

THE ROLE OF THE ASSISTANT SUPERINTENDENT

CENTRE FOR NEWFOUNDLAND STUDIES

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THE ROLE OF THE ASSISTANT SCHOOL SUPERINTENDENT
IN NEWFOUNDLAND AND LABRADOR

by



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Abstract

The newly created position of assistant superintendent of education in the Province of Newfoundland and Labrador was the focus of this study. The objective was to define the role of the assistant superintendent in Newfoundland and Labrador.

There were 53 assistant superintendents employed in the province of Newfoundland and Labrador, and all of these were included in the study. A questionnaire was devised and piloted containing 105 possible tasks which could be performed by an assistant superintendent. Each assistant superintendent was asked to rank each task as a major responsibility, a medium responsibility, a minor responsibility, or a non-responsibility. All assistant superintendents replied to the questionnaire.

Profiles of the assistant superintendents were drawn for small school districts, and medium and large school districts. Small school districts employ one assistant superintendent, whereas medium and large school districts employ two, three or four assistant superintendents.

One profile was drawn for small school districts, and three profiles were drawn for medium and large school districts. These were: assistant superintendent responsible for curriculum and instruction, assistant superintendent responsible for personnel administration, and assistant superintendent responsible for the general administration of a unit in the district.

The major findings of this study were:

1. The assistant superintendent in small school districts has major responsibility in the areas of curriculum and instruction and personnel administration, minor responsibility in the areas of pupil services and school-community relations, and no responsibility for business administration.
2. The assistant superintendent responsible for curriculum and instruction has major responsibility in the area of curriculum and instruction, with minor responsibility in the areas of personnel administration, school-community relations, and pupil services; and no responsibility in the area of business administration.
3. The assistant superintendent responsible for personnel administration has major responsibility in the area of personnel administration, medium responsibility in the area of curriculum and instruction, and minor responsibility in the areas of pupil services, school-community relations, business administration.
4. The assistant superintendent of general administration has medium responsibility in the areas of curriculum and instruction and personnel administration, minor responsibility in the areas of pupil services and school-community relations, and no responsibility in the area of business administration.

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CHAPTER I

THE PROBLEM

Background of the Study

Although the term assistant superintendent is relatively new to the Newfoundland school situation, it has existed for some time. The first reference to an assistant for a superintendent of education in Newfoundland was An Act to Consolidate and Amend the Acts for the Encouragement of Education, 1892. Section 72 of this Act states:

72. It shall be the duty of the superintendent, and they are hereby empowered - . . .
(2) To prescribe subject to the approval of the Governor-in-Council the duties of assistants provided in section 9 of this Act.

Section 9 of this Act provides funds for these assistants. It states:

9. In addition to the amounts granted in the last preceding section, there shall be annually appropriated to the general fund for educational purposes . . . four hundred dollars to be paid by the Governor-in Council to Inspectors' Assistants to be engaged, from time to time, by the Governor-in-Council on the recommendation of the respective superintendent.

It was not until 1899 that the actual phrase "assistant superintendent" entered the Education Acts of Newfoundland. In an amendment to The Education Act, 1895, passed on July 19, 1899, the position was created. Section 1 states:

1. The Governor-in-Council may nominate and appoint an assistant to the superintendent . . . who shall act under the direction of the superintendent of the said schools. Such assistants shall be called Assistant Superintendents.

The first reference to the duties of an assistant superintendent was approved in 1903. An Act Representing Education, 1903 stated in Section 78:

78. It shall be the duties of the superintendents, and they are hereby empowered - . . . (2) To prescribe, subject to the approval of the Governor-in-Council the duties of assistants provided for in section seven of this act . . . (3) And with their [Assistant Superintendent's] aid to visit, if possible, annually each school, training institution and college or academy of their respective denominations, and to examine the state and condition thereof, as respects the qualifications of the teachers, the system of instruction pursued, the order and discipline observed, the mode of keeping the school registers, the average attendance of pupils, the progress of the pupils in learning, the suitability, and conditions of the building and premises, to give such advice as they may judge proper to teachers and boards, to do all in their power to carry out a uniform system of education, and by public addresses, or otherwise to improve the character and efficiency of public schools, and promote the establishment of other public schools in destitute localities.

This person, the assistant superintendent, referred to in early Education Acts was a "provincial" assistant superintendent. In Newfoundland at this time there was a superintendent responsible for each denomination, and he had an assistant superintendent to aid him in carrying out his duties throughout Newfoundland. This was the situation in Newfoundland education, with respect to an assistant superintendent until the late sixties.

With the reorganization of school boards and school districts in Newfoundland and Labrador during the late sixties, there were many changes in the administration of education in this province. The Royal Commission on Education and Youth reported in 1967 that there were well over two hundred school districts in Newfoundland during the early sixties. It recommended the consolidation of districts, and that "the province be divided into approximately 35 consolidated school districts" (p. 86). When the government acted on this recommendation the position "assistant superintendent" was changed. No longer was this person employed at the provincial level, but now each school board could appoint one or more assistant superintendents.

The Schools Act, R.S.N. (1969) makes reference to this new position in sections 20 and 21 which state:

20. -(1) Subject to the regulations, School Boards may appoint Assistant District Superintendents . . . and fix their remuneration.
21. The appropriate superintendent shall prescribe for and assign to Assistant District Superintendents . . . the duties thereof.

No further reference has been made to this position by The Schools Act, R.S.N. (1969) or any amendments to it up to the present.

Although the position of assistant superintendent was acknowledged in The Schools Act, R.S.N. (1969), there were few appointments made to this position until September 1980.

These appointments occurred as a result of a task force report on education, issued in April, 1979. In this report the task force found confusion in the role of school board supervisors. Some boards were using their supervisors as administrators and some were using them as program consultants. This caused a division since there was confusion between assigned duties of supervisors, and teachers' perceptions of the supervisors' role. Therefore, it was recommended by the task force, that there should be, at the district level, program people whose main responsibility would be assisting teachers in the implementation of programs. This would remove the administrative responsibility from these people.

In order for administrative work to be carried out effectively, the superintendent would have to delegate some of his responsibilities to some central office personnel. Also, there should be a direct contact between individual schools, and district board offices. This contact person would have the responsibility of staffing and teacher evaluation. The task force in its report entitled Improving the Quality of Education: Challenge and Opportunity (1979) makes two recommendations based on the above criteria. Recommendation 10.29 and Recommendation 10.30 are:

- 10.29 That each school district be allocated one district superintendent and two or more assistant superintendents, according to the following schedule:

| Regular Teachers in District | Assistant Superintendents |
|---------------------------------|------------------------------|
| Under 200 | 2 |
| 200-299 | 3 |
| 300-399 | 4 |
| 400 or more | 5 |

- 10.30 That the primary responsibility of assistant superintendents be in the area of staffing and teacher evaluation. (p. 204)

These recommendations were acted on by government, and in September 1980 most school districts in Newfoundland and Labrador had hired, or were in the process of hiring at least "half the recommended number" of assistant superintendents. With these people being hired, and the lack of specific guidelines for their role, it was thought that many different functions were being carried out by the assistant superintendents in Newfoundland and Labrador.

Statement of the Problem

The Schools Act, R.S.N. (1970) and subsequent amendments, do not set down any duties for the assistant superintendent. The task force report sets up two duties for this new position. These are: 1) staffing, and 2) teacher evaluation. With the creation of this new post, the actual duties and responsibilities could vary from school district to school district. The major problem of this study was to identify the actual duties performed by

the assistant superintendents in school districts in the province of Newfoundland and Labrador.

A number of sub-problems arise from this statement.

These are:

1. When a school board has more than one assistant superintendent, how are the required duties and responsibilities in administration shared among the assistant superintendents?
2. What are the duties of the assistant superintendent in the area of school-community relations?
3. What are the duties of the assistant superintendent in the area of curriculum and instruction?
4. What are the duties of the assistant superintendent in the area of pupil services?
5. What are the duties of the assistant superintendent in the area of personnel administration?
6. What are the duties of the assistant superintendent in the area of business administration?

Theoretical Framework

In studying roles in any organization we must first link the individual to the organization to which he belongs. Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964) define several terms associated with this link. These are:

1. Organization, which is defined as "an open, dynamic system, that is, it is characterized by a continuing process

of input, transformation and output" (p. 12). 2. Office which is defined as "a relational concept, defining one position in terms of its relationship to others and to the system as a whole" (p. 13). 3. Finally, role which is defined as the set of activities which are associated with each office.

A theoretical model is put forward by Kahn et al. (1964, p. 30) pointing out factors involved in adjustment to role conflict and ambiguity. This is shown in Figure 1.

In this model Circle A represents organizational factors, such as size or financial base of the organization. Circle B represents personality factors which are all those factors that describe a person's propensities to behave in a certain way. Circle C is interpersonal relations which refer to the patterns of interaction between a person, and the role sender. The focal person in this model is the individual whose role is under consideration. In this study the focal person is the assistant superintendent. The role sender is the person, or group of persons who is responsible for dictating the role of the focal person.

Arrow 1 indicates a direct relationship between the role senders and the focal person. Arrow 2 represents a direct relationship between the behavior of the focal person and the role senders' expectations and pressures. Arrow 3 indicates an indirect relationship between organizational factors and the role senders. Arrows 4 and 8 point out an indirect relationship between the personality factors

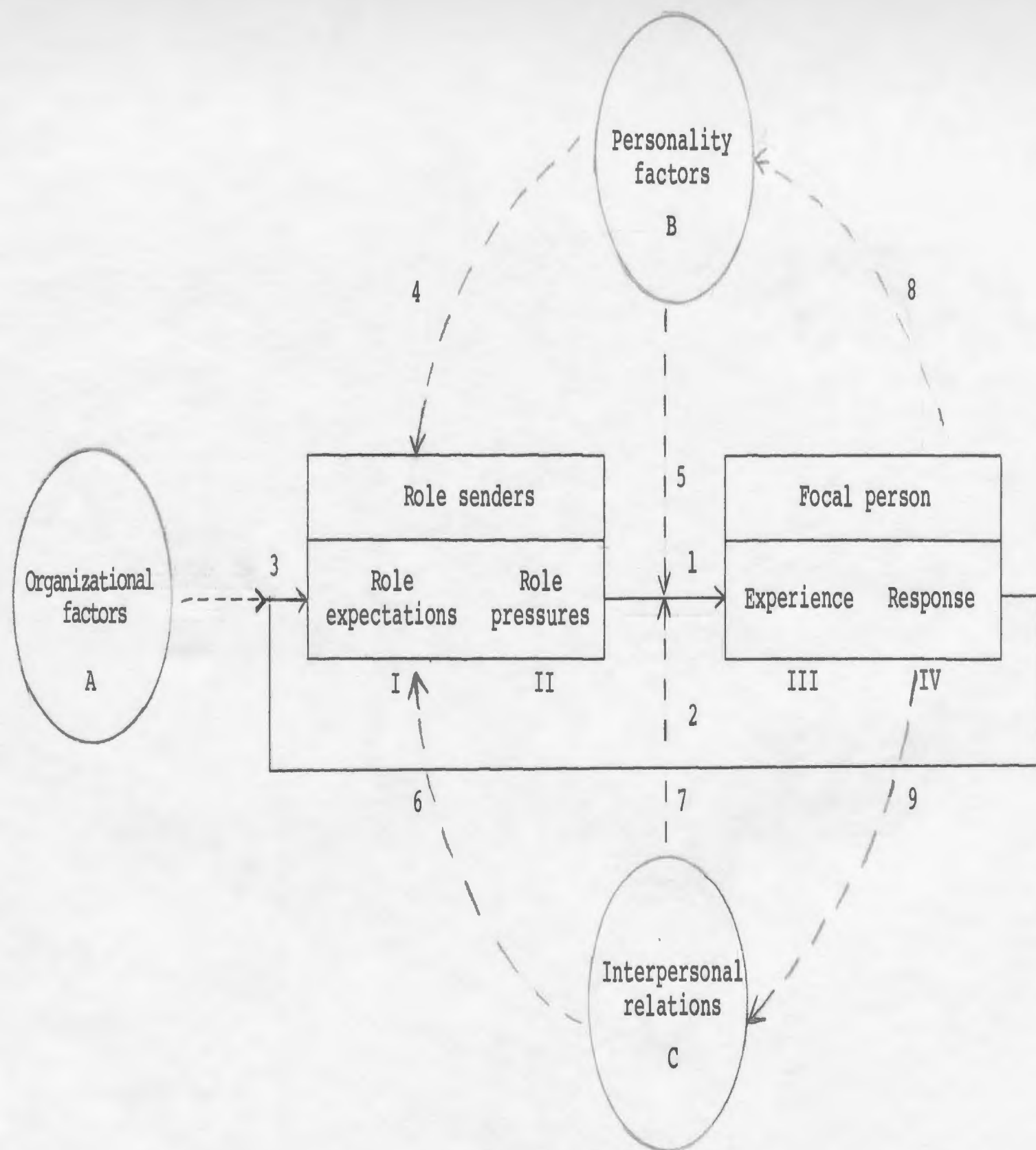


FIGURE 1. A Theoretical Model of Factors Involved in Adjustment to Role Conflict and Ambiguity.

involved in the relationship between the focal person and the role senders. Arrows 6 and 9 indicate an indirect relationship between the interpersonal relations of the role senders and the focal person. Finally, arrows 5 and 7 point out an indirect relationship between both personality and interpersonal relations, and the focal person.

Hall (1977) points out that role conflict occurs when there are incompatible expectations placed on the focal person, both by his organization's formal requirements and by his colleagues. Role ambiguity occurs when a person receives insufficient information on how he is to perform his role.

As further stated by Hall:

An extremely useful tool for bridging the organizational and individual levels of analysis is the role concept. Roles contain individual, interpersonal and organizational components as they are enacted....role specification has been a major focus for many of the students of organizations....the role concept would appear to be of continued utility in understanding behavior in organizations. (p. 198)

In this thesis the role of the assistant superintendent was examined. The major consideration was the tasks performed by the assistant superintendents in school districts in the province of Newfoundland and Labrador.

The Purpose

The main purpose in conducting this study was to identify the role of the assistant superintendent in school districts in Newfoundland and Labrador.

Limitations

1. This study was limited since it only surveyed the perceptions of the assistant superintendents as to their actual role. This was a small sub-population of all educators who influence the role of the assistant superintendent.

2. This study was limited by the validity of the instrument and the accuracy to which it was completed.

Delimitations

1. This study focussed on the actual duties of the assistant superintendent, and did not look at personal or professional characteristics of the assistant superintendent.

2. Although one section of the questionnaire deals with business administration, the business managers were not included in the survey. The only people included in this study were assistant superintendents.

Assumptions

1. Each school board has some general guidelines for the role of assistant superintendents.

2. There is no standard set of duties for assistant superintendents throughout Newfoundland and Labrador.

3. Assistant superintendents perform many duties besides those listed in their school board guidelines.

4. The role of the assistant superintendent may vary throughout Newfoundland and Labrador according to the assistant superintendent's personal preference.

5. The main role of the assistant superintendent is the supervision of teacher performance.

Definition of Terms

Good (1959) in his Dictionary of Education defines many terms associated with this study. They are defined here.

1. Administration: All those techniques and procedures employed in operating the educational organization in accordance with established policies.

2. Assistant Superintendent: A member of an administrative staff of a school district who assists, and is responsible to the superintendent for the management of certain phases of the administration.

3. School Board: The school district agency created by the state, but generally popularly elected, on which the statutes of the state or commonwealth place the responsibility for conducting the local public education systems. Individual members have no authority unless it is delegated to them, power being vested in the board only when it acts as a body;

control is exercised by vote by which administrative officers are selected and discharged and rules, regulations, and policies are established; the board usually has the power to levy local taxes for education either after the approval of other government agencies or independently.

4. School District: An area which is under the supervision of a given school board.

5. Supervision: All efforts of designated school officials directed toward providing leadership to teachers and other educational workers in the improvement of instruction; involves the stimulation of professional growth and development of teachers, the selection and revision of educational objectives, materials of instruction, and methods of teaching, and the evaluation of instruction.

6. Role: The set of activities associated with an office (Kahn, et al., 1964).

The next section of this thesis examines the literature related to the assistant superintendent, and lists the duties performed in the various areas of administration.

General guidelines for the duties of the assistant superintendent were listed in a task force report entitled Improving the Quality of Education: Challenge and Opportunity which was published in April, 1979. This report makes two recommendations pertaining to the assistant superintendent. These recommendations are:

- 10.29 That each school district be allocated one district superintendent and two or more assistant superintendents, according to the following schedule:

| Regular Teachers in District | Assistant Superintendents |
|---------------------------------|------------------------------|
| Under 200 | 2 |
| 200-299 | 3 |
| 300-399 | 4 |
| 400 or more | 5 |

- 10.30 That the primary responsibility of assistant superintendents be in the area of staffing and teacher evaluation.

In Newfoundland and Labrador these are the only duties recommended for the assistant superintendent.

Parsons et al. (1982) conducted a study entitled The Role of the Assistant Superintendent in Evaluation and Supervision of Teacher Performance. This study focussed on the duties performed, as well as how the duties were carried out, by assistant superintendents employed by nine school boards in Newfoundland and Labrador, in the following four areas: 1) evaluation of teachers; 2) staffing; 3) improvement of instruction; and 4) promotion of growth and leadership among professional staffs. Five generalizations concerning the role of the assistant superintendent were noted. These are:

- 1) The responsibilities and duties of the assistant superintendent do vary, according to the nature of the appointing body, and the size of the school board district he must serve.
- 2) Generally, most school boards have, or are in the process of developing, implementing, or coordinating a teacher assessment policy. Assistant superintendents are involved in policy development and implementation.
- 3) Assistant superintendents and principals are involved in the evaluation of non-tenured teachers annually for a two-year period. Tenured teachers are evaluated every three or four years.
- 4) In the majority of school Boards, one of the primary responsibilities of the assistant superintendent lies in the area of staffing. Some school boards give the assistant superintendent almost sole responsibility for this function, whereas other boards involve the assistant superintendent as a member of a staffing committee.
- 5) The primary function of evaluation is the improvement of instruction. The assistant superintendent works to improve instruction by coordinating the work of the various subject coordinators, by conducting workshops for teachers, and by arranging for teachers to benefit from the expertise of others. (pp. 64-65)

The following review of literature examines the role of the assistant superintendent in terms of the six task areas of administration. Campbell, Bridges and Nystrand (1977, p. 116) have grouped the administrative tasks into six categories. These are: school-community relations; curriculum and instruction; pupil personnel; staff personnel; physical facilities; and finance and business management. The

literature revealed five categories of assistant superintendents which cover these six task areas. These are:

- 1) assistant superintendent of school-community relations;
- 2) assistant superintendent of curriculum and instruction;
- 3) assistant superintendent of pupil services; 4) assistant superintendent of personnel administration which includes staff personnel; and 5) assistant superintendent of business administration which includes both physical facilities, and finance and business administration.

Assistant Superintendent of School-Community Relations

Good school-community relations is essential for any school system to function effectively. The first, and most important aspect of a good school-community relations program is a policy. The board of education should have a written policy on school-community relations which, according to Kindred, Bagin, and Gallaher (1976), should include:

- 1) the reasons for adopting the policy,
- 2) the decision to do something, or take some form of action for the reasons stated,
- 3) the general means to be employed in carrying out the decision,
- 4) the delegation of authority by the board of education to the superintendent in order to develop a workable program,
- and 5) the responsibility of other employees for promoting good school-community relations. (p. 28)

After the school board has its written policy, the next component of school-community relations is leadership. Leadership must come from the superintendent of schools.

McCloskey (1967) says that the "superintendent of schools is responsible for the development and administration of all aspects of communication with the public" (p. 267). He further states:

He [the superintendent] should lead the board and staff to identify matters on which communication efforts need to be focused. He is responsible for encouraging principals, teachers and laymen to play their essential roles in the large and endless task of maintaining public understanding. (p. 267)

Mayer (1974) supports this idea by telling us that "the person most responsible for building an effective school-community relations program is the superintendent" (p. 22). Mayer further points out that in some districts the superintendent may delegate some of his responsibilities to his assistant, but he is still the key leader in school-community relations. Kindred et al. (1976) agree with this and say:

In this [school-community relations] regard, he [the superintendent] is the key person in developing and putting into practice the several strategies and activities called for in the program. Even though he delegates a substantial part of his responsibility to members of his administrative team, nevertheless he is the one who sets the tone of the program, stimulates the effort that goes into it, and makes the critical decisions it requires. Unless he shows dynamic leadership in pointing the way and setting the pace, it is doubtful if the program will be successful. (p. 323)

One of the major leadership functions of the superintendent is to implement a plan of organization for the school-community relations program. These plans are mentioned frequently in the literature. These are 1) centralized plan, 2) decentralized plan, and 3) coordinate plan. The plans are explained and criticized by both Kindred (1957) and Buffett (1976). The centralized plan is, as the name suggests, one in which the responsibility lies at the central district office, and with the superintendent. Figure 2, taken from Kindred (1957, p. 401), shows this plan:

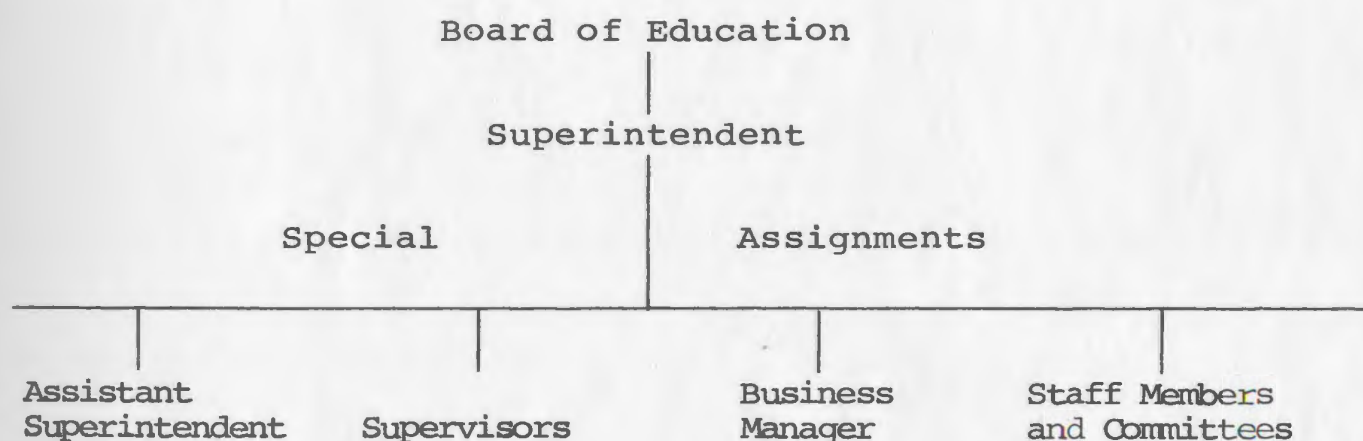


FIGURE 2. A Centralized Plan of Organization for Public Relations in a School System of Medium Size.

Buffett (1976) points out that this plan has both positive and negative aspects. It is good because it receives its leadership from the superintendent who enjoys many influential contacts with the community. However,

this plan fails to include principals and teachers and train them to deal with problems of school-community relations in their schools.

The decentralized plan, shown in Figure 3, taken from Kindred (1957, p. 403) is operated by the principal of each individual school. The strengths and weaknesses of this plan are summarized by Buffett (1976). He says that the principal knows the local community and can deal with problems which arise. However, this plan lacks leadership and direction from the top, and could be difficult to implement if there is conflict on staffs.

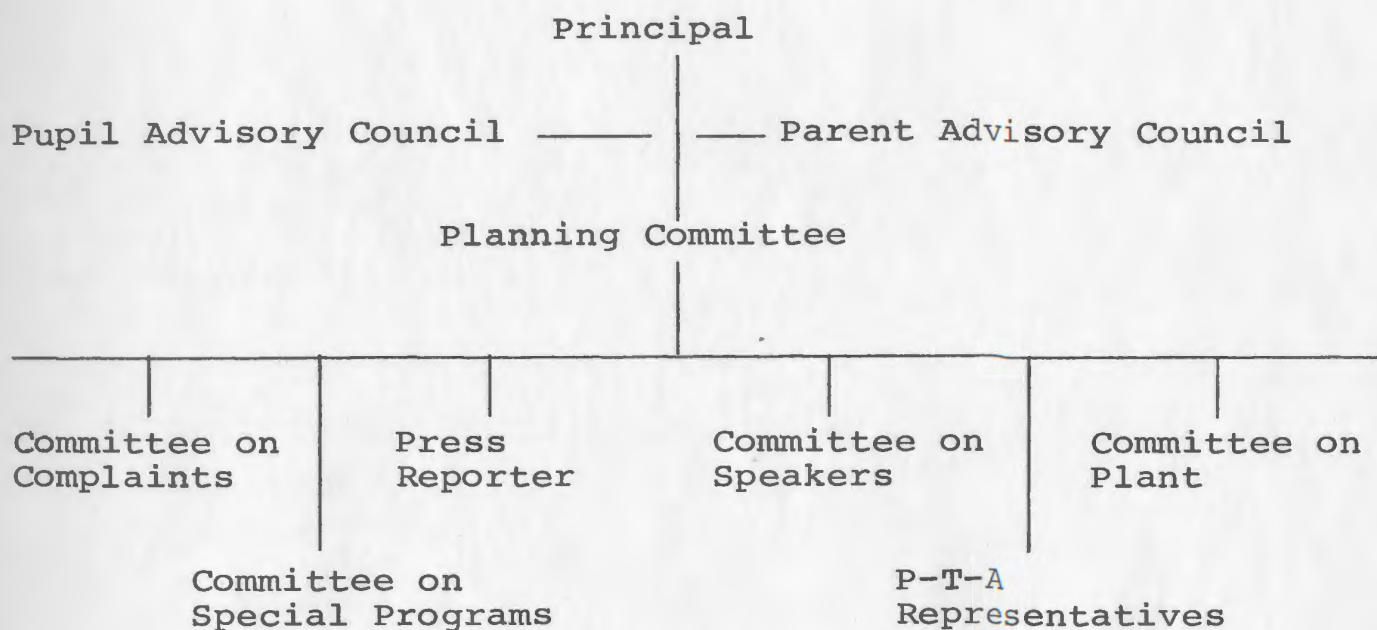


FIGURE 3. A Decentralized Plan of Organization for Public Relations in an Individual School.

The third plan, a coordinate plan is recommended by most authors as the best. It contains features of both the centralized plan and the decentralized plan as shown in Figure 4 taken from Buffett (1976, p. 15). It involves the local school principal, and receives its leadership from the superintendent. One weakness of this plan is that it may be difficult to involve adequate representation, and still keep membership small enough to work effectively.

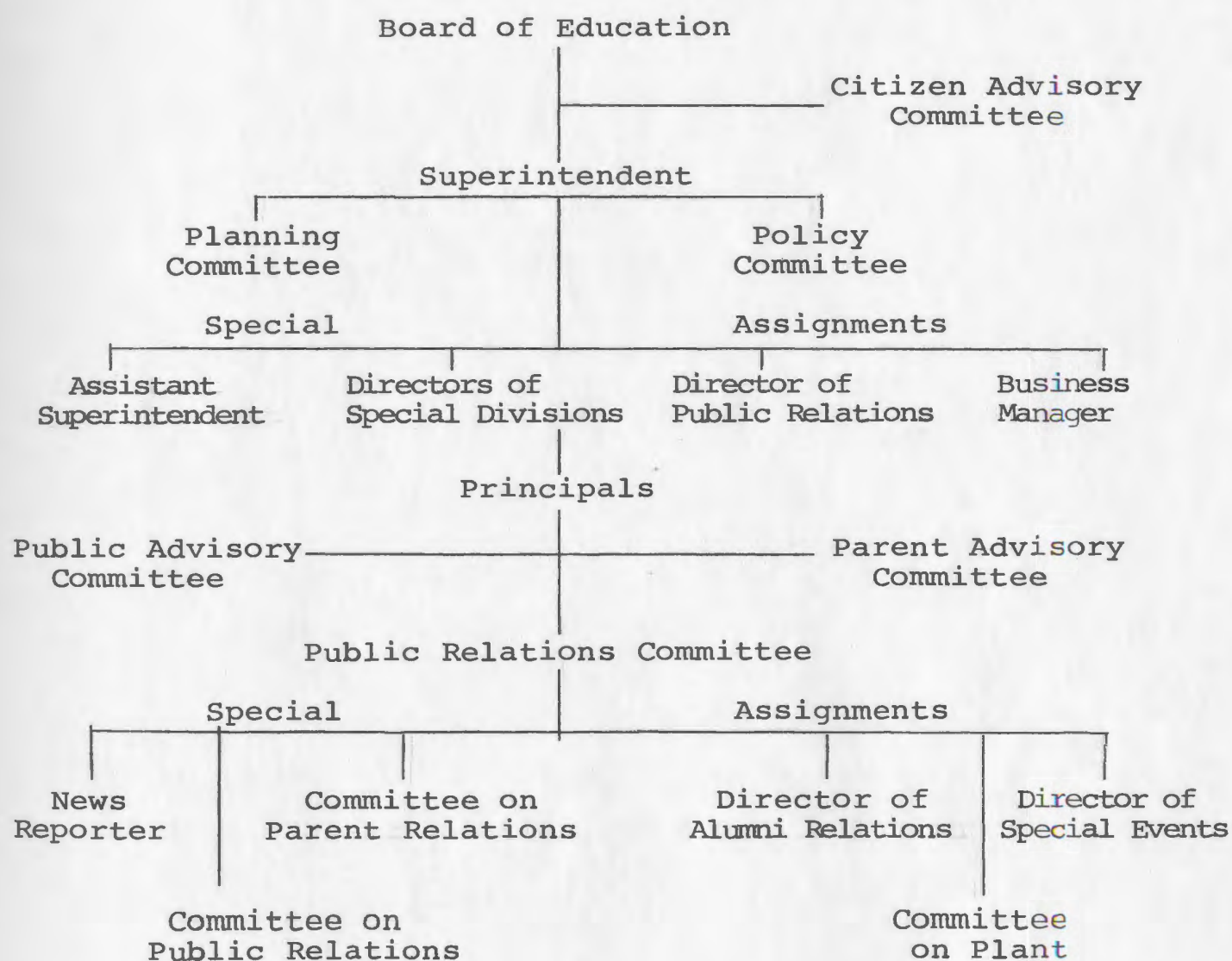


FIGURE 4. A Coordinate Plan of Organization for Public Relations in a Large School System.

To effectively carry out any school-community relations plan, many administrative tasks must be attended to at the central district office. These tasks are usually shared between the superintendent and his assistants. In large school districts the superintendent may have an assistant superintendent who is responsible for school-community relations, and in small districts he may take on most of the responsibility himself.

Buffett (1976) speaks of administrative assistants which include assistant superintendents. He says that their duties "are similar to those of the superintendent. Their chief responsibility is in the area of specialized leadership" (p. 27). Buffett lists 10 responsibilities for the superintendent. He says:

It is the superintendent who:

1. Provides the basic leadership and direction for the public relations program;
2. Acquaints the school board with information on conditions, needs, and practices of the schools and the value of planned public relations;
3. Develops plans by which the formal policy is translated into action;
4. Sets up the working organization and assigns responsibilities to personnel;
5. Motivates principals and teachers to participate;
6. Provides inservice education;
7. Examines school policies and practices for the effect they have on public opinion;
8. Serves as advisor to the board;
9. Is readily available for consultation;
10. Collects data on the school district.

(p. 26)

Buffett further lists seven tasks for the "public relations director who is directly under the superintendent" (p. 27). According to Buffett it is the public relations director who:

1. Channels information to all administrative personnel;
2. Is responsible for newspaper publicity and T.V. programs;
3. Manages special events;
4. Works with principals on publicity material;
5. Serves as advisor to the superintendent and the board;
6. Stimulates, encourages, and instructs personnel in the use of public relations techniques;
7. Coordinates the different parts of the program.

(p. 27)

The size of the school district is a key factor in determining the duties of the assistant superintendent for school-community relations. Larger districts employ a full-time assistant superintendent. Kindred et al. (1976) list 12 responsibilities for the director of school-community relations in Wichita, Kansas. His major activities are to:

1. Establish a two-way communication system within the school system, between the school system and the community, and between the school system and state and national groups.
2. Interpret policy of the Board of Education and the programs of the school system to the public.
3. Plan, develop, and produce internal and external publications.
4. Prepare feature material for newspaper, radio, and television.
5. Assume the role of liaison person with all news media.

6. Assist school personnel and board personnel in planning public participation events.
7. Provide school-community relations consulting service to board of education members, central office administrators, and school principals.
8. Help assess public attitude and keep appropriate school personnel informed.
9. Serve as a source for information to individuals from the community regarding school matters.
10. Serve as a consultant in the preparation of informational materials prepared by school personnel.
11. Assimilate and disseminate informative materials.
12. Evaluate informative materials produced by the school system in terms of their internal and external communicative value.

(p. 327)

In his discussion of school-community relations, Mayer (1974) recommends that "the public relations person needs to have a top slot on the management team - such as assistant superintendent or director" (p. 20). He gives 10 tasks which the public relations director should be involved in. These include:

1. Preparing press, radio and television releases,
2. Providing editorial services for central office publications,
3. Establishing a speakers' bureau,
4. Providing a standardized form for releasing news reports,
5. Providing encouragement and assistance in public relations to all personnel,
6. Maintaining a file on all releases,
7. Maintaining a file on all published releases,
8. Designing inservice programs in public relations.

9. Serving as a resource person for school programs involving the community - open house, school building dedications, etc.
10. Evaluating the district's public relations program.

(p. 27)

The American Association of School Administrators developed a profile of the assistant superintendent of school-community relations. AASA (1971) says this assistant superintendent should be a:

specialist in public relations, counselor to the superintendent and board of education, promoter of effective school-community relations, advisor in preparation of brochures, newsletters and house organs, facilitator of in-system communications, confidant of top leadership of school system, friend of principals and teachers, communicator of educational objectives and purposes, closer of communication gap between school system and its public, conductor of advertised and unadvertised campaigns, specialist in communication techniques. (p. 123)

Other authors have listed an outline of the position of assistant superintendent of school-community relations. Stoops, Rafferty, and Johnson (1975) give 16 guidelines for this administrator. They are:

1. Press, radio, and TV contracts.
2. Writing press releases.
3. Staff newsletter and publications.
4. Community newsletter and publications.
5. Election and bond referendum campaigns.
6. Superintendent's annual report.
7. Working with community, civic, and service groups.
8. Special projects (American Education Week, B.I.E. Day, etc.).
9. Publicity on federal projects.
10. Editorial services for central office staff.

11. Writing speeches, reports, or papers for central office staff and board of education.
12. Speakers bureau.
13. Inservice PR training for school staffs.
14. Assessment of public attitudes.
15. Development of teacher recruitment materials.
16. Photographic services.

(p. 789)

Neagley and Evans (1980) point out that the assistant superintendent of school-community relations primary responsibilities include:

interpretation of the educational programs to the community, securing the support of taxpayers, new programs, finding community resources and facilities for the regular and alternative educational programs, and discovering and implementing ways in which the school can serve the community better.
(p. 98)

The duties listed in this section give guidance to the assistant superintendent who is responsible for school-community relations.

Assistant Superintendent of Curriculum and Instruction

The assistant superintendent for curriculum and instruction is chiefly responsible for the supervisory programs in the schools. McKean and Mills (1964) list areas in which the assistant superintendent of curriculum and instruction assumes responsibility for leadership. They state:

Generally the assistant superintendent in charge of instruction assumes the direct responsibility and leadership for 1) working towards a system-wide agreement regarding purposes of education, 2) coordinating the efforts of all persons dealing with the instructional programs, 3) heading the continuous curriculum development and revision program in the system, 4) seeking ways to improve articulation among the educational segments, 5) encouraging emergent leadership among district personnel, and striving to improve the organization and working relationships of personnel involved in the supervision of instruction. (p. 17)

Neagley and Evans (1980) group the responsibilities of the assistant superintendent of curriculum and instruction into three general categories. They say:

These responsibilities and duties may be grouped as follows:

1. Those related to instructional programs.
2. Those connected to staff leadership and professional growth.
3. Those related to obtaining instructional materials, resources, and special services. (p. 95)

These three general responsibilities are broken down into eight specific duties each. Under the responsibility of instructional programs Neagley and Evans (1980) list the following eight duties:

1. To assist the superintendent in working with the staff to formulate a philosophy of education acceptable to the board of education, the professional staff, and the community.
2. To assume leadership in providing a continuous program of curricular improvement.

3. To work with the staff in developing instructional goals for the various levels and curriculum areas -- kindergarten through grade twelve.
4. To work with the staff in developing a system-wide program of evaluation and appraisal.
5. To be responsible for developing and supervising programs for atypical children.
6. To work with the staff in formulating policies relative to pupil classification, marking, reporting, and promoting, and to execute the policies finally adopted.
7. To assume responsibility for determining the need for instructional staff specialists and other resource personnel, and to direct, coordinate, and supervise their work so that they function as a team.
8. To assume responsibility for the development, direction and supervision of adult education programs in the district. (p. 95)

Neagley and Evans (1980) give eight duties and responsibilities for the assistant superintendent in the area of staff leadership. These duties are:

1. To assume joint responsibility for the recruitment, selection, and assignment of instructional personnel.
2. To assume responsibility for developing a comprehensive policy and program of in-service education for all professional staff members.
3. To assume joint responsibility for establishing and applying policies of promotion, transfer and dismissal of instructional personnel.

4. To assume joint responsibility for promoting and supervising experimentation with curriculum organization, instructional techniques, and instructional materials including designing and/or coordinating proposals for funded projects.
5. To assume responsibility for developing and operating a comprehensive, district-wide orientation program for new instructional personnel.
6. To assume joint responsibility for evaluating all instructional personnel.
7. To serve, by request, as a consultant to principals, their staff, and individual teachers, but always with the approval of the building principal.
8. To keep up to date professionally by reading widely, attending professional meetings, visiting other school systems, and any other means that will contribute to professional growth. (p. 96)

With reference to instructional materials, the eight duties which Neagley and Evans give for the assistant superintendent of instruction are:

1. To assume responsibility for selecting, procuring, and distributing textbooks, library books, and all categories of instructional supplies; learning resources and equipment and preparing the section of the budget related to them. This responsibility must be carried out in close cooperation with the business manager, if there is one.
2. To assume responsibility for advising the superintendent on all budget items related to the instructional program.
3. To assume responsibility as a consultant in school plant design on all matters affecting curriculum and instruction and for the cooperative preparation of the educational specifications.

4. To assume responsibility for establishing and operating a district-wide, curriculum-materials, audio-visual, and professional library center.
5. To assume responsibility for editing and publishing curriculum bulletins, guides, courses of study, pamphlets, and the like, for use by the instructional staff.
6. To assume responsibility for preparing adequate reports and materials giving the superintendent and board of education summary information on the instructional personnel and program.
7. To assume responsibility for preparing, with the approval of the superintendent, bulletins, brochures, and reports on the instructional program for distribution to lay groups, P.T.A. committees, and the general public.
8. To assume responsibility for identifying and using community, county, state, and national agencies and resources for improving the instructional program.
(p. 97)

Hopkins (1980) in his survey of the position of assistant superintendent of instruction finds nine duties which more than two-thirds of the assistant superintendents performed. Hopkins' findings are presented here:

1. A majority . . . considered the evaluation of personnel to be an important duty of the assistant superintendent of instruction.
2. A majority . . . favored the coordination of in-service activities as being an important responsibility.
3. The direction of personnel guidance services was deemed an important duty

4. A majority . . . viewed the coordination of textbook services as being an important duty for the assistant superintendent of instruction.
5. A majority . . . preferred that the assistant superintendent of instruction direct the needs assessment program to improve instruction.
6. A vast majority . . . stressed the importance of accumulating information for the improvement of instructional facilities.
7. The importance of maintaining a liaison between the district and colleges and universities was indicated by a majority of the respondents.
8. A majority . . . indicated that it was important for the assistant superintendent of instruction to represent the schools in the absence of the superintendent.
9. The process of securing funds for the instructional program was considered important. (p. 26)

The assistant superintendent of instruction is found in the literature under other titles. Hertling (1969), in his study of the director of secondary education, states that this title is often used with the title assistant superintendent of secondary education. Most duties of this position deal with curriculum and instruction. However, they are mentioned with reference to secondary education. Hertling lists 11 major functions for these directors:

Of the 75 directors of secondary education responding to the questionnaire, 81 percent indicated that the directors of secondary education should perform the major functions listed below in descending order of frequency:

1. To provide leadership in the development of objectives or goals for the secondary programs.
2. To provide leadership in the improvement of the curriculum.
3. To work with supervisors, consultants, and principals on instructional problems.
4. To evaluate the secondary school program.
5. To enhance the development of leadership for curriculum improvement among teachers and administrators.
6. To serve on a system-wide curriculum coordinating committee.
7. To provide leadership in planning and developing the overall curriculum at the secondary level.
8. To provide for articulation and continuity between the grade levels and schools.
9. To disseminate information about new curricular approaches and classroom teaching techniques.
10. To develop and/or conduct in-service programs for principals and supervisors.
11. To provide leadership in planning and implementing changes in the organizational structure of the school day, such as nongradedness, flexible scheduling, team teaching, and independent study. (p. 67)

Three general categories are listed by the American Association of School Administrators. The AASA (1971) states:

The functions of the assistant superintendent of instruction may be classified into three main categories: (a) instructional services, (b) curriculum development, (c) staff development. (p. 50)

These three categories are each explained and the duties are given. With reference to instructional services the AASA mentions the following:

Usually the assistant superintendent for instruction is responsible for providing instructional services to teachers and students. He must organize ways of selecting instructional materials and supplies, including textbooks, library books, teaching aids, and other items necessary for effective teaching. Coordinating accreditation information from the state department and accrediting agencies, scheduling school terms, and developing the school calendar are also his responsibilities. He is responsible for preparing budgets for instructional materials and supplies, and for developing specifications for instructional equipment and audio-visual media.

The assistant superintendent for instruction generally is responsible for the coordination of staff planning efforts that go into the development of educational specifications.
(p. 50)

In the field of curriculum development the AASA cites the following duties:

He must provide leadership to help determine what is to be taught in the schools. He is called upon to assist in the planning and preparation of requests for additional programs to be funded by federal and state agencies. . . . he is given the responsibility to help formulate instructional goals and to plan and implement programs . . . he is called upon to make decisions and commitments concerning certain aspects of the school program. (p. 51)

Finally, AASA specifies the duties for an assistant superintendent in the area of staff development:

The assistant superintendent of instruction has the responsibility to help define the nature of in-service programs.

The assistant superintendent for instruction must make recommendations to the superintendent . . . for the assignment and employment of personnel Usually, he does not have the responsibility for selecting an individual to fill a position, or for recommending the employment of a key person The assistant superintendent for instruction may be called upon, however, to develop job descriptions and qualifications for certain positions. (p. 53)

Finally, reference to the assistant superintendent for instruction is found in Marks, Stoops, and King-Stoops (1978). They say that for the assistant superintendent to be most effective he "should be assigned rather broad authority and responsibility in the area of instructional services" (p. 89). Marks et al. (1978) quote Irving R. Melbo et al. in recommending these six functions and duties for the assistant superintendent of instruction.

1. Assist the superintendent in the program for community relations and in the development of educational policies and programs for the entire school system.
2. Assist the superintendent in the recruitment, selection, employment, induction, and assignment of certified personnel (both regular and substitute) and in the maintenance of necessary school system personnel records for these employees.
3. Direct curriculum development, evaluation, textbooks and supplementary book adoptions, instructional procedures, and instructional material selection.
4. Direct the in-service education program.

5. Direct and coordinate the school system's program of health services and the program of education for physically handicapped children and for the home bound.
6. Supervise and coordinate the work of all personnel assigned to attached positions.
(p. 90)

These duties, like others listed for the assistant superintendent of instruction, give him guidelines to work by.

Assistant Superintendent of Pupil Services

The task of pupil services is a fairly broad area. Saxe (1980) admits it "is the most difficult task area to define" (p. 123). He says:

It [pupil personnel] includes accounting and record keeping regarding students, guidance and counseling, discipline and control, rules and regulations, extra-class and extracurricular activities, pupils' admission and placement, and ... school organization and special services.
(p. 124)

The American Association of School Administrators gives a profile of the assistant superintendent of pupil services. AASA (1971) summarizes the major responsibilities of this assistant superintendent by saying:

The National Association of Pupil Personnel Administrators has outlined the major responsibilities of the administrator of pupil services: health services, psychological services, social work services, attendance, guidance services and speech and hearing services. ...In some districts other areas such as special education, corrective and remedial reading are included under the pupil service organization. (p. 104)

Fisk (1965) summarizes the tasks involved in pupil personnel services with the following list of responsibilities:

- a) Initiating and maintaining a system of child accounting and attendance;
- b) Instituting measures for the orientation of pupils;
- c) Providing counselling services;
- d) Providing health services;
- e) Providing for individual inventory service;
- f) Providing occupational and educational information services;
- g) Providing placement and follow up services for pupils;
- h) Arranging systematic procedures for the continual assessment and interpretation of pupil growth;
- i) Establishing means of dealing with pupils' irregularities;
- j) Developing and coordinating pupil activity programs. (p. 228)

One final reference to the assistant superintendent of pupil services is found in Anthony Rago's doctoral dissertation. Rago (1973) summarizes Fensch and Wilson. He says:

The assistant superintendent in charge of pupil personnel services needs to be a generalist insofar as various tasks are concerned, with special talent for coordinating subordinate specialists.

A growing major trend is to assign to the officer in charge of the pupil personnel department the responsibility for coordinating the work of the school psychologist, counselors, child study specialists, attendance officers or visiting teachers, social workers, medical personnel, and often the research experts.

A major portion of this department's work load is devoted to handling those record keeping chores which are classified as child accounting: cumulative records, pupil suspension and expulsion, enumeration, work permits, testing, tuition, enforcement of compulsory attendance laws, court

referrals, unusual admittance problems, enrollment projections, and supplying information about students to out-of-school agencies. (p. 33)

The responsibilities summarized above set forth the guidelines for an assistant superintendent who is responsible for pupil personnel services.

Assistant Superintendent of Personnel Administration

In any school district one of the most important factors for success could be the personnel. Whitmer (1977) believes that the tasks of the assistant superintendent of personnel are evaluation, assignment, discipline, dismissal, and the solving of people's problems. These are difficult and emotionally charged activities (p. 3).

The establishment of an evaluation policy is one of the major tasks that Whitmer sees for the assistant superintendent of personnel administration. He tells us:

The chief personnel administrator has the complicated and time-consuming task in developing an evaluation system in conformity with board policy. . . . He must train people to use the system, he must monitor the system, and he must hear appeals from individuals. The training of middle management personnel to operate an evaluation policy is difficult today for it involves a knowledge and understanding of due process requirements, of keeping adequate records, of keeping staff persons adequately informed about their performance, all of which are activities which are more demanding than the informal practices of the past. . . . A significant aspect of the chief personnel administrator's responsibility occurs when an evaluation

points to the need for improvement by a staff person and the need to develop, implement, and monitor an improvement program. . . . An evaluation system is inadequate if it fails to provide help for a teacher whose performance is not satisfactory. (p. 5)

Another aspect of the assistant superintendent of personnel administration's role is the development of administrative leadership. Whitmer (1972) thinks that:

this responsibility must be shared by the superintendent and the chief personnel administrator. . . . Programs to develop administrative potential become the responsibility of the personnel department within the policy guidelines developed under the leadership of the superintendent. (p. 8)

A final activity for the assistant superintendent of personnel administration involves the relationship between school principals and personnel administration. According to Whitmer, the personnel administrator must

make plans which are designed to acquaint principals with their obligations so that they can effectively discharge their responsibilities. Such plans might well include formal training sessions, issuance of written materials, a system of monitoring the personnel activities of principals, conferring with principals about specific issues, and others. (p. 10)

The American Association of School Administrators (AASA) listed and explained 16 major functions of the assistant superintendent of personnel administration. A summary of these 16 major functions is given below from AASA (1979, pp. 78-85):

1. **Employment:** Staff procurement is often the dominant function. It is regarded by the school board as the raison d'etre for the personnel department.
2. **Placement:** This function is not always the responsibility of the personnel office. It is often shared by principals and others. The personnel administrator usually has the major responsibility for guiding the placement process.
3. **Assignment:** The assignment of personnel is usually the responsibility of the principal. However, the personnel administrator can provide guidance and recommendation in this area.
4. **Administration of Personnel Office:** A well organized office is an indispensable requirement for effective personnel management.
5. **Administration of Personnel Rules and Regulations:** The personnel administrator should ensure that all persons under his direction apply rules and regulations fairly.
6. **Staff Utilization:** This task includes such areas as orientation and evaluation techniques.
7. **Administration of Substitute Teacher Services:** Acquiring substitute teachers should be given attention similar to that of regular teachers, especially in larger systems where their use is greater.
8. **Adjustment Counseling:** This recent responsibility is more common in larger school systems where a more impersonal environment exists. Teachers may encounter emotional problems which, if left unattended, could become a deterrent to effective teaching.
9. **Personnel Reporting:** The personnel administrator is responsible for compiling and disseminating more and better personnel data.

10. Evaluation: This is usually thought of as the primary task of the personnel administrator, but in reality his task is to coordinate various stages in the evaluation process.
11. Liaison Responsibility: These responsibilities include attending committee and professional meetings, and performing special assignments for the superintendent.
12. Employee Relations: The personnel administrator must be involved in collective negotiations when matters deal with his department.
13. Salary Administration: The personnel administrator should be involved in salary decisions so he can use his influence to put forward the wishes of the school board.
14. Administration of Personnel Provisions of Negotiated Contracts: All personnel items in a contract have to be carefully carried out; this is usually the responsibility of the personnel administrator.
15. Developing Personnel Policies and Procedures: To carry out this task the personnel administrator must make written policies which are easily accessible to all staff.
16. Communications: Both internal and external communication are essential for a good personnel administrator to carry out his work effectively.

Other names have been used to refer to the assistant superintendent of personnel administration. Davis and Nickerson (1968) refer to this position as a personnel director. They list 21 functions which are the responsibility of the personnel department. These functions are shown in Table 1 below (Davis & Nickerson, 1968, p. 108).

TABLE 1
Functions of Personnel Department

| | |
|-----------------------------|---|
| 1. recruitment | 12. fringe benefits |
| 2. selection | 13. tenure |
| 3. assignment | 14. working conditions |
| 4. transfer | 15. leaves of absence |
| 5. orientation | 16. contract negotiation |
| 6. professional development | 17. contract administration |
| 7. evaluation | 18. grievance |
| 8. promotion | 19. retirement |
| 9. demotion | 20. personnel records |
| 10. dismissal | 21. task analysis and classification |
| 11. wage and salary | |

In some school systems the assistant superintendent of personnel administration is usually responsible for all of these functions himself, but as Davis and Nickerson point out, the larger the system the more directors the assistant superintendent will have to help him perform his duties. Figure 5 and Figure 6 show how these duties are shared for a small school system and a large school system (Davis & Nickerson, 1968, pp. 114-115).

The personnel duties of the assistant superintendent for personnel administration, according to Gibson and Hunt

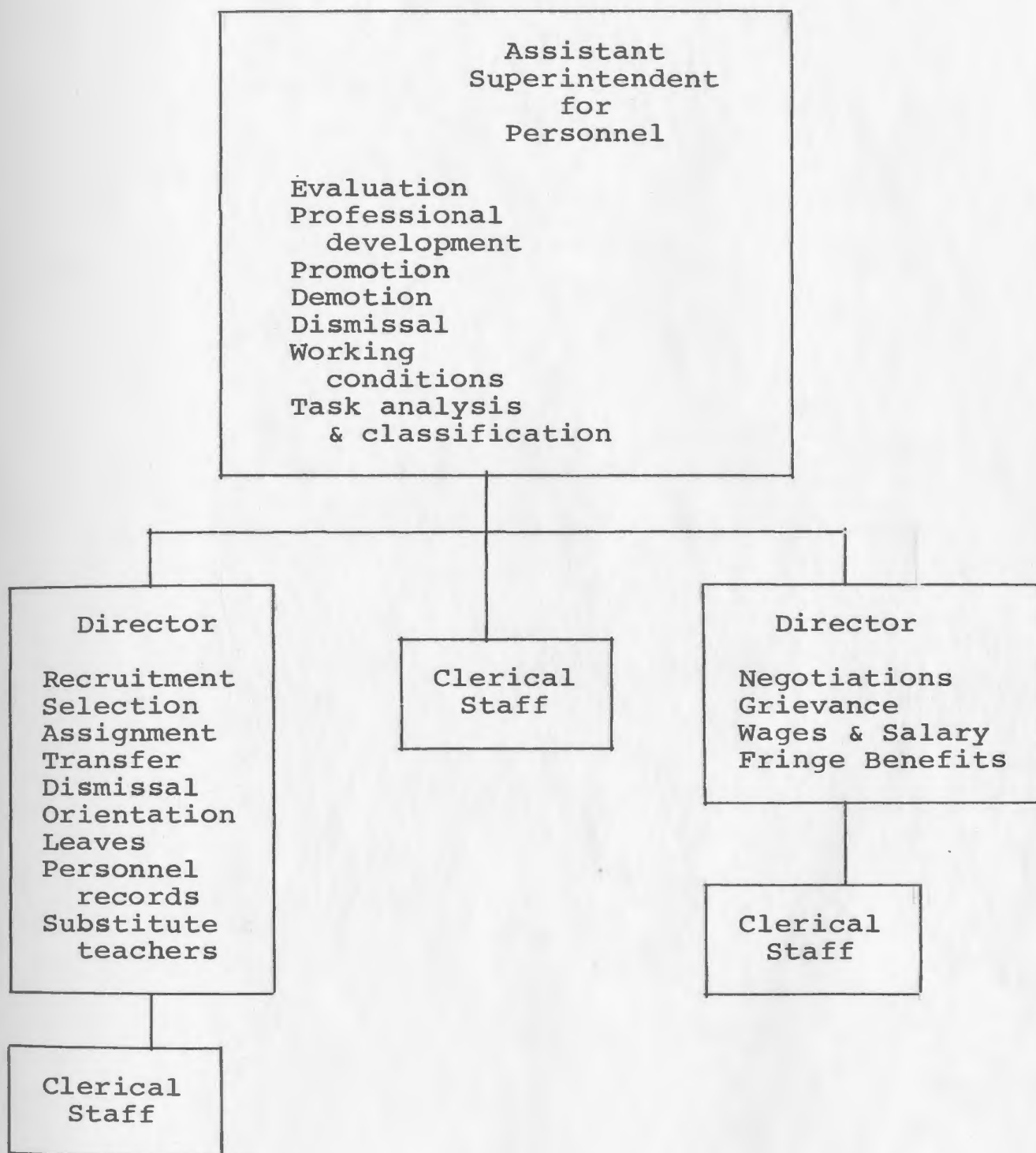


FIGURE 5. Organization of Personnel Department for Small School Systems

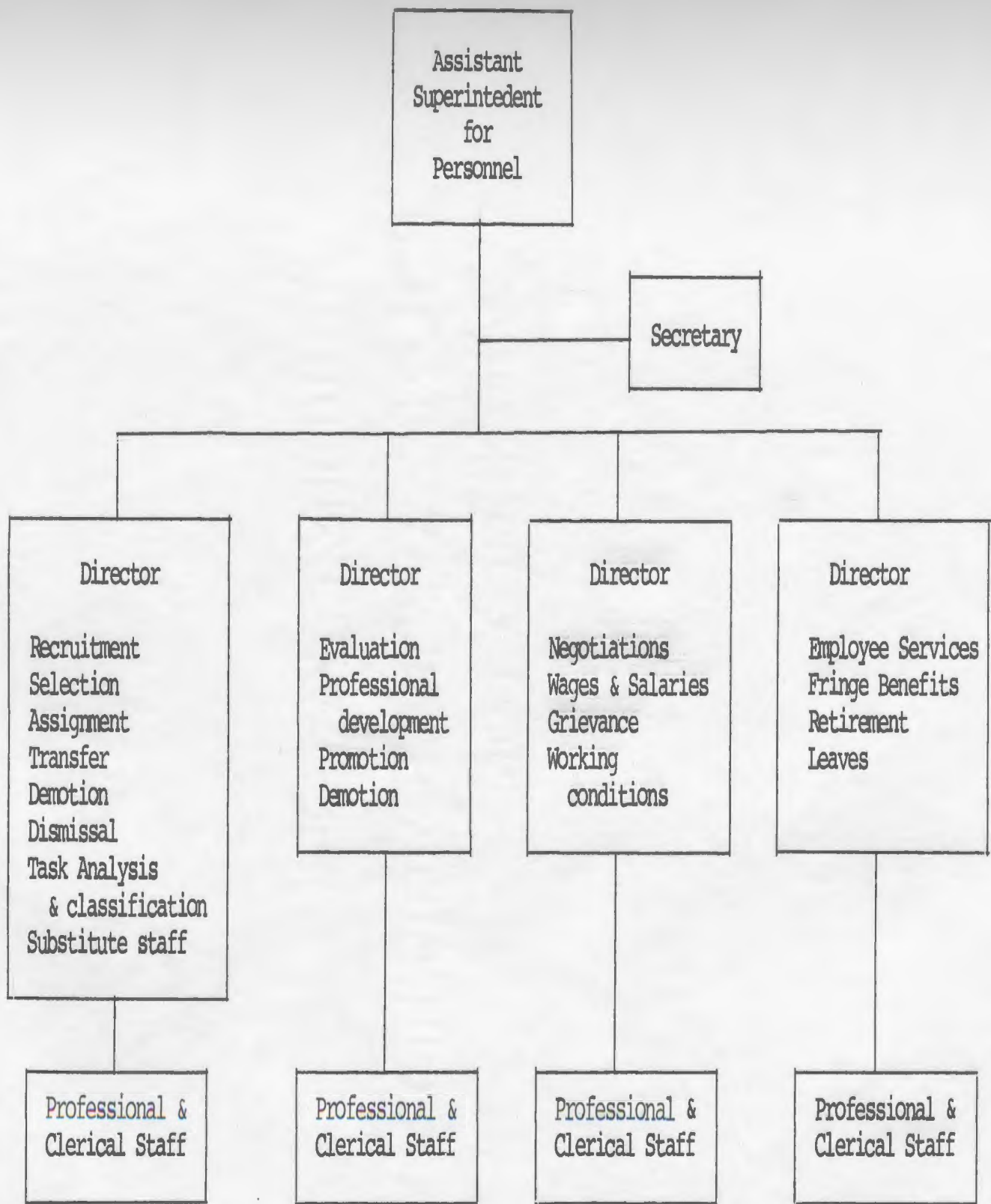


FIGURE 6. Organization of Personnel Department for Large School Systems.

(1965), could be "ranked under three headings: hiring, employment, and withdrawal" (p. 96). They place all the personnel duties in a table and give each function rank of importance. This table is a summary of the findings of McCarthy in 1953. Gibson and Hunt (1965, p. 97) present the data in Table 2.

One final list of duties comes from (Kaye, 1971). He lists fifteen principles for the chief personnel administrator. These principles, similar to the findings of others, are listed here, (Kaye, pp. 10-21):

Principle #1 for the Chief Personnel Administrator:

The chief personnel administrator should have the responsibility of serving as a staff consultant to the superintendent and the assistant superintendents, department heads, and principals.

Principle #2 for the Chief Personnel Administrator:

The chief personnel administrator should have the responsibility of seeing that there are written personnel policies which furnish guidelines for administrative procedures relating to personnel matters.

Principle #3 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility for all personnel records.

Principle #4 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that personnel operations are conducted in a manner that provides for effective and friendly employee relationships.

TABLE 2

Duties of Personnel Officers by Frequency of Response and Functions of Personnel Administration

| Frequency | Functions of Personnel Administration | | | | | |
|---|---------------------------------------|------|--------------------------------|------|-----------------|------|
| | 1 Hiring | | 2 Employment | | 3 Withdrawal | |
| | Function | Rank | Function | Rank | Function | Rank |
| Reported by more than 90 percent of the respondents | Recruitment | 1 | Personal Relations | 3 | Separations | 3 |
| | Selection | 1 | | | | |
| Reported by more than 75 percent of the respondents | | | Transfers | 5 | | |
| | | | Induction | 6 | | |
| Reported by more than 50 percent of the respondents | Requisition | 9 | Wage and salary administration | 7 | | |
| | | | Research | 8 | | |
| | | | In-service training | 10 | | |
| Reported by less than 50 percent of the respondents | | | Medical services | 11 | | |
| | | | Financial services | 12 | | |
| | | | Miscellaneous services | 13 | | |

Principle #5 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility for establishing procedures which will facilitate the dissemination of information to the public and staff.

Principle #6 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that a well developed system of accounting and research is developed. This system should furnish data on the number of positions and teachers in various categories and other information related to personnel.

Principle #7 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that the recruitment process provides qualified personnel with information on available positions and allows interested personnel the opportunity to compete for vacancies.

Principle #8 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that decisions involving staff selection are based upon carefully planned programs of investigation, screening, appointment and probation.

Principle #9 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that placement, assignment, and transfer of personnel balances the school system needs with desires and qualifications of the individual.

Principle #10 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that the orientation of teachers is a continuing process based upon a planned program designed to acquaint the teacher with his or her responsibility toward the school, student, and community.

principle #11 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that the appraisal of teachers or teacher performance is a cooperative process designed to improve the quality of teaching.

principle #12 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that all personnel are recognized for excellence and those promoted are done so on the basis of competency, qualifications, fitness for the job, and promise of future growth and development.

principle #13 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that the conditions of service for all employees are of high quality.

Principle #14 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility to see that regulations governing resignations provide an orderly means of termination service, with a minimum of destruction to the school system and a minimum of inconvenience to the employee.

Principle #15 for the Chief Personnel Administrator:

The chief personnel administrator has the responsibility for establishing procedures for expeditiously terminating an employee's service or for taking corrective action, when the employee's performance or conduct is unsatisfactory.

These are the main points of each of the fifteen duties fully described by Kaye (1971). These guidelines, being similar to those outlined in most of the literature, give a sense of direction to an assistant superintendent in charge of personnel administration.

Assistant Superintendent of Business Administration

The title, assistant superintendent of business administration is not a very common one in Newfoundland and Labrador. Most school boards employ a business manager who is responsible to the superintendent, however, some boards employ an assistant superintendent whose key responsibility is in the area of business administration. AASA (1971) puts forward a number of tasks for this assistant superintendent.

He provides and maintains resources, facilities, and services of the highest order, stresses the importance of thorough and prompt delivery of services, and maintains the most effective relationship with the community. (p. 63)

The functions which this assistant superintendent serves are divided into two categories by AASA. It says:

The older and more basic functions are planning, organizing, controlling, programming, coordinating, directing, staffing, and evaluating. Areas of activity in this category are budgeting, accounting, finance, purchasing, supply, transportation, plant maintenance, and custodial and food services. More recent operational functions, rivaling with the older group in significance are data processing, school building construction, insurance, public relations, inservice training, and collective negotiations. (p. 63)

These duties are further explained in Figure 7, which shows the structure of a department of business administration. This figure, adopted from Hill, is given by AASA (1971, p. 64).

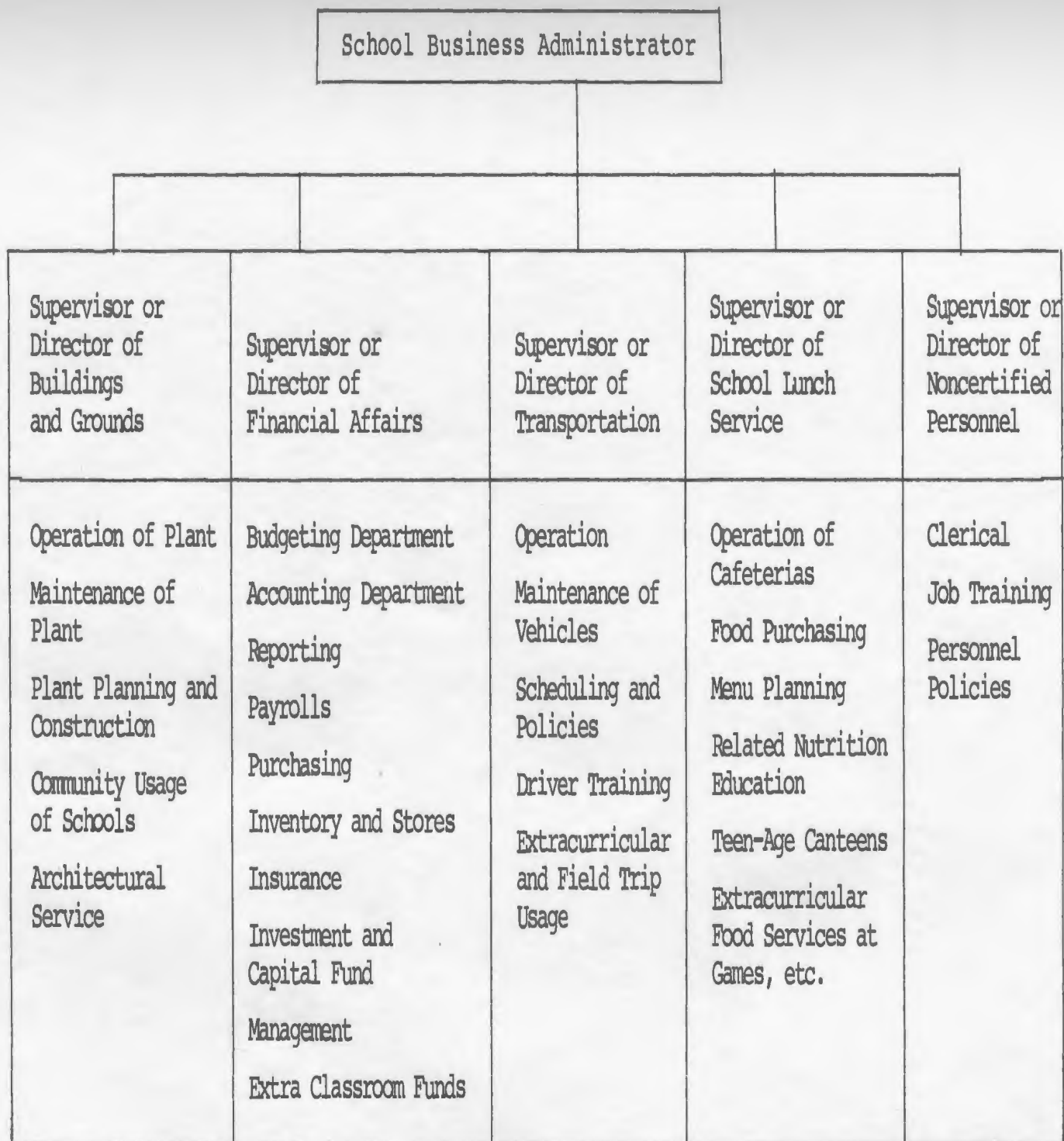


FIGURE 7. One Typical Table of Organization Illustrating the School Business "Chain of Command".

The figure shows that the school business administrator, or assistant superintendent of business administration, has many duties. In larger school systems he would have various supervisors to help him carry out all those duties.

Hill and Bursch (1970) say that "most educators agree that the business manager should be an assistant superintendent" (p. 97). He is responsible for three major areas, 1) buildings and grounds, 2) accounting and 3) supply and equipment purchase and distribution.

Under his responsibility for buildings and grounds, Hill and Bursch (1970) see custodial services as one responsibility. This would entail the coordination of the janitorial staff which includes such things as work schedules and cleaning schedules. A second task in this area is the updating of building records, and finally the repair of school sites and buildings is another major duty.

Accounting is a prime obligation of any business person, and the assistant superintendent of business administration is no different. He is answerable for all costs associated with the school system. Two of his major concerns, as pointed out by Hill and Bursch (1970) are heating costs and insurance. Lastly, in the field of supply and equipment purchase, the business administrator must take care of inventory, and ensure that all orders move through his offices efficiently.

The assistant superintendent for business administration works in a staff relationship with other assistant superintendents in the area of budgeting and finance. As Neagley and Evans (1980) tell us:

The assistant superintendent for business should never exert singular decision-making power over the purchase of items for instruction and the curriculum. The role in the budget-making process for the above area should be supportive and advisory to the work of the assistant superintendent in charge of instruction. (p. 98)

These responsibilities listed in this section set guidelines for an assistant superintendent responsible for the business administration of a school district.

Summary

This review of literature has attempted to specify the duties of the assistant superintendent responsible for the five different areas of administration. These areas are: school-community relations; curriculum and instruction; pupil services; personnel administration, and business administration.

CHAPTER III

METHODOLOGY

Introduction

This study concerned itself with a role definition of the position of assistant superintendent in the province of Newfoundland and Labrador. This chapter describes the six major parts of the methodology and design of this study. These parts are:

- a) the locale of the study;
- b) the population of the study;
- c) the nature of the instrument;
- d) the pilot study;
- e) the administration of the questionnaire;
- f) the treatment of the data.

The Locale of the Study

This study involved an educational area which is the entire province of Newfoundland and Labrador. The province is divided into 35 school districts which include 21 Integrated School Districts, 12 Roman Catholic School Districts, one Pentecostal School District, and one Seventh Day Adventist School District. The 21 Integrated School Districts operating in the province of Newfoundland and Labrador are given in Table 3.

TABLE 3

Integrated School Districts of Newfoundland and Labrador

| | |
|----------------------------------|---|
| 101. Vinland | 112. Burin Peninsula |
| 102. Straits of Belle Isle | 113. Bay D'Espoir-Hermitage-Fortune Bay |
| 103. Deer Lake | 114. Port aux Basques |
| 104. Green Bay | 115. Bay of Islands-St. Georges |
| 105. Exploits Valley | 116. St. Barbe South |
| 106. Notre Dame | 117. Labrador East |
| 107. Terra Nova | 118. Labrador West |
| 108. Cape Freels | 126. Burgeo |
| 109. Bonavista-Trinity-Placentia | 127. Ramea |
| 110. Avalon North | 129. Conception Bay South |
| 111. Avalon Consolidated | |

The 12 Roman Catholic School Districts operating in the province of Newfoundland and Labrador are given in Table 4.

The geographical boundaries of these school districts are shown in Figure 8 and Figure 9 taken from the Directory of Newfoundland and Labrador Schools. The boundaries of the Integrated School districts are given in Figure 8, and the boundaries of the Roman Catholic School districts are given in Figure 9. Both the Pentecostal Assemblies and the Seventh

TABLE 4

Roman Catholic School Districts of Newfoundland and Labrador

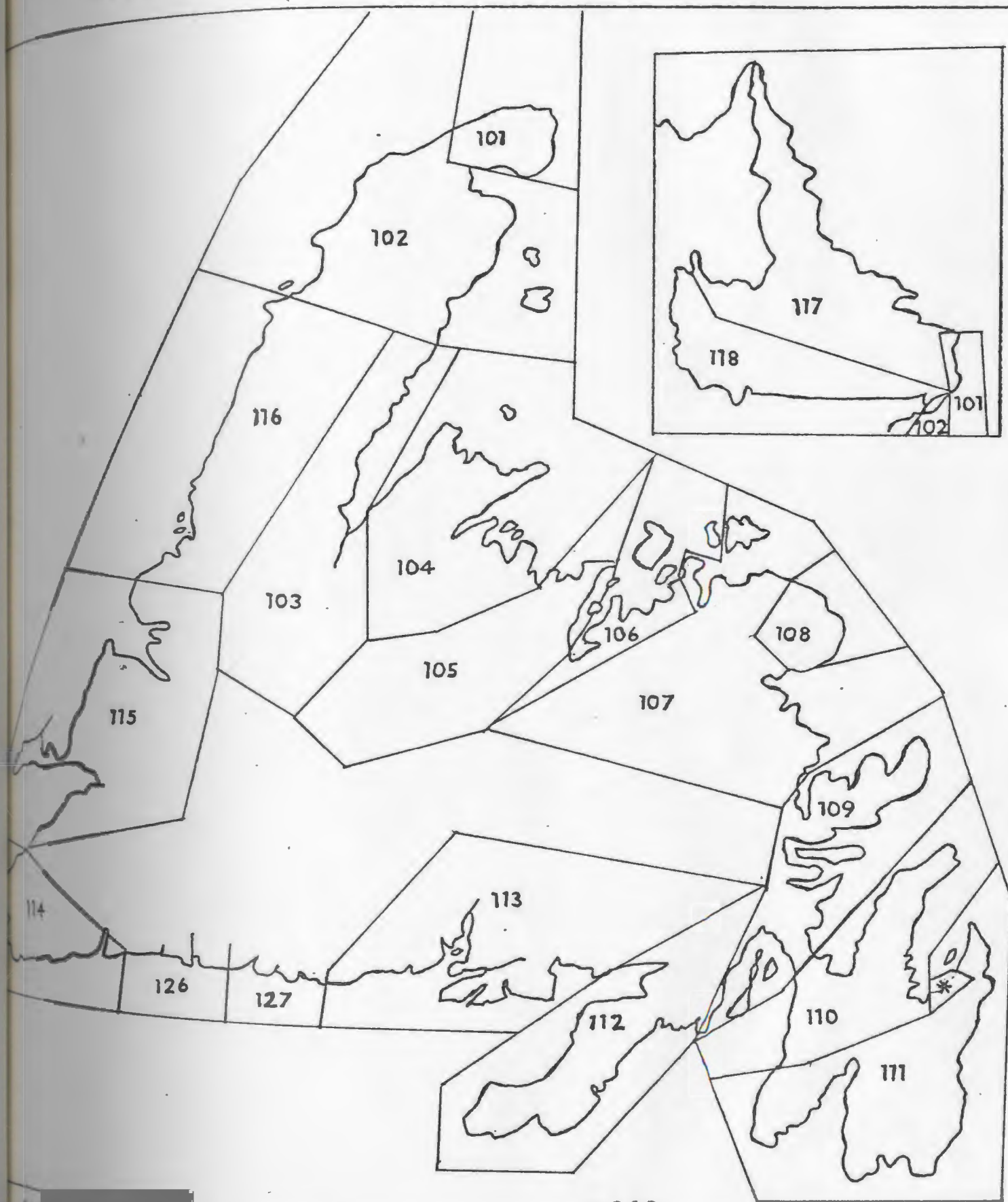
| | |
|----------------------------|---------------------------------|
| 501. Bay St. Georges | 508. Gander-Bonavista-Connaigre |
| 502. Burin Peninsula | 509. Humber-St. Barbe |
| 503. Conception Bay Center | 510. Labrador |
| 504. Conception Bay North | 511. Placentia-St. Mary's |
| 506. Exploits-White Bay | 512. Port aux Port |
| 507. Ferryland | 514. St. John's |

Day Adventists each has one School district which is responsible for the operation of their respective schools throughout the whole province of Newfoundland and Labrador.

The Population of the Study

The population of this study was all assistant superintendents of education employed by the 35 school boards in the province of Newfoundland and Labrador. At present there are 53 assistant superintendents employed in the province, making the size of the population fifty-three. The population was obtained from the Department of Education records for the school year 1982-83.

INTEGRATED SCHOOL DISTRICTS



x 129

Geographical Boundaries of Integrated School Districts of Newfoundland and Labrador.

ROMAN CATHOLIC SCHOOL DISTRICTS

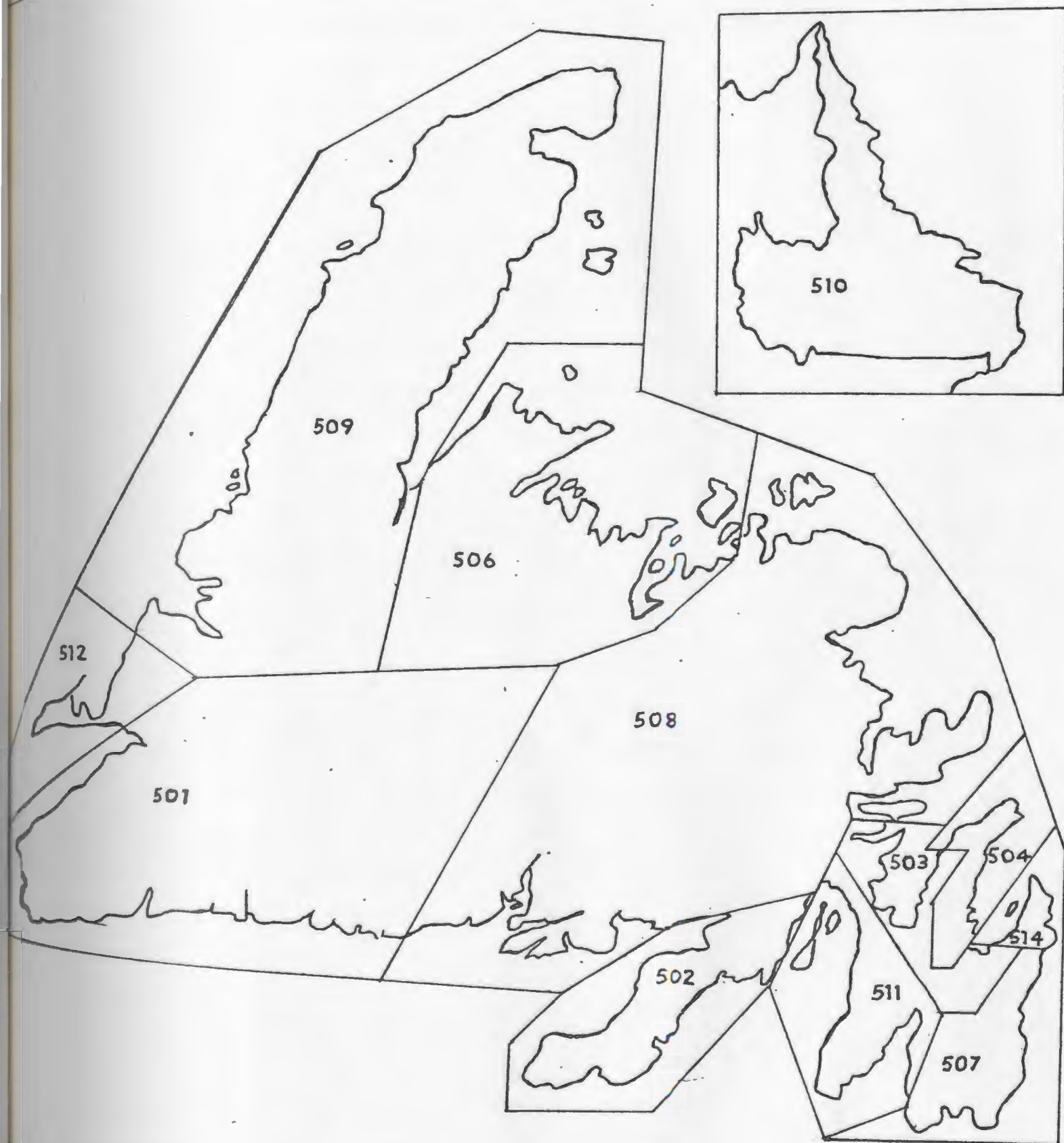


FIGURE 9. Geographical Boundaries of Roman Catholic School Districts of Newfoundland and Labrador.

In this study no sample was drawn. Since the population was relatively small, 53, the full population was used in order to gather data on the assistant superintendents in the province of Newfoundland and Labrador.

The Nature of the Instrument

Data on the tasks of the assistant superintendent were collected by use of a questionnaire. The questionnaire was developed from the review of literature, as well as by studying questionnaires used by Gathercole (1964), Hertlinger (1969), Infelise (1970), and Klien (1969) in their studies of the assistant superintendent, and the superintendent in both Canada and the United States. The instrument, contained in Appendix A is broken down into five sections, as is the review of the literature. These areas, school-community relations, curriculum and instruction, pupil services, personnel administration, and business administration, cover the six task areas of administration, as put forward by Kahn et al. (1964).

The questionnaire contains 105 items; approximately twenty for each administrative area. For each item the assistant superintendents were asked to indicate the degree of responsibility which they presently hold for that item, by checking the appropriate column. The degree of responsibility was given in four amounts, major responsibility, medium responsibility, minor responsibility, and no responsibility.

The Pilot Study

To ensure that the questionnaire was both valid and reliable, a number of precautions were taken. First, it was assumed that the questionnaires used in developing the instrument were both reliable and valid. Secondly, a pilot study was conducted. This study involved a panel of eight knowledgeable persons in the area of educational administration. These were: three superintendents of education, two from urban areas, and one from a rural area; three professors of educational administration at Memorial University of Newfoundland; and two former superintendents of education. Changes were made in the original questionnaire to reflect the advice of this panel. Finally the questionnaire was distributed to five graduate students in educational administration at Memorial University of Newfoundland. The graduate students examined the questionnaire and commented on its clarity and validity. The revised copy of the questionnaire was sent to all assistant superintendents in Newfoundland and Labrador early in March, 1983.

Administration of Questionnaire

A request for this study to be conducted was sent to the Department of Educational Administration, Memorial University of Newfoundland, by the Newfoundland Association of School Superintendents in August, 1982. On March 9, 1983, a copy of the questionnaire was sent to each assistant

superintendent employed by the 35 school boards in the province of Newfoundland and Labrador. On March 25, 1983 over 60 percent of the questionnaires were returned, and a phone call was placed to all assistant superintendents who had not responded. Within two weeks, over 85 percent of the assistant superintendents had responded, and a second phone call was placed to the remaining 15 percent of assistant superintendents. On April 18, 1983, all assistant superintendents had responded to the questionnaire, making an overall return of 100 percent.

Treatment of Data

The data collected in this survey were analyzed to give a profile of four types of assistant superintendents. Analysis I drew a profile of an assistant superintendent employed in a small school district. A small school district, for the purposes of this study, is defined as a school district which employs one assistant superintendent. There are presently 16 school boards in the province employing one assistant superintendent.

Analysis II drew three profiles of assistant superintendents employed in medium or large school districts. A medium or large school district is one which employs more than one assistant superintendent. Some school districts employ two assistant superintendents, others employ three assistant superintendents, and others employ four assistant

superintendents. Since the duties of the assistant superintendents in these medium and large size school districts were divided up in three distinct categories, three profiles were drawn. These three types of assistant superintendents are: 1) assistant superintendent responsible for curriculum and instruction; 2) assistant superintendent responsible for personnel administration; and 3) assistant superintendent responsible for general administration for a unit. This unit can be a geographical unit of the district, or an educational unit of the district, such as primary education, elementary education or secondary education. Table 5 lists the school boards with one assistant superintendent, and more than one assistant superintendent.

At present in Newfoundland and Labrador there are 16 school boards which employ one assistant superintendent. In the medium and large school districts there are 10 assistant superintendents responsible for curriculum and instruction, nine assistant superintendents responsible for personnel administration, and 18 assistant superintendents responsible for the general administration of a specific unit in the district.

TABLE 5

School Boards Employing One, and More than One Assistant
Superintendent in Newfoundland and Labrador

| One Assistant Superintendent | More than One Assistant Superintendent ^a |
|----------------------------------|---|
| Vinland Integrated | Green Bay Integrated (2) |
| Straits of Belle Isle Integrated | Exploits Valley Integrated (3) |
| Deer Lake Integrated | Notre Dame Integrated (2) |
| Cape Freels Integrated | Terra Nova Integrated (3) |
| Port aux Basques Integrated | Bonavista-Trinity-Placentia Int. (3) |
| St. Barbe South Integrated | Avalon North Integrated (4) |
| Labrador East Integrated | Avalon Consolidated Integrated (4) |
| Labrador West Integrated | Burin Peninsula Integrated (2) |
| Conception Bay South Integrated | Bay D'Espoir Integrated (2) |
| Bay-St. George R.C. | Bay of Islands-St. Georges Int. (2) |
| Burin Peninsula R.C. | Conception Bay North R.C. (2) |
| Conception Bay Center R.C. | Labrador Roman Catholic (2) |
| Exploits-White Bay R.C. | Placentia-St. Mary's R.C. (2) |
| Gander-Bonavista-Connaigre R.C. | St. John's Roman Catholic (2) |
| Humber-St. Barbe R.C. | Pentecostal Assemblies Board (2) |
| Port au Port R.C. | |

^a Numbers in parentheses indicate the number of assistant superintendents with each school board.

The four profiles were drawn in the following manner. A mean score for each of the 105 activities on the questionnaire was calculated. This was done by assigning the value three to major responsibility, the value two to medium responsibility, the value one to minor responsibility, and the value zero to no responsibility, and calculating an average value for the responses to each activity on the questionnaire for the four categories of assistant superintendents.

An activity with a mean score between 2.26 and 3.00 was considered a major responsibility, an activity with a mean score between 1.51 and 2.25 was considered a medium responsibility, an activity with a mean score between 0.76 and 1.50 was considered a minor responsibility and an activity with a mean score between 0.00 and 0.75 was considered to be a non-responsibility of the assistant superintendents.

The 105 activities on the questionnaire were grouped and presented as major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities. Tables were presented containing the number of activities, the percentage distribution of responses, and the mean scores for each degree of responsibility. A summary at the end of each profile showed: 1) the number of activities considered to be major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities for the five task areas of

administration, and 2) an overall mean score for the five task areas of administration.

The final part of each analysis looked at section F of the questionnaire. This part presented an overview of the five questions asked in the last section of the questionnaire. These five questions are:

1. What is your school district?
2. What is your official title?
3. In which task area are you mainly involved?
4. Give the approximate percentage of working time spent in each task area.
5. On the basis of your present job performance, rank the ten most important activities you perform.

A final summary at the end of the chapter brought together the major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities for the four profiles of the assistant superintendents.

CHAPTER IV

ANALYSIS OF DATA

Analysis I: The Role of the Assistant Superintendent
in Small School Districts

Sixteen of the 35 school boards surveyed in this study employ one assistant superintendent. These 16 school boards were defined as small school districts. The duties of the assistant superintendents in small school districts were separated into four categories -- major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities.

Major Responsibilities

From the list of 105 activities on the questionnaire, 31 activities were cited as major responsibilities of the assistant superintendents in small school districts. Table 6 lists these 31 activities, the percentage distribution of responses, and mean scores for the 16 assistant superintendents employed in small school districts.

Table 6 shows that all of these 31 major responsibilities lie in the task areas of curriculum and instruction, and personnel administration. Nineteen of the 27 activities in curriculum and instruction, and 12 of the 20 activities in personnel administration were considered major responsibilities of the sixteen assistant superintendents employed in small school districts.

TABLE 6

Percentage Distribution of Responsibility and Mean Scores for Activities Categorized as Major Responsibilities of Assistant Superintendents in Small School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|---------------------------|-------|----|------------|
| | Major | Medium | Minor | No | |
| <u>Section A:</u> School Community Relations | | No Major Responsibilities | | | |
| <u>Section B:</u> Curriculum and Instruction | | | | | |
| 27. Working towards a district wide agreement regarding the purposes of education | 75% | 25% | 0% | 0% | 2.75 |
| 28. Coordinating the efforts of all people dealing with the instructional program | 68.8% | 31.3% | 0% | 0% | 2.69 |
| 29. Helping improve the working relationship of personnel involved in the supervision of instruction | 75% | 25% | 0% | 0% | 2.75 |
| 30. Encouraging emergent leadership among district personnel | 62.5% | 37.5% | 0% | 0% | 2.63 |
| 31. Assuming leadership in providing a program of curricular improvement | 62.5% | 37.5% | 0% | 0% | 2.63 |
| 32. Working with central office staff in developing instructional goals for the various levels and curriculum areas from K-12 | 56.3% | 43.8% | 0% | 0% | 2.56 |

TABLE 6 cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|------------|
| | Major | Medium | Minor | No | |
| 33. Working with central office staff in developing a district wide program of evaluation and appraisal | 81.3% | 18.8% | 0% | 0% | 2.81 |
| 35. Determining the need for instructional staff specialists and other resource personnel, and to direct, coordinate and supervise their work | 50% | 50% | 0% | 0% | 2.50 |
| 36. Recruiting, selecting and assigning all instructional personnel | 50% | 50% | 0% | 0% | 2.50 |
| 37. Developing a comprehensive policy and program of inservice education for all professional staff members | 56.3% | 43.8% | 0% | 0% | 2.56 |
| 38. Establishing and applying policies of promotion, transfer and dismissal of instructional personnel. | 68.8% | 31.3% | 0% | 0% | 2.69 |
| 39. Developing and operating a district wide orientation program for new instructional personnel | 62.5% | 25% | 12.5% | 0% | 2.50 |
| 40. Evaluating all instructional personnel | 75% | 25% | 0% | 0% | 2.75 |

TABLE 6 cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| 41. Serving as curriculum consultant to principals, staffs and individual teachers | 62.5% | 18.8% | 18.8% | 0% | 2.44 |
| 42. Keeping up to date professionally by reading, visiting other school districts, etc. | 56.3% | 37.5% | 6.3% | 0% | 2.50 |
| 48. Conducting meetings with principals for the purposes of discussing instructional problems | 75% | 12.5% | 6.3% | 6.3% | 2.56 |
| 50. Clarifying and determining roles for and with directors, and coordinators working in curriculum and instruction | 50% | 31.3% | 18.8% | 0% | 2.31 |
| 51. Visiting schools for the purpose of observing the instructional program in action | 81.3% | 18.8% | 0% | 0% | 2.81 |
| 53. Monitoring the implementation of the reorganized high school program | 87.5% | 12.5% | 0% | 0% | 2.88 |

TABLE 6 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| <hr/> | | | | | |
| <u>Section C:</u> Pupil Services | No Major Responsibilities | | | | |
| | | | | | |
| <u>Section D:</u> Personnel Administration | | | | | |
| | | | | | |
| 69. Coordinating the various stages of the teacher evaluation process | 93.8% | 0% | 6.3% | 0% | 2.88 |
| 70. Attending committee and professional meetings | 93.8% | 6.3% | 0% | 0% | 2.94 |
| 72. Helping principals and others with the recruitment, selection, and placement of staff personnel | 87.5% | 6.3% | 0% | 6.3% | 2.75 |
| 73. Transferring staff personnel | 81.3% | 12.5% | 6.3% | 0% | 2.35 |
| 74. Promoting or demoting staff members | 56.3% | 31.3% | 12.5% | 0% | 2.44 |
| 75. Recommending staff members for tenure | 75% | 25% | 0% | 0% | 2.75 |
| 77. Preparing written policies which furnish guidelines for administrative procedures | 31.3% | 56.3% | 12.5% | 0% | 2.38 |
| 78. Ensuring that the appraisal of teacher performance is a cooperative process designed to improve the quality of instruction | 93.8% | 0% | 6.3% | 0% | 2.88 |

TABLE 6 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean |
|---|---|--------|-------|----|-------|
| | Major | Medium | Minor | No | Score |
| 79. Ensuring that the conditions of service of all employees are of high quality | 81.3% | 6.3% | 12.5% | 0% | 2.69 |
| 80. Training principals to operate an evaluation policy | 81.3% | 12.5% | 6.3% | 0% | 2.75 |
| 81. Keeping staffs informed on their performance | 68.8% | 18.8% | 12.5% | 0% | 2.56 |
| 82. Implementing and monitoring an improvement program when teacher performance is weak | 75% | 18.8% | 6.3% | 0% | 2.69 |
| Section E: Business Administration | No Major Responsibilities | | | | |

Medium Responsibilities

From the remaining 74 activities on the questionnaire, 26 activities were selected as medium responsibilities by the 16 assistant superintendents in small school districts. Table 7 lists these 26 activities, the percentage distribution of responses, and the mean scores for the 16 assistant superintendents.

Table 7 shows that the 26 activities cited as medium responsibilities of assistant superintendents were distributed evenly over four of the task areas. Five of the 26 activities in school-community relations, and 6 of the 27 activities in curriculum and instruction were considered medium responsibilities of the assistant superintendents. Seven activities each were chosen from both the 13 activities in pupil services and the 20 activities in personnel administration to be medium responsibilities of the assistant superintendents. Only one activity of the 19 activities in business administration was considered a medium responsibility of the 16 assistant superintendents employed by school boards in small districts.

Minor Responsibilities

The remaining 48 activities on the questionnaire were mostly minor responsibilities of the assistant superintendent. Table 8 shows that 32 of these 48 activities were minor responsibilities. Table 8 lists these 32

TABLE 7

Percentage Distribution of Responsibility and Mean Scores for Activities Categorized as Medium Responsibilities of Assistant Superintendents in Small School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 8. Serving as liaison between schools and other educational agencies both in the community and outside the community | 6.3% | 43.8% | 50% | 0% | 1.56 |
| 11. Encouraging principals and teachers to play their roles in school community relations | 25% | 37.5% | 37.5% | 0% | 1.88 |
| 12. Identifying areas of education which should be communicated to the public | 6.3% | 50% | 43.8% | 0% | 1.63 |
| 13. Assisting the superintendent in implementing a plan for the school-community relations program | 18.8% | 25% | 50% | 6.3% | 1.56 |
| 15. Translating policy into action | 18.8% | 43.8% | 31.3% | 6.3% | 1.75 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 34. Developing and supervising programs for atypical children | 25% | 56.3% | 12.5% | 6.3% | 2.00 |

TABLE 7 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| 44. Preparing the section of the budget dealing with instructional services, materials, and equipment | 12.5% | 68.8% | 12.5% | 6.3% | 1.88 |
| 45. Making decisions related to curriculum for new or remodelled buildings | 37.5% | 43.8% | 18.8% | 0% | 2.19 |
| 47. Distributing curriculum bulletins, and courses of study, for use by instructional staffs | 43.8% | 31.3% | 18.8% | 6.3% | 2.13 |
| 49. Making decisions related to the initiation, design, and direction of pilot projects | 25% | 31.3% | 37.5% | 6.3% | 1.75 |
| 52. Investigating the possible uses of technological developments such as computers in the program of instruction | 37.5% | 50% | 6.3% | 6.3% | 2.19 |
| <u>Section C: Pupil Services</u> | | | | | |
| 54. Ensuring adequate guidance and counseling services for students | 0% | 75% | 25% | 0% | 1.75 |
| 59. Overseeing pupil suspensions and expulsions | 25% | 25% | 43.8% | 6.3% | 1.69 |

TABLE 7 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 61. Gathering data for enrollment projections | 43.8% | 31.3% | 25% | 0% | 2.19 |
| 62. Receiving complaints from parents and acting on the complaints in an appropriate manner | 31.3% | 12.5% | 43.8% | 12.5% | 1.63 |
| 63. Assisting both principals and teachers with student behavior problems | 25% | 25% | 43.8% | 6.3% | 1.69 |
| 64. Providing leadership in planning and implementing changes in the organizational structure of the school day such as nongradedness or flexible scheduling | 25% | 62.5% | 12.5% | 0% | 2.13 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 67. Ensuring that all members of the personnel department apply rules and regulations fairly | 31.3% | 37.5% | 12.5% | 18.8% | 1.81 |
| 68. Acquiring a substitute teacher list for the district | 50% | 18.8% | 6.3% | 25% | 1.94 |
| 76. Granting leaves of absence to qualifying individuals | 25% | 37.5% | 25% | 12.5% | 1.75 |

TABLE 7 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 83. Regulating resignations to avoid inconvenience to both the school and the employee | 43.8% | 25% | 18.8% | 12.5% | 2.00 |
| 84. Preparing job descriptions for all positions | 25% | 37.5% | 31.3% | 6.3% | 1.81 |
| 85. Collecting, analysing, and distributing statistical information concerning schools | 56.3% | 18.8% | 18.8% | 6.3% | 2.25 |
| 86. Exercising general supervision over all personnel records | 31.3% | 31.3% | 31.3% | 6.3% | 1.88 |
| <u>Section E: Business Administration</u> | | | | | |
| 87. Compiling a budget in cooperation with other personnel | 25% | 25% | 31.3% | 18.8% | 1.56 |

TABLE 8

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Minor Responsibilities of Assistant Superintendents in Small School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 2. Communicating the districts' educational program to the public | 6.3% | 32.5% | 56.3% | 0% | 1.50 |
| 3. Bridging any communications gap between schools and community | 0% | 37.5% | 62.5% | 0% | 1.38 |
| 4. Assisting central office staff in preparing speeches and reports | 6.3% | 18.8% | 62.5% | 12.5% | 1.19 |
| 5. Assessing public attitudes towards education | 0% | 31.3% | 43.8% | 25% | 1.06 |
| 6. Finding community resources to help educational programs | 12.5% | 6.3% | 62.5% | 18.8% | 1.13 |
| 7. Discovering new ways the school can benefit the community | 0% | 25% | 56.3% | 18.8% | 1.06 |
| 9. Providing for lay participation in educational planning | 0% | 18.8% | 62.5% | 18.8% | 1.00 |
| 10. Assisting the board in developing a policy for a school community relations program | 6.3% | 31.3% | 43.8% | 18.8% | 1.25 |
| 14. Providing leadership and direction for the school-community relations program | 18.8% | 12.5% | 56.3% | 12.5% | 1.38 |

TABLE 8 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 16. Acquainting the school board on information on the value of planned school-community relations | 6.3% | 25% | 68.8% | 0% | 1.38 |
| 17. Providing inservice education to staffs on school-community relations | 12.5% | 18.8% | 68.8% | 0% | 1.44 |
| 18. Advising the school board on matters relating to school-community relations | 12.5% | 25% | 62.5% | 0% | 1.50 |
| 19. Channelling school-community relations information to all administrative personnel | 6.3% | 25% | 62.5% | 6.3% | 1.31 |
| 20. Preparing newspaper publicity and other media productions | 6.3% | 6.3% | 81.3% | 6.3% | 1.13 |
| 21. Establishing two-way communications between schools and the community | 6.3% | 12.5% | 62.5% | 18.8% | 1.06 |
| 23. Evaluating the districts school-community relations program | 6.3% | 12.5% | 62.5% | 18.8% | 1.06 |
| 24. Preparing proposals and applications for federal and provincial funds | 6.3% | 18.8% | 37.5% | 37.5% | 0.94 |
| 26. Taking an active role in parent-teachers associations | 0% | 12.5% | 56.3% | 31.3% | 0.81 |

TABLE 8 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 43. Selecting, procuring and distributing text books, library books, and all categories of instructional supplies | 12.5% | 27.5% | 27.5% | 12.5% | 1.50 |
| 46. Establishing and/or operating a district wide curriculum materials, audio visual, and professional library center | 0% | 37.5% | 43.8% | 18.8% | 1.19 |
| <u>Section C: Pupil Services</u> | | | | | |
| 56. Ensuring adequate health services for the district | 6.3% | 50% | 31.3% | 12.5% | 1.50 |
| 57. Ensuring adequate social work services for the district | 12.5% | 37.5% | 31.3% | 18.8% | 1.44 |
| 58. Ensuring adequate speech and hearing services | 0% | 6.3% | 62.5% | 12.5% | 1.31 |
| 65. Participating in the selection of standardized tests | 6.3% | 18.8% | 56.3% | 18.8% | 1.13 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 71. Being involved in collective negotiations when matters deal with personnel | 25% | 12.5% | 25% | 37.5% | 1.25 |

TABLE 8 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section E: Business Administration</u> | | | | | |
| 88. Assuming responsibility for long term financial planning for the district | 6.3% | 25% | 50% | 18.8% | 1.19 |
| 91. Establishing policies regarding purchasing | 6.3% | 25% | 37.5% | 31.3% | 1.06 |
| 99. Overseeing the community use of schools | 0% | 25% | 37.5% | 37.5% | 0.88 |
| 100. Overseeing school planning and construction | 25% | 12.5% | 43.8% | 18.8% | 1.44 |
| 103. Overseeing student transportation | 18.8% | 6.3% | 25% | 50% | 0.94 |
| 105. Ensuring adequate school bus driver training | 12.5% | 12.5% | 18.8% | 56.3% | 0.81 |

activities, the percentage distribution of responses, and the mean scores for the 16 assistant superintendents in small school districts. These 32 activities were highly concentrated in the task area of school-community relations. Eighteen of the 26 activities in school community relations were considered minor responsibilities, whereas only two of the 27 activities in curriculum and instruction were cited as minor responsibilities. Five of the 13 activities in pupil services and just one of the 20 activities in personnel administration were considered minor responsibilities of the assistant superintendent. Finally, six of the 19 activities in business administration were noted as minor responsibilities of the assistant superintendents working in small school districts.

Non-Responsibilities

Activities which were not a responsibility of assistant superintendents numbered sixteen. Table 9 lists these activities, the percentage distribution of responses, and mean scores for the 16 assistant superintendents. From the 16 activities which were of no responsibility, 75 percent came from the task area of business administration. Only three of the 26 activities in school-community relations, and just one of the 13 activities in pupil services were of no responsibility to the assistant superintendents. None of the activities in curriculum and

TABLE 9

Percentage Distribution of Responsibility and Mean Scores for Activities Categorized as Non-Responsibilities of Assistant Superintendents in Small School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 1. Preparing newsletters for schools and public | 0% | 18.8% | 37.5% | 43.8% | 0.75 |
| 22. Maintaining a file on all public releases | 6.3% | 6.3% | 43.8% | 43.8% | 0.75 |
| 25. Planning and/or coordinating an adult education program | 0% | 0% | 31.3% | 68.8% | 0.31 |
| <u>Section B: Curriculum and Instruction</u> No Non-Responsibilities | | | | | |
| <u>Section C: Pupil Services</u> | | | | | |
| 66. Planning and coordinating the summer school program | 12.5% | 12.5% | 6.3% | 68.8% | 0.69 |
| <u>Section D: Personnel Administration</u> No Non-Responsibilities | | | | | |
| <u>Section E: Business Administration</u> | | | | | |
| 89. Being responsible for payrolls for the school district | 0% | 0% | 12.5% | 87.5% | 0.13 |

TABLE 9 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 90. Drawing up supply lists in cooperation with other personnel | 6.3% | 6.3% | 31.3% | 56.3% | 0.63 |
| 92. Overseeing all purchasing for the district | 0% | 12.5% | 12.5% | 75% | 0.38 |
| 93. Maintaining records and information for audit | 0% | 0% | 12.5% | 87.5% | 0.13 |
| 94. Administering an internal audit for the school district | 0% | 0% | 12.5% | 87.5% | 0.13 |
| 95. Recruiting, selecting, and placing non-instructional employees | 0% | 6.3% | 43.8% | 50% | 0.56 |
| 96. Training and promoting noninstructional personnel | 0% | 0% | 18.8% | 81.3% | 0.19 |
| 97. Making policies relating to supervision of non-instructional employees | 6.3% | 0% | 18.8% | 75% | 0.38 |
| 98. Supervising the operations and maintenance of school buildings | 6.3% | 18.8% | 18.8% | 56.3% | 0.75 |
| 101. Supervising the operations of school cafeterias | 0% | 6.3% | 12.5% | 81.3% | 0.25 |
| 102. Supervising food purchasing and menu planning | 0% | 0% | 6.3% | 93.8% | 0.06 |

TABLE 9 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 104. Ensuring adequate school bus maintenance | 12.5% | 6.3% | 18.8% | 62.5% | 0.69 |

instruction, and personnel administration belongs to this category, and 12 of the 19 activities in business administration were of no responsibility to the 16 assistant superintendents employed in small school districts in the province of Newfoundland and Labrador.

Summary

The assistant superintendents employed in small school districts in the province of Newfoundland and Labrador spend most of their time working in the areas of curriculum and instruction, and personnel administration. Table 10 gives an overview of the assistant superintendents' responsibilities.

Table 10 shows the distribution of activities through the four degrees of responsibility. Over 90 percent of the activities in both curriculum and instruction and personnel administration were rated as major and medium responsibilities of the assistant superintendents. Approximately 90 percent of the activities in both school-community relations and pupil services were considered medium and minor responsibilities by the assistant superintendents. In the area of business administration 95 percent of the activities were categorized as minor and non-responsibilities by the 16 assistant superintendents in small school districts in the province of Newfoundland and Labrador.

TABLE 10

Number of Activities Rated as Major Responsibilities, Medium Responsibilities, Minor Responsibilities, and Non-Responsibilities for the Five Task Areas of Administration by Assistant Superintendents in Small School Districts

| TASK AREA | Major Responsibilities | Medium Responsibilities | Minor Responsibilities | Non- Responsibilities | Total |
|-------------------------------|---------------------------|----------------------------|---------------------------|--------------------------|-------|
| A. School-Community Relations | 0 | 5 | 18 | 3 | 26 |
| B. Curriculum and Instruction | 19 | 6 | 2 | 0 | 27 |
| C. Pupil Services | 0 | 7 | 5 | 1 | 13 |
| D. Personnel Administration | 12 | 7 | 1 | 0 | 20 |
| E. Business Administration | 0 | 1 | 6 | 12 | 19 |
| TOTAL | 31 | 26 | 32 | 16 | 105 |

Table 11 lists the five task areas with an overall mean score for each task area. For the assistant superintendent, in small districts, both curriculum and instruction and personnel administration were considered areas of major responsibility. School-community relations and pupil services were considered minor responsibilities, and business administration was considered a non-responsibility by the 16 assistant superintendents in small school districts in Newfoundland and Labrador.

Table 11

Overall Mean Score for each Task Area for Assistant Superintendents in Small School Districts

| TASK AREA | MEAN SCORE |
|-------------------------------|------------|
| A. School-Community Relations | 1.05 |
| B. Curriculum and Instruction | 2.35 |
| C. Pupil Services | 1.10 |
| D. Personnel Administration | 2.28 |
| E. Business Administration | 0.69 |

General Information

The final section of the questionnaire asked general information about the various school boards. Question two asked for the official title of the assistant superintendent. The most common title was "Assistant Superintendent responsible for Curriculum and Instruction", other titles included:

1. Assistant Superintendent responsible for School Programs
2. Assistant Superintendent responsible for Administration
3. Assistant Superintendent responsible for Secondary Education.

Some assistant superintendents indicated no official title, and others indicated their responsibilities lie in curriculum and instruction, and staff evaluation. A few assistant superintendents employed in small school districts noted that they were responsible for coordinating a specific subject area, as well as their duties as assistant superintendent.

Question three asked the assistant superintendents to circle the main task area in which they were involved. A majority of the 16 assistant superintendents indicated curriculum and instruction, some indicated personnel administration, and others indicated both curriculum and instruction and personnel administration.

Question four asked the assistant superintendents to give the approximate percentage of working time spent in each task area. Table 12 shows the average percentage response for each task area.

TABLE 12

Average Percentage of Working Time Spent by
Assistant Superintendents of Small School
Districts in each Task Area

| TASK AREA | PERCENTAGE |
|-------------------------------|------------|
| A. School-Community Relations | 7.39% |
| B. Curriculum and Instruction | 45.16% |
| C. Pupil Services | 9.89% |
| D. Personnel Administration | 33.34% |
| E. Business Administration | 4.22% |
| TOTAL | 100.00% |

Question five asked the assistant superintendents to rank the 10 most important activities they perform.

These activities are:

1. Teacher Evaluation, including probationary and tenured teachers, as well as principal evaluation.
2. Supervision of curriculum and instruction with emphasis on planning.
3. Staffing, including recruitment, selection and placement of teachers, which is done in cooperation with principals.
4. Overseeing inservice programs for each subject area.
5. Monitoring the implementation of the recognized high school program.
6. Supervising school facilities, and planning the districts' needs for school buildings.
7. Coordinating a particular subject area.
8. Operating an orientation program for new teachers.
9. Being involved in budgeting, as it relates to curriculum and instruction.
10. Overseeing student evaluation and promotion policies.

Analysis II: The Role of the Assistant Superintendent in Medium and Large School Districts

The medium and large school districts in the province of Newfoundland and Labrador employ more than one assistant superintendent. The duties of these assistant superintendents vary from board to board, but are divided in one or more of the following ways; curriculum and instruction, personnel administration, secondary education, primary/elementary education, or general administration of a geographical unit of the school district. To adequately cover the different types of assistant superintendents, three profiles were drawn: 1) assistant superintendent responsible for curriculum and instruction; 2) assistant superintendent responsible for personnel administration; 3) assistant superintendent responsible for the general administration of a unit.

A. Assistant Superintendent Responsible for Curriculum and Instruction

Ten of the medium and large school districts in the province have an assistant superintendent who is responsible for curriculum and instruction for the full district. This analysis discusses the assistant superintendent's role in four categories: category one was major responsibilities, category two was medium responsibilities, category three was

minor responsibilities, and category four was non-responsibilities of the assistant superintendent responsible for curriculum and instruction.

Responsibilities

The major responsibilities of the assistant superintendent responsible for curriculum and instruction lie in the area of curriculum and instruction. Table 13 lists the major responsibilities, percentage distribution of responses, and mean scores for activities indicated as major responsibilities of the assistant superintendents responsible for curriculum and instruction.

These assistant superintendents considered 25 activities to be major responsibilities. These 25 activities were highly concentrated in the task area of curriculum and instruction. One of the 26 activities in school-community relations, one of the 13 activities in pupil services, and one of the 20 activities in personnel administration were considered to be major responsibilities of the 10 assistant superintendents responsible for curriculum and instruction. From the 27 activities in the task area of curriculum and instruction, 22 were selected to be major responsibilities, and neither activity from the task area of business administration was considered to be a major responsibility of the assistant superintendent of curriculum and instruction in medium and large school districts.

TABLE 13

Percentage Distribution of Responses and Mean Scores for Activities Categorized as
Major Responsibilities of the Assistant Superintendents of Curriculum and
Instruction in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Scores |
|--|---|--------|-------|----|-------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 2. Communicating the district's educational program to the public | 50% | 40% | 10% | 0% | 2.4 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 27. Working towards a district wide agreement regarding the purposes of education | 60% | 40% | 0% | 0% | 2.6 |
| 28. Coordinating the efforts of all persons dealing with the instructional programs | 100% | 0% | 0% | 0% | 3.0 |
| 29. Helping improve the working relationship of personnel involved in the supervision of instruction | 100% | 0% | 0% | 0% | 3.0 |
| 30. Encouraging emergent leadership among district personnel | 40% | 60% | 0% | 0% | 2.4 |
| 31. Assuming leadership in providing a program of curricular improvement | 90% | 10% | 0% | 0% | 2.9 |

TABLE 13 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|---------------|
| | Major | Medium | Minor | No | |
| 32. Working with central office staff in developing instructional goals for the various levels and curriculum areas from K-12 | 90% | 10% | 0% | 0% | 2.9 |
| 33. Working with central office staff in developing a district wide program of evaluation and appraisal | 90% | 10% | 0% | 0% | 2.9 |
| 34. Developing and supervising programs for atypical children | 40% | 50% | 10% | 0% | 2.3 |
| 35. Determining the need for instructional staff specialists, and other resource personnel, and to direct, coordinate, and supervise their work | 60% | 40% | 0% | 0% | 2.6 |
| 37. Developing a comprehensive policy and program of inservice education for all professional staff members | 90% | 10% | 0% | 0% | 2.9 |
| 39. Developing and operating a district wide orientation program for new instructional personnel | 60% | 20% | 20% | 0% | 2.4 |
| 41. Serving as curriculum consultant to principals, staffs, and individual teachers | 90% | 10% | 0% | 0% | 2.9 |

TABLE 13 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|---------------|
| | Major | Medium | Minor | No | |
| 42. Keeping up to date professionally by reading, visiting other schools, districts, etc. | 90% | 10% | 0% | 0% | 2.9 |
| 44. Preparing the section of the budget dealing with instructional services | 70% | 20% | 10% | 0% | 2.6 |
| 45. Making decisions related to curriculum for new or remodelled buildings | 60% | 40% | 0% | 0% | 2.6 |
| 47. Distributing curriculum bulletins, guides, and courses of study for use by instructional staffs | 70% | 30% | 0% | 0% | 2.7 |
| 48. Conducting meetings with principals for the purposes of discussing instructional problems | 90% | 10% | 0% | 0% | 2.9 |
| 49. Making decisions related to the initiation, design, and direction of pilot projects | 70% | 30% | 0% | 0% | 2.7 |
| 50. Clarifying and determining roles for and with directors, and coordinators working in curriculum and instruction | 90% | 10% | 0% | 0% | 2.9 |
| 51. Visiting schools for the purpose of observing the instructional program in action | 70% | 30% | 0% | 0% | 2.7 |

TABLE 13 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|---------------|
| | Major | Medium | Minor | No | |
| 52. Investigating the possible uses of technological development such as computers in the program of instruction | 70% | 20% | 10% | 0% | 2.6 |
| 53. Monitoring the implementation of the reorganized high school program | 80% | 20% | 0% | 0% | 2.8 |
| <u>Section C: Pupil Services</u> | | | | | |
| 64. Providing leadership in planning and implementing changes in the organizational structure of the school day, such as nongradedness or flexible scheduling | 60% | 40% | 0% | 0% | 2.6 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 70. Attending committee and professional meetings | 80% | 20% | 0% | 0% | 2.8 |
| <u>Section E: Business Administration</u> | No Major Responsibilities | | | | |

Medium Responsibilities

Activities which the assistant superintendent of curriculum and instruction indicated as medium responsibilities numbered twenty-six. Table 14 shows that these activities were distributed evenly over four task areas. Eight of the 26 activities in school-community relations, and seven of the 20 activities in personnel administration were considered medium responsibilities of this assistant superintendent. Five activities each from both the 27 activities in curriculum and instruction and the 13 activities in pupil services were selected as medium responsibilities of the assistant superintendent of curriculum and instruction. Only one of the 19 activities in business administration was categorized as a medium responsibility for the assistant superintendent of curriculum and instruction.

Minor Responsibilities

From the remaining 54 activities on the questionnaire, 31 were selected by the assistant superintendent of curriculum and instruction as minor responsibilities. Table 15 lists these 31 activities, with percentage distribution of responses, and mean scores. Fifteen of the 26 activities in school-community relations and nine from the 20 activities in personnel administration were considered minor responsibilities by the assistant superintendents of

TABLE 14

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Medium Responsibility
of the Assistant Superintendents of Curriculum and Instruction
in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 3. Bridging any communications gap between schools and community | 0% | 60% | 40% | 0% | 1.6 |
| 4. Assisting central office staff in preparing speeches and reports | 30% | 20% | 50% | 0% | 1.8 |
| 5. Assessing public attitudes towards education | 10% | 60% | 20% | 10% | 1.7 |
| 8. Serving as liaison between schools and other educational agencies both in the community and outside the community | 10% | 70% | 20% | 0% | 1.9 |
| 11. Encouraging principals and teachers to play their roles in school community relations | 10% | 60% | 20% | 10% | 1.7 |
| 12. Identifying areas of education which should be communicated to the public | 20% | 60% | 20% | 0% | 2.0 |

TABLE 14 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| 13. Assisting the superintendent in implementing a plan for the school community relations program | 20% | 40% | 40% | 0% | 1.8 |
| 15. Translating action into policy | 20% | 30% | 50% | 0% | 1.7 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 36. Recruiting, selecting, and assigning all instructional personnel | 20% | 60% | 20% | 0% | 2.0 |
| 38. Establishing and applying policies of promotion, transfer, and dismissal of instructional personnel | 30% | 50% | 20% | 0% | 2.1 |
| 40. Evaluating all instructional personnel | 20% | 70% | 10% | 0% | 2.1 |
| 43. Selecting, procuring, and distributing textbooks, library books, and all categories of instructional supplies | 50% | 10% | 30% | 10% | 2.0 |
| 46. Establishing and/or operating a district wide curriculum materials, audio-visual and professional library center | 50% | 10% | 10% | 30% | 1.8 |

TABLE 14 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| <u>Section C: Pupil Services</u> | | | | | |
| 54. Ensuring adequate guidance and counseling services for students | 30% | 40% | 20% | 10% | 1.9 |
| 56. Ensuring adequate health services for district | 20% | 30% | 40% | 10% | 1.6 |
| 58. Ensuring adequate speech and hearing services | 30% | 30% | 20% | 20% | 1.7 |
| 62. Receiving complaints from parents and acting on complaints in an appropriate manner | 20% | 50% | 10% | 20% | 1.7 |
| 65. Participating in the selection of standardized tests | 50% | 20% | 20% | 10% | 2.1 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 72. Helping principals and others with the recruitment, selection, and placement of staff personnel | 30% | 50% | 20% | 0% | 2.1 |

TABLE 14 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| 77. Preparing written policies which furnish guidelines for administrative procedures | 20% | 60% | 10% | 10% | 1.9 |
| 78. Ensuring that the appraisal of teacher performance is a cooperative process designed to improve the quality of teaching | 50% | 20% | 30% | 0% | 2.2 |
| 79. Ensuring that the conditions of services of all employees are of high quality | 20% | 50% | 20% | 10% | 1.8 |
| 80. Training principals to operate an evaluation policy | 20% | 50% | 20% | 10% | 1.8 |
| 81. Keeping staffs informed on their performance | 20% | 30% | 40% | 10% | 1.6 |
| 82. Implementing and monitoring an improvement program when teacher performance is weak | 30% | 50% | 10% | 10% | 2.0 |
| <u>Section E: Business Administration</u> | | | | | |
| 87. Compiling a budget in cooperation with other personnel | 10% | 70% | 20% | 0% | 1.9 |

TABLE 15

Percentage Distribution of Responses and Mean Scores for Activities Categorized as
Minor Responsibilities of the Assistant Superintendents of Curriculum and Instruction
in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 1. Preparing newsletters for schools and public | 10% | 10% | 40% | 40% | 0.90 |
| 6. Finding community resources to help educational programs | 20% | 20% | 50% | 10% | 1.5 |
| 7. Discovering new ways the school can benefit the community | 0% | 20% | 60% | 20% | 1.0 |
| 9. Providing for lay participation in educational planning | 0% | 30% | 60% | 10% | 1.2 |
| 10. Assisting the board in developing a policy for a school-community relations program | 0% | 40% | 60% | 0% | 1.4 |
| 14. Providing leadership and direction for the school-community relations program | 0% | 50% | 30% | 20% | 1.3 |
| 16. Acquainting the school board on information on the value of planned school-community relations | 0% | 50% | 30% | 20% | 1.3 |

TABLE 15 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| 17. Providing inservice education to staffs on school-community relations | 20% | 20% | 40% | 20% | 1.4 |
| 18. Advising the school board on matters relating to school-community relations | 0% | 40% | 30% | 30% | 1.1 |
| 19. Channeling school-community relations information to all administrative personnel | 10% | 30% | 40% | 20% | 1.3 |
| 20. Preparing newspaper publicity and other media productions | 0% | 20% | 70% | 10% | 1.1 |
| 21. Establishing two-way communication between schools and the community | 0% | 40% | 30% | 30% | 1.1 |
| 23. Evaluating the districts school-community relations program | 0% | 20% | 50% | 30% | 0.9 |
| 24. Preparing proposals and applications for federal and provincial funds | 0% | 20% | 50% | 30% | 0.9 |
| 26. Taking an active role in parent teachers associations | 0% | 10% | 60% | 30% | 0.8 |

TABLE 15 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-----|------------|
| | Major | Medium | Minor | No | |
| <hr/> | | | | | |
| <u>Section B:</u> Curriculum and Instruction | No Minor Responsibilities | | | | |
| | | | | | |
| <u>Section C:</u> Pupil Services | | | | | |
| 56. Supervising policies of discipline and control for the school district | 10% | 20% | 50% | 20% | 1.2 |
| 57. Ensuring adequate social work services for the district | 20% | 20% | 40% | 20% | 1.4 |
| 59. Overseeing pupil suspensions and expulsions | 10% | 0% | 50% | 40% | 0.8 |
| 61. Gathering data for enrollment projections | 10% | 10% | 60% | 20% | 1.1 |
| 63. Assisting both teachers and principals with student behavior problems | 10% | 40% | 40% | 10% | 1.5 |
| | | | | | |
| <u>Section D:</u> Personnel Administration | | | | | |
| 67. Ensuring that all members of the personnel department apply rules and regulations fairly | 0% | 20% | 50% | 30% | 0.9 |
| 69. Coordinating the various stages of the teacher evaluation process | 0% | 40% | 50% | 10% | 1.3 |

TABLE 15 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-----|------------|
| | Major | Medium | Minor | No | |
| 73. Transferring staff personnel | 0% | 40% | 50% | 10% | 1.3 |
| 74. Promoting or demoting staff members | 0% | 40% | 60% | 0% | 1.4 |
| 75. Recommending staff members for tenure | 10% | 20% | 70% | 0% | 1.4 |
| 76. Granting leaves of absence to qualifying individuals | 0% | 20% | 60% | 20% | 1.0 |
| 84. Preparing job descriptions for all positions | 10% | 20% | 50% | 20% | 1.2 |
| 85. Collecting, analysing, and distributing statistical data concerning schools | 10% | 30% | 50% | 10% | 1.4 |
| 86. Exercising general supervision over all personnel records | 0% | 0% | 80% | 20% | 0.8 |
| <u>Section E: Business Administration</u> | | | | | |
| 90. Drawing up supply lists in cooperation with other personnel | 10% | 30% | 10% | 50% | 1.0 |
| 100. Overseeing school planning and construction | 0% | 20% | 50% | 30% | 0.9 |

curriculum and instruction. Five of the 13 activities in pupil services, and only two activities from the 19 in the task area of business administration were cited as minor responsibilities by these assistant superintendents. None of the activities in curriculum and instruction was considered minor responsibilities by the 10 assistant superintendents responsible for curriculum and instruction.

Non-Responsibilities

The remaining 23 activities on the questionnaire are non-responsibilities of the 10 assistant superintendents responsible for curriculum and instruction in medium and large school districts. Table 16 lists these 23 activities, the percentage distribution of responses, and mean scores. Most of these activities come from the task area of business administration, with only two each from both the 26 activities in school-community relations, and the 13 activities in pupil services. Three activities from the 20 activities in personnel administration, and neither activity from the 27 in curriculum and instruction were considered non-responsibilities. Finally 16 activities from the 19 activities in the task area of business administration were considered to be non-responsibilities by the 10 assistant superintendents responsible for curriculum and instruction in medium and large school districts in Newfoundland and Labrador.

TABLE 16

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Non-Responsibilities of the Assistant Superintendents of Curriculum and Instruction in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|-------------------------|-------|-----|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 22. Maintaining a file on all public releases | 0% | 10% | 50% | 40% | 0.7 |
| 25. Planning and/or coordinating an adult education program | 10% | 0% | 20% | 70% | 0.5 |
| <u>Section B: Curriculum and Instruction</u> | | No Non-Responsibilities | | | |
| <u>Section C: Pupil Services</u> | | | | | |
| 60. Ensuring that compulsory attendance laws are enforced | 0% | 10% | 50% | 40% | 0.7 |
| 66. Planning and coordinating the summer school program | 20% | 0% | 10% | 70% | 0.7 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 68. Acquiring a substitute teacher list for the district | 0% | 0% | 60% | 40% | 0.6 |
| 71. Being involved in collective negotiations when matters deal with personnel | 0% | 0% | 30% | 70% | 0.3 |

TABLE 16 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| 83. Regulating resignations to avoid inconvenience to both the school and the employee | 0% | 0% | 50% | 50% | 0.5 |
| <u>Section E: Business Administration</u> | | | | | |
| 88. Assuming responsibility for long term financial planning for the district | 0% | 20% | 30% | 50% | 0.7 |
| 89. Being responsible for payrolls for the school district | 0% | 0% | 10% | 90% | 0.1 |
| 91. Establishing policies regarding purchasing | 0% | 10% | 40% | 50% | 0.6 |
| 92. Overseeing all purchasing for the district | 0% | 10% | 0% | 90% | 0.2 |
| 93. Maintaining records and information for audit | 0% | 0% | 20% | 80% | 0.2 |
| 94. Administering an internal audit for the school district | 0% | 0% | 0% | 100% | 0.0 |
| 95. Recruiting, selecting, and placing non-instructional employees | 0% | 0% | 30% | 70% | 0.3 |
| 96. Training and promoting non-instructional employees | 0% | 0% | 0% | 100% | 0.0 |

TABLE 16 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean |
|--|---|--------|-------|------|-------|
| | Major | Medium | Minor | No | Score |
| 97. Making policies relating to supervision of non-instructional employees | 0% | 0% | 0% | 100% | 0.0 |
| 98. Supervising the operations and maintenance of school buildings | 0% | 10% | 30% | 60% | 0.5 |
| 99. Overseeing the community use of schools | 0% | 0% | 30% | 70% | 0.3 |
| 101. Supervising the operations of school cafeterias | 0% | 0% | 10% | 90% | 0.1 |
| 102. Supervising food purchasing and menu planning | 0% | 10% | 0% | 90% | 0.2 |
| 103. Overseeing student transportation | 0% | 10% | 20% | 70% | 0.4 |
| 104. Ensuring adequate school bus maintenance | 0% | 0% | 0% | 100% | 0.0 |
| 105. Ensuring adequate school bus driver training | 0% | 0% | 10% | 90% | 0.1 |

Summary

The assistant superintendent responsible for curriculum and instruction spends most of his working time in the task area of curriculum and instruction. From the 25 activities cited as major responsibilities, 22 of the activities came from curriculum and instruction. Table 17 separates the number of activities by degree of responsibility and task area.

Table 17 shows that over 80 percent of the activities in school-community relations and personnel administration were medium and minor responsibilities of the assistant superintendent responsible for curriculum and instruction. Over 80 percent of the activities in curriculum and instruction were major responsibilities, whereas in business administration over 80 percent were non-responsibilities of the assistant superintendent of curriculum and instruction. Finally, greater than 75 percent of the activities in pupil services were medium and minor responsibilities of the assistant superintendent of curriculum and instruction in medium and large school districts in Newfoundland and Labrador.

Table 18 shows the overall mean score for each task area. Curriculum and instruction was rated as a major responsibility, with school-community relations, pupil services, and personnel administration all being rated as minor responsibilities. Business administration was

TABLE 17

Number of Activities Rated as Major Responsibilities, Medium Responsibilities, Minor Responsibilities, and Non-Responsibilities for the Five Task Areas of Administration by Assistant Superintendents of Curriculum and Instruction in Medium and Large School Districts

| TASK AREA | Major Responsibilities | Medium Responsibilities | Minor Responsibilities | Non- Responsibilities | Total |
|-------------------------------|---------------------------|----------------------------|---------------------------|--------------------------|-------|
| A. School-Community Relations | 1 | 8 | 15 | 2 | 26 |
| B. Curriculum and Instruction | 22 | 5 | 0 | 0 | 27 |
| C. Pupil Services | 1 | 5 | 5 | 2 | 13 |
| D. Personnel Administration | 1 | 7 | 9 | 3 | 20 |
| E. Business Administration | 0 | 1 | 2 | 16 | 19 |
| TOTAL | 25 | 26 | 31 | 23 | 105 |

considered a non-responsibility by the 10 assistant superintendents responsible for curriculum and instruction in medium and large school districts in Newfoundland and Labrador.

TABLE 18

Overall Mean Score for each Task Area for Assistant Superintendents of Curriculum and Instruction in Medium and Large School Districts

| TASK AREA | MEAN SCORE |
|-------------------------------|------------|
| A. School-Community Relations | 1.36 |
| B. Curriculum and Instruction | 2.49 |
| C. Pupil Services | 1.41 |
| D. Personnel Administration | 1.35 |
| E. Business Administration | 0.53 |

General Information

The last section of the questionnaire asked for general information about the school district. Question two asked the assistant superintendents to give their official title. The ten assistant superintendents all listed curriculum and instruction as being their official title.

Question three asked the assistant superintendents to circle the main task area in which they were involved. All assistant superintendents circled curriculum and instruction.

Question four asked the assistant superintendents to give the approximate percentage of their working time which was spent in each task area. Table 19 shows the results.

TABLE 19

Percentage of Working Time Spent by Assistant Superintendents of Curriculum and Instruction in each Task Area

| TASK AREA | Percentage of Working Time |
|-------------------------------|----------------------------|
| A. School-Community Relations | 5.2% |
| B. Curriculum and Instruction | 77.5% |
| C. Pupil Services | 6.8% |
| D. Personnel Administration | 8.0% |
| E. Business Administration | 2.5% |
| TOTAL | 100.0% |

Question five asked assistant superintendents to rank the ten most important activities they perform. These activities are:

1. Coordinating the primary, elementary, and high school programs.
2. Overseeing and evaluating program coordinators.
3. Arranging for inservice education.
4. Writing board policy on curriculum and instruction.
5. Monitoring the implementation of the reorganized high school program.
6. Assisting in teacher evaluation.
7. Implementing a system wide policy of program evaluation.
8. Coordinating a specific subject area.
9. Assigning instructional personnel.
10. Budgeting, as it relates to curriculum and instruction.

B. Assistant Superintendent Responsible for Personnel Administration

Fifteen of the medium and large school districts in Newfoundland and Labrador employ two or more assistant superintendents. Nine of these boards have an assistant superintendent responsible for personnel administration. The duties of the assistant superintendent responsible for personnel administration were separated into four categories -- major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities.

Major Responsibilities

From the 105 activities on the questionnaire, seventeen were selected by assistant superintendents of personnel administration as major responsibilities. Table 20 lists these 17 activities, the percentage distribution of responses, and mean scores. As Table 20 shows, all of these activities lie in the task areas of personnel administration and curriculum and instruction. None of the major responsibilities of this assistant superintendent lies in the three task areas of school-community relations, pupil services, and business administration. Six of the 27 activities in curriculum and instruction, and 11 of the 20 activities in personnel administration were considered major responsibilities of the assistant superintendent responsible for personnel administration.

TABLE 20

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Major Responsibilities of the Assistant Superintendents of Personnel Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|------------|
| | Major | Medium | Minor | No | |
| <u>Section A:</u> School-Community Relations | No Major Responsibilities | | | | |
| <u>Section B:</u> Curriculum and Instruction | | | | | |
| 29. Helping improve the working relationship of personnel involved in the supervision of instruction | 44.4% | 44.4% | 11.1% | 0% | 2.33 |
| 33. Working with central office staff in developing a district wide program of evaluation and appraisal | 55.6% | 22.2% | 22.2% | 0% | 2.33 |
| 36. Recruiting, selecting, and assigning all instructional personnel | 66.7% | 22.2% | 11.1% | 0% | 2.56 |
| 38. Establishing and applying policies of promotion, transfer, and dismissal of instructional personnel | 55.6% | 33.3% | 11.1% | 0% | 2.44 |
| 40. Evaluating all instructional personnel | 66.7% | 11.1% | 22.2% | 0% | 2.44 |

TABLE 20 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|---------------------------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 42. Keeping up to date professionally by reading, visiting other school districts, etc. | 44.4% | 44.4% | 11.1% | 0% | 2.33 |
| <u>Section C:</u> Pupil Services | | No Major Responsibilities | | | |
| <u>Section D:</u> Personnel Administration | | | | | |
| 68. Acquiring a substitute teacher list for the district | 77.8% | 0% | 11.1% | 11.1% | 2.44 |
| 69. Coordinating the various stages of the teacher evaluation process | 77.8% | 0% | 22.2% | 0% | 2.56 |
| 70. Attending committee and professional meetings | 88.9% | 11.1% | 0% | 0% | 2.89 |
| 72. Helping principals and others with the recruitment, selection, and placement of staff personnel | 88.9% | 11.1% | 0% | 0% | 2.89 |
| 73. Transferring staff personnel | 88.9% | 11.1% | 0% | 0% | 2.89 |
| 75. Recommending staff members for tenure | 66.7% | 22.2% | 11.1% | 0% | 2.50 |

TABLE 20 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|---------------------------|-------|----|------------|
| | Major | Medium | Minor | No | |
| 77. Preparing written policies which furnish guidelines for administration procedures | 55.6% | 33.3% | 11.1% | 0% | 2.44 |
| 78. Ensuring that the appraisal of teacher performance is a cooperative process designed to improve the quality of teaching | 55.6% | 33.3% | 11.1% | 0% | 2.44 |
| 79. Ensuring that the conditions of service of all employees are of high quality | 66.7% | 22.2% | 11.1% | 0% | 2.56 |
| 81. Keeping staff informed on their performance | 55.6% | 33.3% | 11.1% | 0% | 2.44 |
| 86. Exercising general supervision over all personnel records | 66.7% | 11.1% | 22.2% | 0% | 2.44 |
| <u>Section E: Business Administration</u> | | No Major Responsibilities | | | |

Medium Responsibilities

Thirty-seven of the remaining 88 activities on the questionnaire were categorized as medium responsibilities by the nine assistant superintendents responsible for personnel administration. Table 21 lists these 37 activities, the percentage distribution of responses, and the mean scores.

Table 21 shows that from the 26 activities in school-community relations, five were considered medium responsibilities, and from the 27 activities in curriculum and instruction, 13 were considered medium responsibilities by the assistant superintendent of personnel administration. Six of the 13 activities in pupil services, and the remaining nine of the 20 activities in personnel administration were categorized as medium responsibilities by the assistant superintendent. Finally, just four of the 19 activities in the task area of business administration were rated as medium responsibilities by the assistant superintendent of personnel administration.

Minor Responsibilities

Most of the remaining 51 activities on the questionnaire were minor responsibilities of the assistant superintendent of personnel administration. These 36 activities were concentrated in the task area of school-community relations. Table 22 lists these 36 minor responsibilities, the percentage distribution of responses, and the mean scores.

TABLE 21

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Medium Responsibilities of the Assistant Superintendents of Personnel Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 3. Bridging any communications gap between schools and community | 11.1% | 33.3% | 55.6% | 0% | 1.56 |
| 8. Serving as liaison between schools and other educational agencies both in the community and outside the community | 11.1% | 33.3% | 55.6% | 0% | 1.56 |
| 11. Encouraging principals and teachers to play their roles in school-community relations | 33.3% | 33.3% | 22.2% | 11.1% | 1.89 |
| 12. Identifying areas of education which should be communicated to the public | 33.3% | 44.4% | 0% | 22.2% | 1.89 |
| 15. Translating policy into action | 33.3% | 33.3% | 33.3% | 0% | 2.00 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 27. Working towards a district wide agreement regarding the purposes of education | 22.2% | 44.4% | 33.3% | 0% | 1.89 |

TABLE 21 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 28. Coordinating the efforts of all persons dealing with the instructional programs | 0% | 55.6% | 44.4% | 0% | 1.56 |
| 30. Encouraging emergent leadership among district personnel | 33.3% | 55.6% | 11.1% | 0% | 2.22 |
| 32. Working with central office staff in developing instructional goals for the various levels and curriculum areas from kindergarten to grade twelve | 0% | 55.6% | 44.4% | 0% | 1.56 |
| 35. Determining the need for instructional staff specialists and other resource personnel, and to direct, coordinate, and supervise their work | 22.2% | 55.6% | 22.2% | 0% | 2.00 |
| 37. Developing a comprehensive policy and program of inservice education for all professional staff members | 33.3% | 22.2% | 22.2% | 22.2% | 1.67 |
| 39. Developing and operating a district wide orientation program for new instructional personnel | 22.2% | 55.6% | 22.2% | 0% | 2.00 |

TABLE 21 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean |
|---|---|--------|-------|-------|-------|
| | Major | Medium | Minor | No | Score |
| 44. Preparing the section of the budget dealing with instructional services, materials and equipment | 33.3% | 33.3% | 22.2% | 11.1% | 1.89 |
| 45. Making decisions related to curriculum for new or remodelled buildings | 44.4% | 11.1% | 44.4% | 0% | 2.00 |
| 48. Conducting meetings with principals for the purposes of discussing instructional problems | 22.2% | 55.6% | 11.1% | 11.1% | 1.89 |
| 51. Visiting schools for the purpose of observing the instructional program in action | 55.6% | 22.2% | 11.1% | 11.1% | 2.22 |
| 52. Investigating the possible uses of technological developments such as computers in the program of instruction | 11.1% | 33.3% | 55.6% | 0% | 1.56 |
| 53. Monitoring the implementation of the reorganized high school program | 11.1% | 77.8% | 11.1% | 0% | 2.00 |

TABLE 21 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section C: Pupil Services</u> | | | | | |
| 59. Overseeing pupil suspensions and expulsions | 33.3% | 33.3% | 11.1% | 22.2% | 1.78 |
| 60. Ensuring that compulsory attendance laws are enforced | 33.3% | 22.2% | 33.3% | 11.1% | 1.78 |
| 61. Gathering data for enrollment projections | 66.7% | 0% | 11.1% | 22.2% | 2.11 |
| 62. Receiving complaints from parents and acting on the complaints in an appropriate manner | 22.2% | 55.6% | 11.1% | 11.1% | 1.89 |
| 63. Assisting both teachers and principals with student behavior problems | 22.2% | 55.6% | 22.2% | 0% | 2.00 |
| 64. Providing leadership in planning and implementing changes in the organizational structure of the school day such as nongradedness or flexible scheduling | 22.2% | 44.4% | 22.2% | 11.1% | 1.78 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 67. Ensuring that all members of the personnel department apply rules and regulations fairly | 11.1% | 66.7% | 22.2% | 0% | 1.89 |

TABLE 21 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 71. Being involved in collective negotiations when matters deal with personnel | 33.3% | 33.3% | 0% | 33.3% | 1.67 |
| 74. Promoting or demoting staff members | 44.4% | 33.3% | 22.2% | 0% | 2.22 |
| 76. Granting leaves of absence to qualifying individuals | 44.4% | 22.2% | 22.2% | 11.1% | 2.00 |
| 80. Training principals to operate an evaluation policy | 22.2% | 44.4% | 33.3% | 0% | 1.89 |
| 82. Implementing and monitoring an improvement program when teacher performance is weak | 44.4% | 33.3% | 22.2% | 0% | 2.22 |
| 83. Regulating resignations to avoid inconvenience to both the school and the employee | 33.3% | 22.2% | 11.1% | 33.3% | 1.56 |
| 84. Preparing job descriptions for all positions | 11.1% | 44.4% | 44.4% | 0% | 1.67 |
| 85. Collecting, analyzing, and distributing statistical data concerning schools | 44.4% | 22.2% | 33.3% | 0% | 2.11 |

TABLE 21 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section E: Business Administration</u> | | | | | |
| 87. Compiling a budget in cooperation with other personnel | 22.2% | 44.4% | 22.2% | 11.1% | 1.78 |
| 91. Establishing policies regarding purchasing | 33.3% | 22.2% | 22.2% | 22.2% | 1.67 |
| 98. Supervising the operations and maintenance of school buildings | 22.2% | 33.3% | 22.2% | 22.2% | 1.56 |
| 100. Overseeing school planning and construction | 33.3% | 22.2% | 11.1% | 33.3% | 1.56 |

TABLE 22

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Minor Responsibilities of the Assistant Superintendents of Personnel Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 2. Communicating the district's education program to the public | 0% | 44.4% | 44.4% | 11.1% | 1.33 |
| 4. Assisting central office staff in preparing speeches and reports | 0% | 44.4% | 55.6% | 0% | 1.44 |
| 5. Assessing public attitudes towards education | 11.1% | 22.2% | 55.6% | 11.1% | 1.33 |
| 6. Finding community resources to help educational programs | 11.1% | 11.1% | 66.7% | 11.1% | 1.22 |
| 7. Discovering new ways the school can benefit the community | 0% | 11.1% | 77.8% | 11.1% | 1.00 |
| 10. Assisting the board in developing a policy for a school-community relations program | 11.1% | 22.2% | 44.4% | 22.2% | 1.22 |
| 13. Assisting the superintendent in implementing a plan for the school-community relations program | 22.2% | 11.1% | 44.4% | 22.2% | 1.33 |

TABLE 22 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 14. Providing leadership and direction for the school-community relations program | 11.1% | 11.1% | 55.6% | 22.2% | 1.11 |
| 16. Acquainting the school board on information on the value of planned school-community relations | 0% | 33.3% | 44.4% | 22.2% | 1.11 |
| 17. Providing inservice education to staffs on school-community relations | 0% | 33.3% | 22.2% | 44.4% | 0.89 |
| 18. Advising the school board on matters relating to school-community relations | 11.1% | 11.1% | 66.7% | 11.1% | 1.22 |
| 19. Channelling school-community relations information to all administrative personnel | 0% | 33.3% | 44.4% | 22.2% | 1.11 |
| 21. Establishing two-way communications between schools and the community | 11.1% | 11.1% | 55.6% | 22.2% | 1.11 |
| 23. Evaluating the district's school-community relations program | 11.1% | 11.1% | 44.4% | 33.3% | 1.00 |
| 24. Preparing proposals and applications for federal and provincial funds | 0% | 55.6% | 11.1% | 33.3% | 1.22 |

TABLE 22 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 26. Taking an active role in parent-teacher associations | 11.1% | 11.1% | 44.4% | 33.3% | 1.00 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 31. Assuming leadership in providing a program of curricular improvement | 0% | 44.4% | 55.6% | 0% | 1.44 |
| 34. Developing and supervising programs for atypical children | 0% | 33.3% | 55.6% | 11.1% | 1.22 |
| 41. Serving as a curriculum consultant to principals, staffs, and individual teachers | 0% | 22.2% | 55.6% | 22.2% | 1.00 |
| 43. Selecting, procuring and distributing text books, library books, and all categories of instructional supplies | 11.1% | 11.1% | 66.7% | 11.1% | 1.22 |
| 47. Distributing curriculum bulletins, guides, and courses of study for use by instructional staff | 0% | 11.1% | 55.6% | 33.3% | 0.78 |
| 49. Making decisions related to the initiation, design, and direction of pilot projects | 0% | 22.2% | 55.6% | 22.2% | 1.00 |

TABLE 22 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|---------------------------|-------|---------------|
| | Major | Medium | Minor | No | |
| 50. Clarifying and determining roles for and with directors, and coordinators working in curriculum and instruction | 0% | 22.2% | 66.7% | 11.1% | 1.11 |
| <u>Section C: Pupil Services</u> | | | | | |
| 54. Ensuring adequate guidance and counseling services for students | 0% | 44.4% | 33.3% | 22.2% | 1.22 |
| 55. Supervising policies of discipline and control for the school district | 11.1% | 44.4% | 22.2% | 22.2% | 1.44 |
| 56. Ensuring adequate health services for the district | 0% | 44.4% | 33.3% | 22.2% | 1.22 |
| 57. Ensuring adequate social work services for the district | 0% | 22.2% | 44.4% | 33.3% | 0.89 |
| 58. Ensuring adequate speech and hearing services | 11.1% | 33.3% | 33.3% | 22.2% | 1.33 |
| <u>Section D: Personnel Administration</u> | | | No Minor Responsibilities | | |

TABLE 22, Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section E: Business Administration</u> | | | | | |
| 88. Assuming responsibility for long term financial planning for the district | 11.1% | 55.6% | 0% | 33.3% | 1.44 |
| 90. Drawing up supply lists in cooperation with other personnel | 22.2% | 22.2% | 22.2% | 33.3% | 1.33 |
| 92. Overseeing all purchasing for the district | 33.3% | 11.1% | 22.2% | 33.3% | 1.44 |
| 95. Recruiting, selecting, and placing non-instructional employees | 22.2% | 22.2% | 11.1% | 44.4% | 1.22 |
| 96. Training and promoting non-instructional employees | 11.1% | 22.2% | 11.1% | 55.6% | 0.89 |
| 97. Making policies relating to supervision of non-instructional employees | 22.2% | 11.1% | 33.3% | 33.3% | 1.22 |
| 99. Overseeing the community use of schools | 11.1% | 33.3% | 11.1% | 44.4% | 1.11 |
| 103. Overseeing student transportation | 11.1% | 11.1% | 33.3% | 44.4% | 0.89 |

As Table 22 shows, 16 activities from the 26 activities in school-community relations, seven activities from the 27 activities in curriculum and instruction, five activities from the 13 activities in pupil services, and eight activities from the 19 activities in business administration were considered minor responsibilities. None of the activities in personnel administration was rated as minor responsibilities by the assistant superintendents of personnel administration.

Non-Responsibilities

Approximately half of the fifteen remaining activities, which were non-responsibilities of the assistant superintendent of personnel administration, belonged to the task area of business administration. Table 23 lists these 15 activities, the percentage distribution of responses, and the mean scores.

As Table 23 shows, five activities from the 26 activities in school-community relations, one of the 27 activities in curriculum and instruction and two of the 13 activities in pupil services were selected as non-responsibilities by the assistant superintendent of personnel administration, and seven of the 19 activities in business administration were considered non-responsibilities by the assistant superintendent of personnel administration in medium and large school districts in Newfoundland and Labrador.

TABLE 23

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Non-Responsibilities of the Assistant Superintendents of Personnel Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 1. Preparing newsletters for schools and public | 11.1% | 0% | 11.1% | 77.8% | 0.44 |
| 9. Providing for lay participation in educational planning | 0% | 11.1% | 22.2% | 66.7% | 0.44 |
| 20. Preparing newspaper publicity and other media productions | 11.1% | 0% | 11.1% | 77.8% | 0.44 |
| 22. Maintaining a file on all public releases | 0% | 22.2% | 0% | 77.8% | 0.44 |
| 25. Planning and/or coordinating an adult education program | 0% | 0% | 0% | 100% | 0.00 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 46. Establishing and/or operating a district wide curriculum materials, audio visual and professional library center | 0% | 22.2% | 22.2% | 55.6% | 0.67 |

TABLE 23 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|-------------------------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section C: Pupil Services</u> | | | | | |
| 65. Participating in the selection of standardized tests | 0% | 0% | 33.3% | 66.7% | 0.33 |
| 66. Planning and coordinating the summer school program | 11.1% | 0% | 11.1% | 77.8% | 0.44 |
| <u>Section D: Personnel Administration</u> | | No Non-Responsibilities | | | |
| <u>Section E: Business Administration</u> | | | | | |
| 89. Being responsible for payrolls for the school district | 11.1% | 11.1% | 11.1% | 66.7% | 0.67 |
| 93. Maintaining records and information for audit | 11.1% | 0% | 22.2% | 66.7% | 0.56 |
| 94. Administering an internal audit for the school district | 11.1% | 0% | 11.1% | 77.8% | 0.44 |
| 101. Supervising the operations of school cafeterias | 0% | 11.1% | 11.1% | 77.8% | 0.33 |

TABLE 23 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 102. Supervising food purchasing and menu planning | 0% | 0% | 22.2% | 77.8% | 0.22 |
| 104. Ensuring adequate school bus maintenance | 0% | 0% | 22.2% | 77.8% | 0.22 |
| 105. Ensuring adequate school bus driver training | 0% | 11.1% | 22.2% | 66.7% | 0.44 |

Summary

The assistant superintendents responsible for personnel administration in medium and large school districts spend most of their work time in the task area of personnel administration. Table 24 gives an overview of this assistant superintendent's responsibilities.

As Table 24 illustrates, all of the activities in the task area of personnel administration were major or medium responsibilities of the assistant superintendent of personnel administration. The task areas of school-community relations, curriculum and instruction and pupil services have over 75 percent of their activities categorized as medium and minor responsibilities. The task area of business administration has 63 percent of activities ranked as medium and minor responsibilities, and 37 percent of its activities were considered non-responsibilities by the nine assistant superintendents of personnel administration in medium and large school districts in Newfoundland and Labrador.

Table 25 lists the five task areas with an overall mean score for each task area. For these assistant superintendents, personnel administration was the area in which they had major responsibility. The task area of curriculum and instruction was one in which the assistant superintendent of personnel administration had medium

TABLE 24

Number of Activities Rated as Major Responsibilities, Medium Responsibilities, Minor Responsibilities, and Non-Responsibilities for the Five Task Areas of Administration by the Assistant Superintendents of Personnel Administration in Medium and Large School Districts

| TASK AREA | Major Responsibilities | Medium Responsibilities | Minor Responsibilities | No Responsibilities | Total |
|-------------------------------|---------------------------|----------------------------|---------------------------|------------------------|-------|
| A. School-Community Relations | 0 | 5 | 16 | 5 | 26 |
| B. Curriculum and Instruction | 6 | 13 | 7 | 1 | 27 |
| C. Pupil Services | 0 | 6 | 5 | 2 | 13 |
| D. Personnel Administration | 11 | 9 | 0 | 0 | 20 |
| E. Business Administration | 0 | 4 | 8 | 7 | 19 |
| TOTAL | 17 | 37 | 36 | 15 | 105 |

responsibility. The task areas of school-community relations, pupil services, and business administration were considered minor responsibilities of the assistant superintendent of personnel administration in medium and large school districts in Newfoundland and Labrador.

TABLE 25

Overall Mean Score for each Task Area for Assistant Superintendents of Personnel Administration

| TASK AREA | MEAN SCORE |
|-------------------------------|------------|
| A. School-Community Relations | 1.13 |
| B. Curriculum and Instruction | 1.79 |
| C. Pupil Services | 1.36 |
| D. Personnel Administration | 2.29 |
| E. Business Administration | 1.01 |

General Information

The final section of the questionnaire asked for general information about the school district. Question two asked for the official title of the assistant superintendent. The most common title was, "Assistant Superintendent of Administration".

Question three asked the assistant superintendents to circle the main task area in which they were involved.

A majority of the assistant superintendents circled personnel administration, while some assistant superintendents indicated both personnel administration and business administration.

Question four asked the assistant superintendents to give the approximate percentage of working time spent in each task area. Table 26 shows the average percentage of working time in each area for the nine assistant superintendents.

TABLE 26

Average Percentage of Working Time Spent by Assistant Superintendents of Personnel Administration in each Task Area

| TASK AREA | PERCENTAGE |
|-------------------------------|------------|
| A. School-Community Relations | 5.88% |
| B. Curriculum and Instruction | 11.25% |
| C. Pupil Services | 9.13% |
| D. Personnel Administration | 59.37% |
| E. Business Administration | 14.37% |
| TOTAL | 100.00% |

Question five asked the assistant superintendents to rank the ten most important activities they perform.

These activities are:

1. Staffing; which includes recruitment and placement of professional personnel.
2. Evaluation of both teachers and principals.
3. Overseeing school planning and construction.
4. Orientation programs for new teachers.
5. Compiling and supervising school and district budgets.
6. Overseeing school bus safety and transportation.
7. Administering teacher leave.
8. Monitoring student discipline and attendance.
9. Monitoring school-community relations programs, which includes newspaper publicity and attending P.T.A.'s.
10. Evaluating non-professional personnel.

c. Assistant Superintendent Responsible for General Administration

The third profile for assistant superintendents in medium and large school districts is the assistant superintendent responsible for general administration for a unit of the district. This assistant superintendent is responsible for a geographical unit of the district, or a specific educational unit of the district, such as primary education, elementary education, or secondary education. The profile of these 18 assistant superintendents is drawn in four categories - major responsibilities, medium responsibilities, minor responsibilities, and non-responsibilities.

Major Responsibilities

From the 105 activities on the questionnaire, 22 of the activities was considered major responsibilities for the assistant superintendent responsible for general administration. Table 27 lists these 22 activities, the percentage distribution of responses, and the mean scores. As Table 27 shows these assistant superintendents spend most of their working time in the task areas of curriculum and instruction, and personnel administration. None of the activities in school-community relations and business administration were considered major responsibilities. From the 27 activities in curriculum and instruction 14 activities

TABLE 27

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Major Responsibilities of the Assistant Superintendents of General Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|---------------------------|-------|------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School Community Relations</u> | | No Major Responsibilities | | | |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 27. Working towards a district wide agreement regarding the purposes of education | 44.4% | 50% | 0% | 5.6% | 2.33 |
| 28. Coordinating the efforts of all persons dealing with the instructional programs | 44.4% | 44.4% | 5.6% | 5.6% | 2.28 |
| 29. Helping improve the working relationship of personnel involved in the supervision of instruction | 55.6% | 33.3% | 5.6% | 5.6% | 2.39 |
| 30. Encouraging emergent leadership among district personnel | 38.9% | 50% | 11.1% | 0% | 2.28 |
| 32. Working with central office staff in developing instructional goals for the various levels and curriculum areas from kindergarten to grade twelve | 38.9% | 50% | 11.1% | 0% | 2.28 |

TABLE 27 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|----|------------|
| | Major | Medium | Minor | No | |
| 33. Working with central office staff in developing a district wide program of evaluation and appraisal | 55.6% | 38.9% | 5.6% | 0% | 2.50 |
| 36. Recruiting, selecting, and assigning all instructional personnel | 66.7% | 22.2% | 11.1% | 0% | 2.56 |
| 38. Establishing and applying policies of promotion, transfer, and dismissal of instructional personnel | 61.1% | 22.2% | 16.7% | 0% | 2.44 |
| 40. Evaluating all instructional personnel | 72.2% | 16.7% | 11.1% | 0% | 2.61 |
| 41. Serving as a curriculum consultant to principals, staffs, and individual teachers | 50% | 27.8% | 22.2% | 0% | 2.28 |
| 42. Keeping up to date professionally by reading, visiting other school districts, etc. | 50% | 38.9% | 11.1% | 0% | 2.39 |
| 48. Conducting meetings with principals for the purposes of discussing instructional problems | 83.3% | 11.1% | 5.6% | 0% | 2.78 |

TABLE 27 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 51. Visiting schools for the purpose of observing the instructional program in action | 72.2% | 22.2% | 5.6% | 0% | 2.67 |
| 53. Monitoring the implementation of the reorganized high school program | 66.7% | 16.7% | 5.6% | 11.1% | 2.39 |
| <u>Section C: Pupil Services</u> | | | | | |
| 64. Providing leadership in planning and implementing changes in the organizational structure of the school day such as nongradedness or flexible scheduling | 50% | 27.8% | 22.2% | 0% | 2.28 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 69. Coordinating the various stages of the teacher evaluation process | 77.8% | 5.6% | 11.1% | 5.6% | 2.56 |
| 70. Attending committee and professional meetings | 72.2% | 27.8% | 0% | 0% | 2.72 |
| 72. Helping principals and others with the recruitment, selection, and placement of staff personnel | 77.8% | 16.7% | 5.6% | 0% | 2.72 |

TABLE 27 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|---------------------------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| 73. Transferring staff personnel | 61.1% | 11.1% | 27.8% | 0% | 2.33 |
| 75. Recommending staff members for tenure | 83.3% | 5.6% | 11.1% | 0% | 2.72 |
| 78. Ensuring that the appraisal of teacher performance is a cooperative process designed to improve the quality of teaching | 66.7% | 22.2% | 11.1% | 0% | 2.56 |
| 82. Implementing and monitoring an improvement program when teacher performance is weak | 50% | 38.9% | 5.6% | 5.6% | 2.33 |
| <u>Section E: Business Administration</u> | | No Major Responsibilities | | | |

were selected as major responsibilities, and seven activities out of the 20 activities in personnel administration were considered major responsibilities. Only one activity in pupil services was considered a major responsibility by the assistant superintendents responsible for general administration in medium and large school districts.

Medium Responsibilities

Thirty-five activities from the remaining 83 were considered medium responsibilities by the assistant superintendents of general administration. Table 28 lists these 35 activities, the percentage distribution of responses, and the mean scores. As Table 28 shows, the medium responsibilities of these assistant superintendents are evenly distributed through four task areas. In the area of school-community relations eight activities from the 26 activities were selected as medium responsibilities. Ten activities from the 27 activities in curriculum and instruction were considered medium responsibilities, and seven activities were selected from the 13 activities in pupil services as medium responsibilities. Nine activities from the 20 activities in personnel administration, and just one activity from the 19 activities in business administration were selected as medium responsibilities by the 18 assistant superintendents responsible for general administration.

TABLE 28

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Medium Responsibilities of the Assistant Superintendents of General Administration in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 2. Communicating the district's education program to the public | 16.7% | 33.3% | 44.4% | 5.6% | 1.61 |
| 3. Bridging any communications gap between schools and community | 11.1% | 44.4% | 38.9% | 5.6% | 1.61 |
| 8. Serving as liaison between schools and other educational agencies both in the community and outside the community | 27.8% | 33.3% | 38.9% | 0% | 1.89 |
| 11. Encouraging principals and teachers to play their roles in school-community relations | 27.8% | 55.6% | 16.7% | 0% | 2.11 |
| 12. Identifying areas of education which should be communicated to the public | 11.1% | 55.6% | 33.3% | 0% | 1.78 |
| 13. Assisting the superintendent in implementing a plan for the school-community relations program | 16.7% | 44.4% | 38.9% | 0% | 1.78 |
| 15. Translating policy into action | 33.3% | 27.8% | 27.8% | 11.1% | 1.83 |

TABLE 28 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 18. Advising the school board on matters relating to school-community relations | 11.1% | 50% | 27.8% | 11.1% | 1.61 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 31. Assuming leadership in providing a program of curricular improvement | 38.9% | 38.9% | 22.2% | 0% | 2.17 |
| 35. Determining the need for instructional staff specialists and other resource personnel, and to direct, coordinate, and supervise their work | 33.3% | 55.6% | 11.1% | 0% | 2.22 |
| 37. Developing a comprehensive policy and program of inservice education for all professional staff members | 38.9% | 44.4% | 16.7% | 0% | 2.22 |
| 39. Developing and operating a district wide orientation program for new instructional personnel | 44.4% | 22.2% | 33.3% | 0% | 2.11 |
| 44. Preparing the section of the budget dealing with instructional services, materials and equipment | 22.2% | 38.9% | 33.3% | 5.6% | 1.78 |

TABLE 28 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 45. Making decisions related to curriculum for new or remodelled buildings | 33.3% | 33.3% | 33.3% | 0% | 2.00 |
| 47. Distributing curriculum bulletins, guides, and courses of study for use by instructional staff | 27.9% | 16.7% | 44.4% | 11.1% | 1.61 |
| 49. Making decisions related to the initiation, design, and direction of pilot projects | 27.8% | 33.3% | 38.9% | 0% | 1.89 |
| 50. Clarifying and determining roles for and with directors, and coordinators working in curriculum and instruction | 44.4% | 27.8% | 22.2% | 5.6% | 2.11 |
| 52. Investigating the possible uses of technological developments such as computers in the program of instruction | 33.3% | 44.4% | 22.2% | 0% | 2.11 |
| <u>Section C: Pupil Services</u> | | | | | |
| 54. Ensuring adequate guidance and counseling services for students | 16.7% | 38.9% | 38.9% | 5.6% | 1.67 |
| 55. Supervising policies of discipline and control for the school district | 27.8% | 44.4% | 22.2% | 5.6% | 1.94 |

TABLE 28 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 59. Overseeing pupil suspensions and expulsions | 44.4% | 22.2% | 22.2% | 11.1% | 2.00 |
| 60. Ensuring that compulsory attendance laws are enforced | 50% | 11.1% | 27.8% | 11.1% | 2.00 |
| 61. Gathering data for enrollment projections | 55.6% | 22.2% | 11.1% | 11.1% | 2.22 |
| 62. Receiving complaints from parents and acting on the complaints in an appropriate manner | 44.4% | 27.8% | 22.2% | 5.6% | 2.11 |
| 63. Assisting both teachers and principals with student behavior problems | 27.8% | 38.9% | 27.8% | 5.6% | 1.89 |
| <u>Section D: Personnel Administration</u> | | | | | |
| 67. Ensuring that all members of the personnel department apply rules and regulations fairly | 11.1% | 61.1% | 16.7% | 11.1% | 1.72 |
| 74. Promoting or demoting staff members | 50% | 16.7% | 33.3% | 0% | 2.17 |
| 76. Granting leaves of absence to qualifying individuals | 27.8% | 27.8% | 22.2% | 22.2% | 1.61 |

TABLE 28 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|------|---------------|
| | Major | Medium | Minor | No | |
| 77. Preparing written policies which furnish guidelines for administrative procedures | 27.8% | 66.7% | 5.6% | 0% | 2.22 |
| 79. Ensuring that the conditions of service of all employees are of high quality | 44.4% | 33.3% | 16.7% | 5.6% | 2.17 |
| 80. Training principals to operate an evaluation policy | 44.4% | 33.3% | 16.7% | 5.6% | 2.17 |
| 81. Keeping staff informed on their performance | 38.9% | 27.8% | 27.8% | 5.6% | 2.00 |
| 84. Preparing job descriptions for all positions | 16.7% | 50% | 27.8% | 5.6% | 1.78 |
| 85. Collecting, analysing, and distributing statistical data concerning schools | 27.8% | 33.3% | 33.3% | 5.6% | 1.83 |
| <u>Section E: Business Administration</u> | | | | | |
| 87. Compiling a budget in cooperation with other personnel | 11.1% | 38.9% | 50% | 0% | 1.61 |

Minor Responsibilities

Thirty-three of the remaining 48 activities were rated as minor responsibilities by the assistant superintendents of general administration. Table 29 lists these activities, with the percentage distribution of responses, and the mean scores. Table 29 shows that most of the minor responsibilities were concentrated in the task area of school-community relations, with 16 activities coming from this task area. Only two activities from the 27 activities in curriculum and instruction were selected as minor responsibilities. Four activities each from both the 13 activities in pupil services, and the 20 activities in personnel administration, and seven activities from the 19 activities in business administration were considered minor responsibilities by the 18 assistant superintendents responsible for general administration in medium and large school districts.

Non-Responsibilities

The remaining 15 activities were considered non-responsibilities by the 18 assistant superintendents in medium and large school districts. Table 30 lists these activities, the percentage distribution of responses, and the mean scores. As Table 30 shows, most of these activities are concentrated in the task area of business administration. Only two activities are taken from the 26

TABLE 29

Percentage Distribution of Responses and Mean Scores for Activities Categorized as Minor Responsibilities of the Assistant Superintendents of General Administration in Medium and large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 1. Preparing newsletters for schools and public | 11.1% | 16.7% | 38.9% | 33.3% | 1.06 |
| 4. Assisting central office staff in preparing speeches and reports | 5.6% | 38.9% | 44.4% | 11.1% | 1.39 |
| 5. Assessing public attitudes towards education | 0% | 61.1% | 22.2% | 16.7% | 1.44 |
| 6. Finding community resources to help educational programs | 5.6% | 33.3% | 44.4% | 16.7% | 1.28 |
| 7. Discovering new ways the school can benefit the community | 0% | 38.9% | 50% | 11.1% | 1.28 |
| 9. Providing for lay participation in educational planning | 5.6% | 27.8% | 33.3% | 33.3% | 1.06 |
| 10. Assisting the board in developing a policy for a school-community relations program | 5.6% | 44.4% | 33.3% | 16.7% | 1.39 |
| 14. Providing leadership and direction for the school-community relations program | 11.1% | 38.9% | 38.9% | 11.1% | 1.50 |

TABLE 29 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 16. Acquainting the school board on information on the value of planned school-community relations | 5.6% | 38.9% | 33.3% | 22.2% | 1.28 |
| 17. Providing inservice education to staffs on school-community relations | 11.1% | 16.7% | 61.1% | 11.1% | 1.28 |
| 19. Channelling school-community relations information to all administrative personnel | 11.1% | 38.9% | 33.3% | 16.7% | 1.44 |
| 20. Preparing newspaper publicity and other media productions | 5.6% | 27.8% | 33.3% | 33.3% | 1.06 |
| 21. Establishing two-way communications between schools and the community | 0% | 38.9% | 44.4% | 16.7% | 1.28 |
| 23. Evaluating the districts school-community relations program | 0% | 38.9% | 38.9% | 22.2% | 1.17 |
| 24. Preparing proposals and applications for federal and provincial funds | 5.6% | 16.7% | 44.4% | 33.3% | 0.94 |
| 26. Taking an active role in parent-teacher associations | 5.6% | 11.1% | 72.2% | 11.1% | 1.11 |

TABLE 29 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|---|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 34. Developing and supervising programs for atypical children | 16.7% | 22.2% | 55.6% | 5.6% | 1.50 |
| 43. Selecting, procuring and distributing text books, library books, and all categories of instructional supplies | 5.6% | 11.1% | 72.2% | 11.1% | 1.11 |
| <u>Section C: Pupil Services</u> | | | | | |
| 56. Ensuring adequate health services for the district | 0% | 50% | 38.9% | 11.1% | 1.39 |
| 57. Ensuring adequate social work services for the district | 5.6% | 38.9% | 44.4% | 11.1% | 1.39 |
| 58. Ensuring adequate speech and hearing services | 22.2% | 22.2% | 38.9% | 16.7% | 1.50 |
| 65. Participating in the selection of standardized tests | 5.6% | 16.7% | 50% | 27.8% | 1.00 |

TABLE 29 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section D: Personnel Administration</u> | | | | | |
| 68. Acquiring a substitute teacher list for the district | 22.2% | 33.3% | 5.6% | 38.9% | 1.39 |
| 71. Being involved in collective negotiations when matters deal with personnel | 16.7% | 22.2% | 16.7% | 44.4% | 1.11 |
| 83. Regulating resignations to avoid inconvenience to both the school and the employee | 27.8% | 22.2% | 22.2% | 27.8% | 1.50 |
| 86. Exercising general supervision over all personnel records | 22.2% | 27.8% | 27.8% | 22.2% | 1.50 |
| <u>Section E: Business Administration</u> | | | | | |
| 88. Assuming responsibility for long term financial planning for the district | 0% | 33.3% | 38.9% | 27.8% | 1.06 |
| 90. Drawing up supply lists in cooperation with other personnel | 11.1% | 16.7% | 33.3% | 38.9% | 1.00 |
| 91. Establishing policies regarding purchasing | 5.6% | 16.7% | 38.9% | 38.9% | 0.89 |

TABLE 29 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| 100. Overseeing school planning and construction | 22.2% | 27.8% | 16.7% | 33.3% | 1.39 |
| 103. Overseeing student transportation | 33.3% | 11.1% | 27.8% | 27.8% | 1.50 |
| 104. Ensuring adequate school bus maintenance | 11.1% | 11.1% | 22.2% | 55.6% | 0.78 |
| 105. Ensuring adequate school bus driver training | 22.2% | 0% | 16.7% | 61.1% | 0.83 |

TABLE 30

Percentage Distribution of Responses and Mean Scores for Activities Categorized as
Non-Responsibilities of the Assistant Superintendents of General Administration
in Medium and Large School Districts

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|---------------|
| | Major | Medium | Minor | No | |
| <u>Section A: School-Community Relations</u> | | | | | |
| 22. Maintaining a file on all public releases | 5.6% | 11.1% | 27.8% | 55.6% | 0.67 |
| 25. Planning and/or coordinating an adult education program | 0% | 0% | 11.1% | 88.9% | 0.11 |
| <u>Section B: Curriculum and Instruction</u> | | | | | |
| 46. Establishing and/or operating a district wide curriculum materials, audio visual and professional library center | 0% | 16.7% | 38.9% | 44.4% | 0.72 |
| <u>Section C: Pupil Services</u> | | | | | |
| 66. Planning and coordinating the summer school program | 5.6% | 11.1% | 11.1% | 72.2% | 0.50 |
| <u>Section D: Personnel Administration</u> | | | | | |
| No Non-Responsibilities | | | | | |
| <u>Section E: Business Administration</u> | | | | | |
| 89. Being responsible for payrolls for the school district | 0% | 0% | 11.1% | 88.9% | 0.11 |

TABLE 30 Cont'd

| Activity | Percentage Distribution of Responsibility | | | | Mean Score |
|--|---|--------|-------|-------|------------|
| | Major | Medium | Minor | No | |
| 92. Overseeing all purchasing for the district | 5.6% | 11.1% | 22.2% | 61.1% | 0.61 |
| 93. Maintaining records and information for audit | 0% | 0% | 16.7% | 83.3% | 0.17 |
| 94. Administering an internal audit for the school district | 0% | 0% | 5.6% | 94.4% | 0.06 |
| 95. Recruiting, selecting and placing non-instructional employees | 5.6% | 5.6% | 22.2% | 66.7% | 0.50 |
| 96. Training and promoting non-instructional employees | 5.6% | 5.6% | 11.1% | 77.8% | 0.39 |
| 97. Making policies relating to supervision of non-instructional employees | 5.6% | 5.6% | 27.8% | 61.1% | 0.56 |
| 98. Supervising the operations and maintenance of school buildings | 5.6% | 16.7% | 16.7% | 61.1% | 0.67 |
| 99. Overseeing the community use of schools | 5.6% | 11.1% | 33.3% | 50% | 0.72 |
| 101. Supervising the operations of school cafeterias | 5.6% | 0% | 22.2% | 72.2% | 0.39 |
| 102. Supervising food purchasing and menu planning | 0% | 0% | 11.1% | 88.9% | 0.11 |

in school-community relations, with one activity each from both the 27 activities in curriculum and instruction and the 13 activities in pupil services. Eleven activities from the 19 activities in the task area of business administration were considered non-responsibilities by the 18 assistant superintendents of general administration in medium and large school districts in Newfoundland and Labrador.

Summary

The assistant superintendents responsible for the general administration of a unit for the board do their major work in the task areas of curriculum and instruction, and personnel administration. Table 31 gives an overview of the assistant superintendent's responsibilities.

Table 31 shows the distribution of activities through the four degrees of responsibility. Over 80 percent of the activities in curriculum and instruction and personnel administration were considered major and medium responsibilities of these 18 assistant superintendents. Ninety-two percent of the activities in school-community relations, and 85 percent of the activities in pupil services were rated as medium and minor responsibilities of the assistant superintendent of general administration. Finally, greater than 90 percent of the activities in business administration

TABLE 31

Number of Activities Rated as Major Responsibilities, Medium Responsibilities, Minor Responsibilities, and Non-Responsibilities for the Five Task Areas of Administration by Assistant Superintendents Responsible for General Administration in Medium and Large School Districts

| TASK AREA | Major Responsibilities | Medium Responsibilities | Minor Responsibilities | No Responsibilities | Total |
|-------------------------------|---------------------------|----------------------------|---------------------------|------------------------|-------|
| A. School-Community Relations | 0 | 8 | 16 | 2 | 26 |
| B. Curriculum and Instruction | 14 | 10 | 2 | 1 | 27 |
| C. Pupil Services | 1 | 7 | 4 | 1 | 13 |
| D. Personnel Administration | 7 | 9 | 4 | 0 | 20 |
| E. Business Administration | 0 | 1 | 7 | 11 | 19 |
| TOTAL | 22 | 35 | 33 | 15 | 105 |

were considered to be minor and non-responsibilities of the assistant superintendent of general administration in Newfoundland and Labrador.

Table 32 lists the five task areas with an overall mean score for each task area. The three task areas of curriculum and instruction, pupil services, and personnel administration were considered medium responsibilities, while school-community relations was considered a minor responsibility, and business administration was a non-responsibility of the assistant superintendent of general administration in medium and large school districts in Newfoundland and Labrador.

TABLE 32

Overall Mean Score for each Task Area for the Assistant Superintendents Responsible for General Administration in Medium and Large School Districts

| TASK AREA | MEAN SCORE |
|-------------------------------|------------|
| A. School-Community Relations | 1.30 |
| B. Curriculum and Instruction | 2.18 |
| C. Pupil Services | 1.59 |
| D. Personnel Administration | 2.01 |
| E. Business Administration | .73 |

General Information

The final section of the questionnaire asked general information about the various school districts. Question two asked for the official title of the assistant superintendent. Many titles exist. These include:

1. Assistant Superintendent Responsible for Primary and Elementary Education.
2. Assistant Superintendent Responsible for Secondary Education.
3. Assistant Superintendent Responsible for High School Academic Affairs.
4. Assistant Superintendent Responsible for Administration for a Section of the District.

In some of the larger school districts the assistant superintendents were responsible for the general administration of a section of the district, and held specific responsibilities for the full district. These responsibilities included pupil personnel services and transportation, special education services, planning, communications and information, and the senior high school program.

Question three asked assistant superintendents to circle the main task area in which they were involved. Most assistant superintendents circled both curriculum and instruction and personnel administration. However, some circled just one, and others circled their specific responsibility for the full district.

Question four asked the assistant superintendents to give the approximate percentage of working time spent in

each task area. Table 33 shows the average percentage response for each task area.

TABLE 33

Average Percentage of Working Time Spent by Assistant
Superintendents of General Administration
in each Task Area

| TASK AREA | PERCENTAGE |
|-------------------------------|------------|
| A. School-Community Relations | 6.50% |
| B. Curriculum and Instruction | 40.83% |
| C. Pupil Services | 16.39 |
| D. Personnel Administration | 31.11% |
| E. Business Administration | 5.17% |
| TOTAL | 100.00% |

Question five asked the assistant superintendents to rank the 10 most important activities they perform.

These activities are:

1. Evaluating professional personnel, including principals and teachers.
2. Selecting and recruiting new teachers.
3. Supervising instructional programs for a specific area of the district.

4. Directing and coordinating school planning.
5. Monitoring and assisting the implementation of grade twelve.
6. Senior administrator for area of district.
7. Attending P.T.A. meetings, Local Education Committee meetings, and other public relations functions.
8. Evaluation of schools.
9. Maintaining and implementing good policies on discipline and attendance.
10. Coordinating the work of program coordinators to ensure adequate inservice.

Summary of Analyses

The analyses of the role of the assistant superintendent of education were separated into two sections. Analysis one looked at a profile of the assistant superintendents employed in small school districts which have only one assistant superintendent. Analysis two looked at the profile of three assistant superintendents employed in medium and large districts which have more than one assistant superintendent. The three profiles were:

- 1) assistant superintendent of curriculum and instruction;
- 2) assistant superintendent of personnel administration; and
- 3) assistant superintendent responsible for the general administration of a unit of the board. Table 34 shows a

mean score for each assistant superintendent in the five task areas of administration.

TABLE 34

Mean Score for each Assistant Superintendent in
each Task Area of Administration

| TASK AREA | Assistant Superintendent of | | | |
|-------------------------------|-----------------------------|------------------|-------------------|-------------------|
| | S.D. ^a | C&I ^b | P.A. ^c | G.A. ^d |
| A. School Community Relations | 1.05 | 1.36 | 1.13 | 1.30 |
| B. Curriculum and Instruction | 2.35 | 2.49 | 1.79 | 2.18 |
| C. Pupil Services | 1.10 | 1.41 | 1.36 | 1.49 |
| D. Personnel Administration | 2.28 | 1.35 | 2.29 | 2.01 |
| E. Business Administration | 0.69 | 0.53 | 1.01 | 0.73 |

^aSmall Districts

^bCurriculum and Instruction

^cPersonnel Administration

^dGeneral Administration

As Table 34 shows, each assistant superintendent worked mostly in the areas of personnel administration and curriculum and instruction. The assistant superintendent of small school districts has major responsibility in the areas of curriculum and instruction and personnel

administration, with minor responsibility for school-community relations and pupil services, and no responsibility for business administration. The assistant superintendent of curriculum and instruction has major responsibility for curriculum and instruction, minor responsibility in the areas of pupil services, school-community relations, and personnel administration, and no responsibility for business administration. The assistant superintendent of personnel administration has major responsibility for personnel administration, medium responsibility for curriculum and instruction, and minor responsibility for school-community relations, pupil services, and business administration. Finally, the assistant superintendent of general administration has medium responsibility for curriculum and instruction and personnel administration, minor responsibility for pupil services and school-community relations, and no responsibility for business administration.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the StudyThe Problem

The major problem studied in this thesis was the role of the assistant superintendent of education in school districts in the province of Newfoundland and Labrador. Specifically, this study attempted to answer the following questions:

1) In medium and large school districts which employ more than one assistant superintendent, how are the duties and responsibilities of administration shared among the assistant superintendents?

2) What are the duties and responsibilities of the assistant superintendent in the five task areas of administration, which are: school-community relations, curriculum and instruction, pupil services, personnel administration, and business administration?

Instrumentation and Methodology

The instrument used in this study was a questionnaire. The instrument was developed by the researcher based on the literature dealing with the task areas of administration, as well as an examination of questionnaires used by other

researchers who studied the role of the superintendent, and the role of the assistant superintendent. The questionnaire was piloted with the assistance of a panel of knowledgeable persons in the area of educational administration.

A revised copy of the questionnaire was sent to all assistant superintendents in Newfoundland and Labrador on March 9, 1983. The return rate for the questionnaire was 100 percent.

The data received were analysed to show the tasks and duties of four types of assistant superintendents. Analysis one looked at a profile of the assistant superintendent employed by a school board which employs just one assistant superintendent. Analysis two looked at a profile of assistant superintendents employed by a school board which employs more than one assistant superintendent. Three profiles were drawn for these boards: 1) assistant superintendent of curriculum and instruction; 2) assistant superintendent of personnel administration; 3) assistant superintendent of general administration for a unit of the board.

Conclusions

A general conclusion which was drawn from this study is that all the assistant superintendents work mainly in the area of curriculum and instruction.

1. Assistant Superintendent in Small School Districts

Small school districts are districts which employ one assistant superintendent. This assistant superintendent has major responsibility in the areas of curriculum and instruction and personnel administration, minor responsibility in the areas of pupil services and school-community relations, and no responsibility for business administration.

2. Assistant Superintendents in Medium and Large Districts

Three profiles were drawn for assistant superintendents in medium and large school districts.

A. Assistant Superintendent of Curriculum and Instruction

The assistant superintendent of curriculum and instruction has major responsibility in the area of curriculum and instruction, with minor responsibility in the areas of personnel administration, school-community relations, and pupil services, and no responsibility in the area of business administration.

B. Assistant Superintendent of Personnel Administration

The assistant superintendent of personnel administration has major responsibility in the area of personnel administration, medium responsibility in the area of curriculum and instruction, and minor responsibility in the areas of pupil services, school-community relations, and business administration.

C. Assistant Superintendent of General Administration

The assistant superintendent of general administration has medium responsibility in the areas of curriculum and instruction, and personnel administration, minor responsibility in the areas of pupil services and school-community relations, and no responsibility in the area of business administration.

Recommendations

1. Since assistant superintendents have only minor or no responsibilities in the areas of school-community relations, pupil services, and business administration, then school boards and superintendents should carefully evaluate the present level of performance of these task areas in their school districts.

2. School boards should formulate a policy, based on the findings of this study, for the allocation of duties to assistant superintendents in medium and large school districts.

Recommendations for Further Study

1. A study should be conducted to determine the superintendents' perceptions of the role of the assistant superintendent in Newfoundland and Labrador.

2. A comparative study should be conducted between the assistant superintendents in Newfoundland school districts, and similar school districts in other provinces.

3. A time-management study should be conducted using a sample from various size school districts to get a more specific profile of the role of the assistant superintendent.

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APPENDIX A

Questionnaire for Assistant Superintendents

This questionnaire is designed to measure your involvement in various areas of administration. Involvement means that either you perform the task yourself, or you are responsible to see that the task is performed.

No personal information is requested, except for the name of your school board. This information is necessary since the data will be analysed for small, medium and large size school boards.

The questionnaire is divided into six areas:

(a) school community relations; (b) curriculum and instruction; (c) pupil services; (d) personnel administration, (e) business administration; and (f) general information. Each task area has a list of related activities which are usually associated with that area. For each activity you are asked to indicate your degree of responsibility. Your responsibility is measured by four indicators: no, minor, medium, major. No responsibility means that you have no obligation towards the activity. Minor responsibility means that you have a small obligation towards the activity. Medium responsibility means that you have an average obligation towards the activity. Major responsibility means that you have an important obligation towards the activity.

The list of activities is rather extensive, taken from the literature on educational administration.

In asking you to respond, it is understood that you are unable to attend to all of these activities. Please complete the following questionnaire by checking the appropriate degree of responsibility. When completed, would you kindly forward it to me in the stamped, self-addressed envelope. Thank-you in advance for your cooperation.

C. Gerard Lane

Section A: School Community Relations

| Activity | Responsibility | | | |
|--|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 1. Preparing newsletters for schools and public | _____ | _____ | _____ | _____ |
| 2. Communicating the district's education program to the public | _____ | _____ | _____ | _____ |
| 3. Bridging any communications gap between schools and community | _____ | _____ | _____ | _____ |
| 4. Assisting central office staff in preparing speeches and reports | _____ | _____ | _____ | _____ |
| 5. Assessing public attitudes towards education | _____ | _____ | _____ | _____ |
| 6. Finding community resources to help educational programs | _____ | _____ | _____ | _____ |
| 7. Discovering new ways the school can benefit the community | _____ | _____ | _____ | _____ |
| 8. Serving as liaison between schools and other educational agencies both in the community and outside the community | _____ | _____ | _____ | _____ |
| 9. Providing for lay participation in educational planning | _____ | _____ | _____ | _____ |
| 10. Assisting the board in developing a policy for a school community relations program | _____ | _____ | _____ | _____ |
| 11. Encouraging principals and teachers to play their roles in school community relations | _____ | _____ | _____ | _____ |
| 12. Identifying areas of education which should be communicated to the public | _____ | _____ | _____ | _____ |

| | Activity | Responsibility | | | |
|-----|--|----------------|--------|-------|-------|
| | | Major | Medium | Minor | No |
| 13. | Assisting the superintendent in implementing a plan for the school community relations program | _____ | _____ | _____ | _____ |
| 14. | Providing leadership and direction for the school community relations program | _____ | _____ | _____ | _____ |
| 15. | Translating policy into action | _____ | _____ | _____ | _____ |
| 16. | Acquainting the school board on information on the value of planned school community relations | _____ | _____ | _____ | _____ |
| 17. | Providing inservice education to staffs on school community relations | _____ | _____ | _____ | _____ |
| 18. | Advising the school board on matters relating to school community relations | _____ | _____ | _____ | _____ |
| 19. | Channelling school-community relations information to all administrative personnel | _____ | _____ | _____ | _____ |
| 20. | Preparing newspaper publicity and other media productions | _____ | _____ | _____ | _____ |
| 21. | Establishing two-way communications between schools and the community | _____ | _____ | _____ | _____ |
| 22. | Maintaining a file on all public releases | _____ | _____ | _____ | _____ |
| 23. | Evaluating the districts school community relations program | _____ | _____ | _____ | _____ |
| 24. | Preparing proposals and applications for federal and provincial funds | _____ | _____ | _____ | _____ |

| | Activity | Responsibility | | | |
|-----|---|----------------|--------|-------|-------|
| | | Major | Medium | Minor | No |
| 25. | Planning and/or coordinating an adult education program | _____ | _____ | _____ | _____ |
| 26. | Taking an active role in parent-teacher associations | _____ | _____ | _____ | _____ |

Section B: Curriculum and Instruction

| | Activity | | | | |
|-----|---|-------|-------|-------|-------|
| 27. | Working towards a district wide agreement regarding the purposes of education | _____ | _____ | _____ | _____ |
| 28. | Coordinating the efforts of all persons dealing with the instructional programs | _____ | _____ | _____ | _____ |
| 29. | Helping improve the working relationship of personnel involved in the supervision of instruction | _____ | _____ | _____ | _____ |
| 30. | Encouraging emergent leadership among district personnel | _____ | _____ | _____ | _____ |
| 31. | Assuming leadership in providing a program of curricular improvement | _____ | _____ | _____ | _____ |
| 32. | Working with central office staff in developing instructional goals for the various levels and curriculum areas from kindergarten to grade twelve | _____ | _____ | _____ | _____ |
| 33. | Working with central office staff in developing a district wide program of evaluation and appraisal | _____ | _____ | _____ | _____ |
| 34. | Developing and supervising programs for atypical children | _____ | _____ | _____ | _____ |

| Activity | Responsibility | | | |
|--|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 35. Determining the need for instructional staff specialists and other resource personnel, and to direct, coordinate, and supervise their work | _____ | _____ | _____ | _____ |
| 36. Recruiting, selecting, and assigning all instructional personnel | _____ | _____ | _____ | _____ |
| 37. Developing a comprehensive policy and program of inservice education for all professional staff members | _____ | _____ | _____ | _____ |
| 38. Establishing and applying policies of promotion, transfer, and dismissal of instructional personnel | _____ | _____ | _____ | _____ |
| 39. Developing and operating a district wide orientation program for new instructional personnel | _____ | _____ | _____ | _____ |
| 40. Evaluating all instructional personnel | _____ | _____ | _____ | _____ |
| 41. Serving as a curriculum consultant to principals, staffs, and individual teachers | _____ | _____ | _____ | _____ |
| 42. Keeping up to date professionally by reading, visiting other school districts, etc. | _____ | _____ | _____ | _____ |
| 43. Selecting, procuring and distributing text books, library books, and all categories of instructional supplies | _____ | _____ | _____ | _____ |
| 44. Preparing the section of the budget dealing with instructional services, materials and equipment | _____ | _____ | _____ | _____ |

| Activity | Responsibility | | | |
|--|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 45. Making decisions related to curriculum for new or remodeled buildings | _____ | _____ | _____ | _____ |
| 46. Establishing and/or operating a district wide curriculum materials, audio visual and professional library center | _____ | _____ | _____ | _____ |
| 47. Distributing curriculum bulletins, guides, and courses of study for use by instructional staff | _____ | _____ | _____ | _____ |
| 48. Conducting meetings with principals for the purposes of discussing instructional problems | _____ | _____ | _____ | _____ |
| 49. Making decisions related to the initiation, design, and direction of pilot projects | _____ | _____ | _____ | _____ |
| 50. Clarifying and determining roles for and with directors, and coordinators working in curriculum and instruction | _____ | _____ | _____ | _____ |
| 51. Visiting schools for the purpose of observing the instructional program in action | _____ | _____ | _____ | _____ |
| 52. Investigating the possible uses of technological developments such as computers in the program of instruction | _____ | _____ | _____ | _____ |
| 53. Monitoring the implementation of the reorganized high school program | _____ | _____ | _____ | _____ |

Section C: Pupil Services

| Activity | Responsibility | | | |
|--|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 54. Ensuring adequate guidance and counseling services for students | _____ | _____ | _____ | _____ |
| 55. Supervising policies of discipline and control for the school district | _____ | _____ | _____ | _____ |
| 56. Ensuring adequate health services for the district | _____ | _____ | _____ | _____ |
| 57. Ensuring adequate social work services for the district | _____ | _____ | _____ | _____ |
| 58. Ensuring adequate speech and hearing services | _____ | _____ | _____ | _____ |
| 59. Overseeing pupil suspensions and expulsions | _____ | _____ | _____ | _____ |
| 60. Ensuring that compulsory attendance laws are enforced | _____ | _____ | _____ | _____ |
| 61. Gathering data for enrollment projections | _____ | _____ | _____ | _____ |
| 62. Receiving complaints from parents and acting on the complaints in an appropriate manner | _____ | _____ | _____ | _____ |
| 63. Assisting both teachers and principals with student behavior problems | _____ | _____ | _____ | _____ |
| 64. Providing leadership in planning and implementing changes in the organizational structure of the school day such as nongradedness or flexible scheduling | _____ | _____ | _____ | _____ |
| 65. Participating in the selection of standardized tests | _____ | _____ | _____ | _____ |
| 66. Planning and coordinating the summer school program | _____ | _____ | _____ | _____ |

Section D: Personnel Administration

| Activity | Responsibility | | | |
|---|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 67. Ensuring that all members of the personnel department apply rules and regulations fairly | _____ | _____ | _____ | _____ |
| 68. Acquiring a substitute teacher list for the district | _____ | _____ | _____ | _____ |
| 69. Coordinating the various stages of the teacher evaluation process | _____ | _____ | _____ | _____ |
| 70. Attending committee and professional meetings | _____ | _____ | _____ | _____ |
| 71. Being involved in collective negotiations when matters deal with personnel | _____ | _____ | _____ | _____ |
| 72. Helping principals and others with the recruitment, selection, and placement of staff personnel | _____ | _____ | _____ | _____ |
| 73. Transferring staff personnel | _____ | _____ | _____ | _____ |
| 74. Promoting or demoting staff members | _____ | _____ | _____ | _____ |
| 75. Recommending staff members for tenure | _____ | _____ | _____ | _____ |
| 76. Granting leaves of absence to qualifying individuals | _____ | _____ | _____ | _____ |
| 77. Preparing written policies which furnish guidelines for administrative procedures | _____ | _____ | _____ | _____ |
| 78. Ensuring that the appraisal of teacher performance is a cooperative process designed to improve the quality of teaching | _____ | _____ | _____ | _____ |

| Activity | Responsibility | | | |
|---|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 79. Ensuring that the conditions of service of all employees are of high quality | _____ | _____ | _____ | _____ |
| 80. Training principals to operate an evaluation policy | _____ | _____ | _____ | _____ |
| 81. Keeping staff informed on their performance | _____ | _____ | _____ | _____ |
| 82. Implementing and monitoring an improvement program when teacher performance is weak | _____ | _____ | _____ | _____ |
| 83. Regulating resignations to avoid inconvenience to both the school and the employee | _____ | _____ | _____ | _____ |
| 84. Preparing job descriptions for all positions | _____ | _____ | _____ | _____ |
| 85. Collecting, analysing, and distributing statistical data concerning schools | _____ | _____ | _____ | _____ |
| 86. Exercising general supervision over all personnel records | _____ | _____ | _____ | _____ |

Section E: Business Administration

| Activity | | | | |
|---|-------|-------|-------|-------|
| 87. Compiling a budget in cooperation with other personnel | _____ | _____ | _____ | _____ |
| 88. Assuming responsibility for long term financial planning for the district | _____ | _____ | _____ | _____ |
| 89. Being responsible for payrolls for the school district | _____ | _____ | _____ | _____ |

| Activity | Responsibility | | | |
|--|----------------|--------|-------|-------|
| | Major | Medium | Minor | No |
| 90. Drawing up supply lists in cooperation with other personnel | _____ | _____ | _____ | _____ |
| 91. Establishing policies regarding purchasing | _____ | _____ | _____ | _____ |
| 92. Overseeing all purchasing for the district | _____ | _____ | _____ | _____ |
| 93. Maintaining records and information for audit | _____ | _____ | _____ | _____ |
| 94. Administering an internal audit for the school district | _____ | _____ | _____ | _____ |
| 95. Recruiting, selecting, and placing non-instructional employees | _____ | _____ | _____ | _____ |
| 96. Training and promoting non-instructional employees | _____ | _____ | _____ | _____ |
| 97. Making policies relating to supervision of non-instructional employees | _____ | _____ | _____ | _____ |
| 98. Supervising the operations and maintenance of school buildings | _____ | _____ | _____ | _____ |
| 99. Overseeing the community use of schools | _____ | _____ | _____ | _____ |
| 100. Overseeing school planning and construction | _____ | _____ | _____ | _____ |
| 101. Supervising the operations of school cafeterias | _____ | _____ | _____ | _____ |
| 102. Supervising food purchasing and menu planning | _____ | _____ | _____ | _____ |
| 103. Overseeing student transportation | _____ | _____ | _____ | _____ |
| 104. Ensuring adequate school bus maintenance | _____ | _____ | _____ | _____ |
| 105. Ensuring adequate school bus driver training | _____ | _____ | _____ | _____ |

Section F: General Information

1. Name of School District _____
2. Official Title: Assistant Superintendent responsible for

3. Circle main area in which you are involved.
 - A. school-community relations
 - B. curriculum and instruction
 - C. pupil services
 - D. personnel administration
 - E. business administration
4. Give approximate percentage of working time spent in each area:

| | |
|-------------------------------|-------------|
| A. school-community relations | _____ % |
| B. curriculum and instruction | _____ % |
| C. pupil services | _____ % |
| D. personnel administration | _____ % |
| E. business administration | _____ % |
| Total | _____ 100 % |
5. On the basis of your present job performance, rank the ten most important activities you perform.
 1. _____

 2. _____

3.

4.

5.

6.

7.

8.

9.

10.

APPENDIX B



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada A1B 3X8

Department of Educational Administration

Telex: 016-4101

Telephone: (709) 737-7647/8

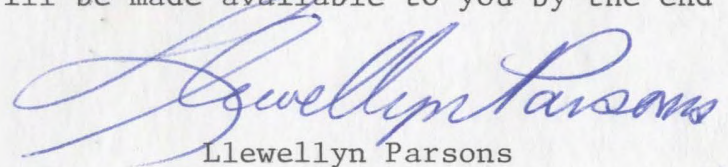
February 4, 1983

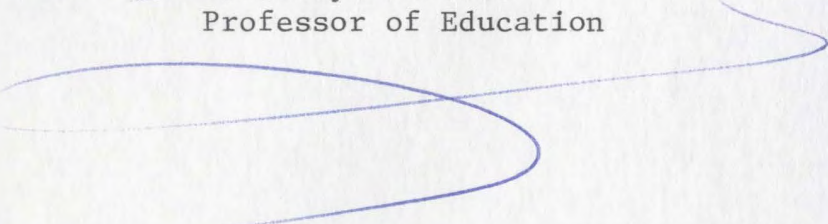
TO: All Superintendents and Assistant Superintendents
Newfoundland and Labrador

FROM: G. Llewellyn Parsons
Department of Educational Administration

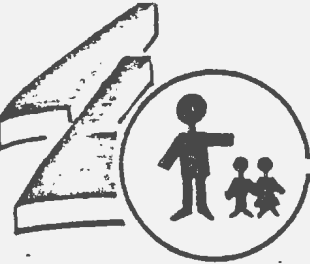
SUBJECT: The Role of the Assistant Superintendent in Newfoundland
Education

In partial response to the request of the Newfoundland Association of School Superintendents to this Department to conduct a study of the role of assistant superintendents in this Province, one of our graduate students, Mr. Gerard Lane, has developed a questionnaire to determine the assistant superintendent's involvement in various areas of administration and supervision throughout Newfoundland and Labrador. As this is a very worthwhile study I strongly solicit your support and cooperation in Mr. Lane's endeavour. Hopefully, the results of the study will be made available to you by the end of the 1982/83 school year.


Llewellyn Parsons
Professor of Education



LP
/dj



AUG 8 1982

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Newfoundland & Labrador

Association of Superintendents of Education

1982 07 29

Mr. Hubert Kitchen
Department of Educational Administration
Memorial University of Nfld.
St. John's, Newfoundland

Dear Sir:

As you are aware, most School Boards now have in their employ one or more Assistant Superintendent. Whereas the duties of the Superintendent are listed in the Schools Act, boards are relatively free to assign Assistant Superintendents any such duties they deem necessary.

The Association would like to have a study made on the role definition of the position of the Assistant Superintendents. Relative to such a study the Association requests that you explore the possibility of having one of your graduate students undertake this work.

The Association would like to have the results of the study made available to the Executive by January 1, 1983.

I understand that Harry Coates has already discussed our proposal with you and that you were receptive to it. I would appreciate a reply at your earliest convenience.

Yours truly,

Nathan Cutler
President

NC/amb

