directors of instruction, or 49 percent of those who participated, checked each of the sixty-nine duties as being performed by directors of instruction. This showed that a greater percentage of directors of instruction than of superintendents and teachers believed that the directors of instruction were performing all sixty-nine duties in their school systems.

2. Performance of Duties. The study showed that sixty-eight of the sixty-nine duties were checked by at least 50 percent of the directors of instruction as being performed; fifty-six of the sixty-nine duties were checked by fifty percent of the superintendents; only forty-two of the sixty-nine duties were checked by at least 50 percent of the teachers.

These findings showed that directors of instruction felt that they performed more of the sixty-nine duties than superintendents and teachers felt that they performed.

3. Importance of Duties. On the basis of the rating scale, the study showed that superintendents rated the duties in the questionnaire as having a greater importance than did the directors of instruction or the teachers. Superintendents gave eleven duties on the questionnaire a percentile rating of ninety or more; directors of instruction gave seven duties a percentile rating of ninety or more; but the teachers gave only one duty a percentile rating of ninety or more.

Superintendents gave twenty-five duties a percentile rating of eighty or more; directors of instruction gave twenty-two duties a percentile rating of eighty or more; and teachers gave twenty-two duties a percentile rating of eighty or more.

These results indicated that superintendents placed more importance on the duties of directors of instruction than did directors of instruction and teachers.

4. Degree of Agreement. There was a higher degree of agreement between directors of instruction and superintendents on the percentile ranking of duties than between directors of instruction and teachers. Of the ten duties ranked highest by directors of instruction, nine were rated in the top ten by superintendents. Four of these duties were rated in the top ten by teachers.
Twenty-three of the top twenty-five duties ranked by superintendents were also included in the top twenty-five ranked by directors of instruction. Twenty of the top twenty-five duties ranked by teachers were in the top twenty-five duties ranked by directors of instruction.
5. Functions of Directors of Instruction. The study revealed that superintendents who participated in the study placed more importance on the leadership and administrative functions of directors of instruction than on curriculum functions. Of the top twenty-five duties rated by superintendents, ten were in the area of leadership, nine in administration, and six in the curriculum area.
Directors of instruction who participated in the study placed more importance on the administrative

and leadership functions of directors of instruction than on curriculum functions. The twenty-five duties rated the highest by directors of instruction included eleven in the administration area, eight in the area of leadership, and six in the curriculum area.

The teachers who participated in the study placed more importance on the administrative functions of directors of instruction than on leadership and curriculum functions. Thirteen duties in the administration area, six in the leadership area, and six in the curriculum area were in the top twenty-five duties of sixty-nine duties rated by teachers.

These findings indicated that directors of instruction became so involved in the leadership and administrative functions of the position that the least amount of importance was placed on the curriculum functions, which might have been presumed to be of primary importance to those in this position.

6. Need for Better Communications. The results of this study should have been of concern to all superintendents and school boards because of the

indication that superintendents viewed the job of the director of instruction as being more important than did the directors of instruction or the teachers. This pointed out the serious need for a better job description for the position of director of instruction and a definite need for better communications from the superintendent's office to the directors of instruction concerning the importance of the position and the duties to be performed.

7. Teachers Unaware of Many Duties Performed. The primary purpose of the director of instruction was to aid the school staff in the development and implementation of an effective curriculum. The study reflected that the teachers in general were unaware of many of the duties that directors of instruction performed. One-half of the teachers checked forty-two duties as being performed, while 50 percent of the directors of instruction checked sixty-eight of the sixty-nine duties as being performed. A need for more in-service programs and other methods of informing teachers of the role of the director of instruction in the school program was indicated.

8. Emphasis on Position. The writer felt that one reason teachers did not give so much importance to the duties of directors of instruction as did superintendents and directors of instruction was that the nature of the position was supervisory. It was the opinion of the writer that many teachers were inclined to resent supervision of their instructional program. Efforts must be made to emphasize the position as one that was primarily designed to aid teachers to do a better job in the classroom. Continued study and effort should be made to explain and enhance the role of the director of instruction to teachers.

IV. RECOMMENDATIONS FOR FUTURE STUDY

The writer recommended that because of the rapid changes taking place in education today, a follow-up study would be of value in future years. For many years only the large school districts employed directors of instruction. There was a recent trend to employ directors of instruction in school districts with an average daily attendance under 2,500. Since this study was limited to districts with 2,500 or more in average daily attendance, a study involving smaller school districts might have been desirable.

Another person conducting a similar study might have wanted to consider dividing the study into elementary and secondary divisions. Many districts were found to be employing directors of instruction or curriculum directors for each division of the school program.

The tabulation of data was always a major undertaking in a study of this nature. Some thought might have been given to having the data tabulated by a computer.

It was the writer's opinion that personal interviews would have been of little value. However, early in the study personal interviews with teachers, directors of instruction, and superintendents might have been helpful in devising the questionnaire. A trial run with a small group was helpful in refining the questionnaire before it was mailed to the entire group.

In a study that was based on a questionnaire it was important that the instructions for completing the questionnaire be carefully developed. Every effort possible had to be made to get back in usable form the results of the questionnaire.

A study involving a survey needed a high percentage of return to make it effective. Much thought had to be given to the composition of the cover letter for the questionnaire in order to encourage participation.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOKS

- Anderson, Vernon E. Principles and Procedures of Curriculum Improvement. New York: The Ronald Press Company, 1956.
- Brent, Rudyard K. and Lloyd E. McCann. Administration of Secondary Schools. New York: McGraw-Hill Book Company, Inc., 1960.
- Campbell, Ronald F. and Russell T. Gregg (eds.). Administrative Behavior in Education. New York: Harper and Brothers, 1957.
- Caswell, Hollis L. and Doak S. Campbell. Curriculum Development. New York: American Book Company, 1935.
- Doll, Ronald C. Curriculum Improvement: Decision Making and Process. Boston: Allyn and Bacon, Inc., 1964.
- Fowlkes, John Guy. Administering Curriculum Planning. New York: Harper and Brothers, 1953.
- Franseth, Jane. Supervision as Leadership. Evanston, Illinois: Row, Peterson and Company, 1961.
- Grieder, Calvin and William Everett Rosenstengel. Public School Administration. New York: The Ronald Press Company, 1954.
- Harris, Ben M. Supervisory Behavior in Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.
- Krug, Edward A. Curriculum Planning. New York: Harper and Brothers, 1950.
- _____, and others. Administering Curriculum Planning. New York: Harper and Brothers, 1956.
- Leese, Joseph, Kenneth Frasure, and Mauritz Johnson, Jr. The Teacher in Curriculum Making. New York: Harper and Brothers, 1961.
- Miel, Alice. Changing the Curriculum. New York: Appleton-Century-Crofts, Inc., 1946.

- Neagley, Ross L. and N. Dean Evans. Handbook for Effective Supervision of Instruction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.
- Pittinger, Benjamin Floyd. Local Public School Administration. New York: McGraw-Hill Book Company, Inc., 1951.
- Ragan, William B. Modern Elementary Curriculum. New York: The Dryden Press, 1953.
- Shane, Harold G. and Wilbur A. Yauch. Creative School Administration. New York: Henry Holt and Company, 1954.
- Spears, Harold. Improving the Supervision of Instruction. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1953.
- Walquist, John T. and others. The Administration of Public Education. New York: The Ronald Press Company, 1952.
- Weber, Samuel E. Cooperative Administration and Supervision of the Teaching Personnel. New York: Thomas Nelson and Sons, 1937.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

- Atkinson, Bart M. and others. The Work of the Curriculum Coordinator in Selected New Jersey Schools. A Report Prepared by a Seminar in Supervision and Curriculum Improvement. New York: Bureau of Publications, Teachers College, Columbia University, 1950.
- Gilchrist, Robert S. "The Case for Change," New Curriculum Developments. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1965.
- Leighbody, Gerald B. and Ernest F. Weinrich. "Balancing the Roles in Curriculum Decision Making," Yearbook 1961. Washington, D.C.: Association for Supervision and Curriculum Development, National Education Association, 1961.
- McKean, Robert C. and H. H. Mills. The Supervisor. Washington, D.C.: The Center for Applied Research in Education, Inc., 1964.

McNally, Harold J. and A. Harry Passow. Improving the Quality of Public School Programs. New York: Bureau of Publications, Teachers College, Columbia University, 1960.

National Education Association, Department of Elementary School Principals. "The Elementary School Principalship--Today and Tomorrow," Twenty-Seventh Yearbook. Washington, D.C.: National Education Association, 1948.

Texas Association of School Administrators. The Role of the Director of Instruction. A Report Prepared by the Study Commission. Austin: Texas Association of School Administrators, August, 1963.

C. PERIODICALS

Allen, Rowannetta S. "Role and Function of Supervisors and Curriculum Workers," Educational Leadership, XXIII (January, 1966), 330-33.

Caswell, Hollis. "The Function of the Curriculum Director," Curriculum Journal, IX (October, 1938), 245-49.

Clark, Lois M. "Supervision as Leadership in Curriculum Development," Education, LXXVIII (December, 1957), 216-20.

Cushman, C. L. "The Curriculum Director," The School Executive, LVII (August, 1938), 587.

DeLourdes, Sister M. "The Role of the Supervisor," Catholic School Journal, LXV (November, 1965), 61-62.

Denemark, George W. "A New Look at Supervision," Education, LXXVIII (December, 1957), 195-98.

Doll, Ronald C. and others. "What are the Duties of the Curriculum Director?," Educational Leadership, XV (April, 1958), 429-30.

Gwaltney, Thomas M., Jr. "The Supervisor's Role," School and Community, I (May, 1964), 4.

MacKenzie, Gordon N. "Role of the Supervisor," Educational Leadership, XIX (November, 1961), 21-90.

Schneider, Fern D. "Questions Laymen Ask About Supervision," Education, LXXVIII (December, 1957), 199.

Sharp, George M. "Curriculum Coordinators Study Their Jobs," Educational Leadership, XII (May, 1955), 464-66.

Thompson, Ethel. "The Future of Supervision," Education, LXXVIII (December, 1957), 224-27.

D. UNPUBLISHED MATERIALS

Barrows, Harold Leroy. "A Study of the Position of Director of Instruction in Missouri Public Schools." Unpublished Doctoral dissertation, University of Missouri, Columbia, 1964.

Breniman, Warren Eugene. "The Role of the Director of Instruction." Unpublished Doctoral dissertation, University of Colorado, Boulder, 1963.

Duffy, Emmet James. "The Role of the Director of Instruction--Tasks, Interactions, and Processes." Unpublished Doctoral dissertation, University of Wisconsin, Madison, 1965.

Gogan, William Lawrence. "A Study of Supervisory Services and Activities of Selected Secondary Schools for the Improvement of Instruction." Unpublished Doctoral dissertation, University of Nebraska Teachers College, Lincoln, 1964.

Jack, Howard F. "The Position and Duties of Curriculum Personnel in Selected Public School Districts in Pennsylvania." Unpublished Doctoral dissertation, University of Pittsburgh, Pittsburgh, 1962.

Kirk, Dwight L. "The Role of the Curriculum Director in the Administration of American Public Schools." Unpublished Doctoral dissertation, The University of Texas, Austin, 1953.

Konishi, Walter Kenichi. "A Study of the Work of the Local Curriculum Director in the State of Illinois." Unpublished Doctoral dissertation, University of Illinois, Urbana, 1964.

Luckie, William Ronald. "Leader Behavior of Directors of Instruction." Unpublished Doctoral dissertation, University of Southern Mississippi, Hattiesburg, 1963.

Sacco, Sister Mary Gabriel. "Selected Supervisory Techniques Used by Community Supervisors in Catholic Elementary Schools in Five States in the United States." Unpublished Doctoral dissertation, Fordham University, New York, 1963.

APPENDIX

FRIENDSWOOD INDEPENDENT SCHOOL DISTRICT
FRIENDSWOOD, TEXAS
HU 2-7811

Dennis Grizzle
Superintendent

April 22, 1965

Dear Fellow Administrator:

Will you take a few minutes to help me? I am in need of your opinions. I am in the doctoral program at the University of Houston, and am trying to complete a dissertation concerning the duties of Directors of Instruction. I will consider it a personal favor if you will complete and return the enclosed questionnaire.

If I can ever be of any service to you, please let me know.

Sincerely,

DG/eta

Dennis Grizzle

Enclosure.

QUESTIONNAIRE ON DUTIES OF DIRECTOR OF INSTRUCTION

APRIL 1965

Your name _____

Position _____

Name of school _____

Address of school _____

City _____

Do you have a director of instruction, curriculum director, or person that works primarily with the instructional program in the school system in which you work? Yes _____
 No _____

If your answer to the above question is yes, please check each of the following duties this person performs in your school system. RATE EACH DUTY, WHETHER PERFORMED OR NOT, BY THE SCALE BELOW. Base your rating on the degree of importance each duty has in your school system.

If your answer to the above question is no, please rate each duty as to its importance in your school system. Base your rating on the assumption that your district has a director of instruction who would perform these duties.

Rating Scale

Very Important-----5
 Above Average Important-----4
 Average Importance-----3
 Below Average Importance-----2
 No Importance-----1

I. Administrative Functions

(check) (rate)

- | | | |
|-------|-------|---|
| _____ | _____ | 1. Directs and coordinates the activities of all instructional personnel. |
| _____ | _____ | 2. Recognizes, stimulates, and leads creative effort and progress in teaching and administration. |

(check) (rate)

- | | | |
|-------|-------|---|
| _____ | _____ | 3. Makes periodic oral and written reports to the Superintendent on instructional matters. |
| _____ | _____ | 4. Organizes and administers the program of instructional supervision. |
| _____ | _____ | 5. Organizes and administers a comprehensive in-service training program. |
| _____ | _____ | 6. Organizes and utilizes the best means of evaluation and research available in determining the success of the instructional program. |
| _____ | _____ | 7. Provides for and supervises consultant services. |
| _____ | _____ | 8. Works in the development, application, and interpretation of various testing programs. |
| _____ | _____ | 9. Confers with commercial, educational, and other representatives visiting the school system. |
| _____ | _____ | 10. Organizes and coordinates such programs as kindergartens, summer schools, adult education classes, and vocational programs for local business and industry. |
| _____ | _____ | 11. Serves as liaison agent between the school and colleges in student teaching program. |
| _____ | _____ | 12. Assists with selection, assignment, and evaluation of instructional personnel. |
| _____ | _____ | 13. Appoints special instructional committees and directs their work. |
| _____ | _____ | 14. Approves requisitions for instructional supplies. |
| _____ | _____ | 15. Takes leadership in the formulation and execution of policies governing classification, promotion, failure, and progress reports on pupils. |

(check) (rate)

- | | | | |
|-------|-------|-----|---|
| _____ | _____ | 16. | Prepares instructional services budget and maintains continuous accounting of its funds. |
| _____ | _____ | 17. | Coordinates and compiles instructional reports required by local, state, and federal agencies. |
| _____ | _____ | 18. | Coordinates selection of textbooks. |
| _____ | _____ | 19. | Is responsible for surveying and maintaining teacher-pupil ratio as established by district policy. |
| _____ | _____ | 20. | Arranges for instructional exhibits or demonstrations in the school. |
| _____ | _____ | 21. | Organizes and supervises orientation of new teachers. |
| _____ | _____ | 22. | Arranges and supervises school audiovisual and television programs. |
| _____ | _____ | 23. | Visits and observes in the classroom. |
| _____ | _____ | 24. | Performs assigned duties and responsibilities outside the area of curriculum and instruction. |
| _____ | _____ | 25. | Advises in planning of physical facilities needed in the instructional program. |
| _____ | _____ | 26. | Arranges for special programs such as Texas Public Schools Week, American Education Week, American Library Week, etc. |
| _____ | _____ | 27. | Directs research and provides needed information to determine instructional costs; plans for increased efficiency in operation through continuous cost study and control. |
| _____ | _____ | 28. | Analyzes supervisory roles to be performed; appraises competencies of supervisory staff; assigns supervisors; and coordinates their work. |

(check) (rate)

- | | | |
|-------|-------|--|
| _____ | _____ | 29. Makes follow-up studies on both graduates and dropouts. |
| _____ | _____ | 30. Arranges for teacher visitation inside or outside the system. |
| _____ | _____ | 31. Improves working environment for the staff. |
| _____ | _____ | 32. Addresses and/or attends faculty meetings. |
| _____ | _____ | 33. Provides for lay participation in educational planning. |
| _____ | _____ | 34. Facilitates the setting and periodic review of broad educational objectives for the school system. |
| _____ | _____ | 35. Sees to it that a planned program of continuous evaluation and revision of the educational program involving the instructional staff is operating. |
| _____ | _____ | 36. Plans and makes possible teacher observation in classes other than their own. |
| _____ | _____ | 37. Assists in school accreditation evaluations. |

II. Curriculum Functions

- | | | |
|-------|-------|---|
| _____ | _____ | 38. Keeps abreast of research and educational developments and leads in continuous study and development of the local curriculum. |
| _____ | _____ | 39. Is an integral part of a cooperative effort to improve articulation between elementary and secondary divisions. |
| _____ | _____ | 40. Recommends curriculum changes and designs the machinery to make the changes deemed necessary. |
| _____ | _____ | 41. Maintains communication with staff members regarding legal aspects of curriculum development. |

(check) (rate)

- | | | |
|-------|-------|---|
| _____ | _____ | 42. Studies sequential and developmental nature of subject matter facts and skills and relates scope and sequence to accepted patterns of child growth and development. |
| _____ | _____ | 43. Coordinates the development of the special education program. |
| _____ | _____ | 44. Cooperates in development of written guidance plans. |
| _____ | _____ | 45. Develops criteria for evaluation to determine strengths and weaknesses of instructional program. |
| _____ | _____ | 46. Utilizes results of research to work with superintendent and school board in program development. |
| _____ | _____ | 47. Works with a system-wide curriculum council. |
| _____ | _____ | 48. Maintains a file of community resources. |

III. Leadership Functions

- | | | |
|-------|-------|--|
| _____ | _____ | 49. Works cooperatively with all school personnel to define, develop, and interpret the program of instruction to the community. |
| _____ | _____ | 50. Participates in local and state professional organizations. |
| _____ | _____ | 51. Plans and supervises development of handbooks. |
| _____ | _____ | 52. Plans and supervises development of curriculum guides. |
| _____ | _____ | 53. Surveys, plans for, and directs programs designed to meet specialized needs of the school. |
| _____ | _____ | 54. Maintains liaison with community groups such as PTA, Boy Scouts, service clubs, etc. |

(check) (rate)

- | | | | |
|-------|-------|-----|--|
| _____ | _____ | 55. | Attends and assumes a responsible role in the superintendent's administrative meetings. |
| _____ | _____ | 56. | Serves as a clearing house for community pressures and inquiries concerning the education. |
| _____ | _____ | 57. | Conducts or participates in summer workshops or conferences within the local school system. |
| _____ | _____ | 58. | Conducts or participates in summer workshops or conferences outside the local school system. |
| _____ | _____ | 59. | Takes leadership in finding, evaluating, organizing, and utilizing the best instructional materials and equipment available for the instructional program. |
| _____ | _____ | 60. | Provides assistance to building principals in their roles as leaders in instruction. |
| _____ | _____ | 61. | Conducts conferences, provides demonstrations, and otherwise assists classroom teachers. |
| _____ | _____ | 62. | Writes articles for professional magazines. |
| _____ | _____ | 63. | Encourages classroom teachers to write articles for professional magazines. |
| _____ | _____ | 64. | Develops sensitivity to problem areas and to needs of local school district and community. |
| _____ | _____ | 65. | Secures time for teachers to work together. |
| _____ | _____ | 66. | Works with teachers on classroom practices of an experimental nature. |
| _____ | _____ | 67. | Listens to professional problems of individuals and counsels if necessary. |

(check) (rate)

- | | | |
|-------|-------|--|
| _____ | _____ | 68. Prepares a newsletter to the professional staff. |
| _____ | _____ | 69. Participates in regional school study councils. |

Note: Be sure you have rated each duty, whether
or not it was checked.