

**THE ROLE OF HIGH SCHOOL DEPARTMENT CHAIRPERSONS
IN A LARGE URBAN SCHOOL SYSTEM**


by

Courtney Lee Fletcher

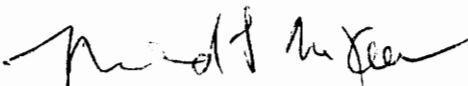
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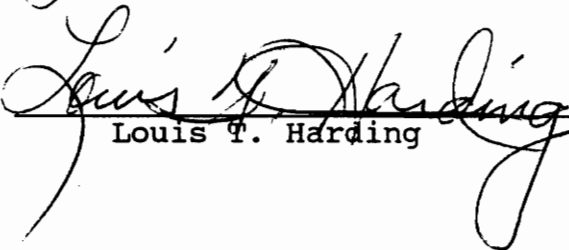
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Educational Administration

(ABSTRACT)

The purposes of this study were to describe how high school department chairpersons spend their time and to examine preferences as to the role they should have in a large urban school system as perceived by principals, department chairpersons, and teachers.

The research questions were as follows: (1) How do department chairpersons spend their time in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas? (2) To what degree do principals, department chairpersons, and teachers believe department chairpersons should be responsible for tasks in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas? (3) What are the discrepancies between department chairpersons, principals, and teachers in terms of reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should

have in supervision, curriculum, personnel, management, staff development, communication, and others areas?

This study was conducted in the District of Columbia Public School System during the 1989-90 School Year. It included ten of the eleven public full-time academic high schools. The population of this study consisted of principals, department chairpersons, and teachers.

The data for this study were collected through the use of a descriptive survey. The results from the data analysis suggested the following major findings: (1) high school department chairpersons spend a greater amount of their time in managerial roles, performing such tasks as planning and conducting departmental meetings, preparing and monitoring departmental budgets, arranging for repairs and replacement of equipment, ordering supplies and equipment, maintaining inventory, completing forms, and gathering information; (2) principals, department chairpersons, and teachers believed that a high degree of responsibility of the department chairperson should be in encouraging, stimulating, and motivating teachers; (3) There were statistically significant differences between department chairpersons, principals, and teachers in relation to the reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should spend on various tasks.

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To my wife, Jacqueline, and my children, Janelle and Justin, you are my love and I am glad that you hung in there with me.

DEDICATION

In loving memory of my son, Terrence Jarrell Fletcher and my mother Ethel Coples Fletcher, I dedicate this dissertation. The special memories of you give me the will to go on. Thanks for the special moments.

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CHAPTER I

INTRODUCTION

All high schools have department chairpersons. Research indicate that these specialist are untapped sources of expertise for the improvement of instructional leadership which has a direct impact on the quality of teaching in learning. As differentiated staffing takes its place in school management, the role and responsibility of the department chairperson becomes more complex. This study provides information regarding the role of the department chairperson in high schools located in the District of Columbia Public School System.

Purposes of the Study

The purposes of this study were to find out, using results from a mail questionnaire, how high school department chairpersons spend their time and to examine preferences as to the role they should have in a large urban school system as perceived by principals, department chairpersons, and teachers.

This study was an adaptation of a study done by Aria Burnette Orris (1988) who focused on a suburban setting and recommended replication using an urban setting. With the

author's permission, this is that replication using an urban setting.

The first original research questions from Orris' (1988) study was replicated. Her second and third questions were slightly modified in order to delineate differences between department chairpersons', principals', and teachers' perceptions on the actual time department chairpersons spend on various tasks and to what degree they believed department chairpersons should be responsible for these tasks.

The research questions were:

1. How do high school department chairpersons spend their time in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas?
2. To what degree do principals, department chairpersons, and teachers believe department chairpersons should be responsible for tasks in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas?
3. What are the discrepancies between department chairpersons, principals, and teachers in terms of the reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should have in supervision, curriculum,

personnel, management, staff development, communication, and other areas?

Statement of Need

The need for department chairpersons stemmed from increasing school enrollment (Novack, 1958). As the one-room school began to lose its practicability, the need for additional classroom teachers led to the concept of head teachers whose major responsibility, in addition to teaching, was the overall management of the school (Orris, 1988).

Gynn (1961) states that the department chair evolved because of increased enrollment and the consolidation of secondary schools. According to Grieder (1963), the position department chair evolved when small high schools were consolidated into larger units, therefore making it feasible to have such an appointed or elected position.

As early as the 1870's, experienced teachers were used to supervise other teachers in the same subject areas (Kidd, 1965). This was established when principals realized that they needed help in the supervision of instruction and completing other duties relating to instruction (Verchota, 1971).

While the research clearly establishes the need for the department chairperson, the actual roles that they play

remain unclear and vary widely in practice (DeRoche, Kujawa & Hunsaker, 1988).

A thorough search and review of the literature pertaining to the duties and responsibilities of the secondary school department chairperson suggests that they are haphazardly defined by the principal or the person directly responsible for the direct supervision of the chairperson. DeRoche, Kujawa, and Hunsaker (1988) strongly suggest that the department chairperson is an untapped resource of help and talent that would enhance the school's curricular and instructional program and strengthen the administration of the school.

Some Responsibilities of Department Chairpersons

Hunsaker, DeRoche, and Kujawa (1987) state that:

The actual responsibilities of department chairpersons vary from school to school depending on the principal's administrative style, the defined role of the position mandated by collective bargaining agreements, and the size of the school, the district, and the department (p. 40).

Beck and Rosenberges (1971) view the role of the department chairperson as being a line administrator or a supervisor in a staff position. They distinguish the two in stating:

Line positions are those which carry the authority of the organization and are held by those responsible for all or most of the functions of the school operation. Staff positions are advisory in nature and are usually

held by those having specialized competency, skill, or knowledge (p. 48).

They continued by emphasizing that the department chairperson could not serve both functions. They stress that the department chairperson should be a supervisor and not a line administrator, implying that he or she is an extension of the principal.

Argument over whether or not the department chair is a line or staff administrator continues. Marcial (1984) emphasizes that the department chairperson must be an advocator, innovator, investigator, administrator, promotor, reporter, teacher and even a politician, concluding that the department chairperson might be neither line nor staff but both.

Schindler (1978) stressed that the department chairperson has a distinct triad of functional responsibilities that encompasses and combines the line roles of administrator-supervisor-teacher and accounts to the school principal for the performance of all department duties. Konet (1989) states that department chairpersons render a vital service to the school and are, in fact, the first line of administration.

Sergiovanni (1984) suggests that there are five areas of leadership responsibilities a department chairperson must encounter: 1) educational; 2) organizational; 3)

supervisory; 4) administrative; and 5) team. According to Orris (1988), Sergiovanni defines these areas as follows:

1. Educational leadership - development and articulation of educational programs including the following issues: curriculum and teaching objectives; teaching styles, methods and procedures; classroom learning climates; teacher, student and program evaluation; curriculum content; lesson and unit planning; scheduling; group; curriculum and teaching innovations.
2. Organizational leadership - ensuring that decisions are made to achieve the organizational goals and objectives and not for the purpose of making the day-to-day operation of the system easier.
3. Supervisory leadership - improvement of instruction by teachers based on the department chair's ability to get teachers to identify with and commit to the goals and objectives of the department and school.
4. Administrative leadership - development of more efficient ways to handle information and evaluate existing administrative procedures in an effort to reduce them.
5. Team leadership - establishment of support and mutual trust among the administration, department chairs and teachers in order to work towards the improvement of the educational program.

Sergiovanni stresses the need for the department chairperson to be given the additional authority to meet the demanding responsibilities.

Limitations of Study

1. This study was delimited to comprehensive academic public senior high schools (full-time day programs) located

in the District of Columbia. Thus, the sample was not representative of the entire district.

2. This study was delimited to department chairpersons in the areas of English, science, foreign language, and industrial arts.

3. The self-reporting nature of the data carries with it the possibility that certain respondents may be likely to respond to certain questions the way they perceive the researcher would find appropriate. The chances for a researcher to control for such a possibility are quite limited, especially when mail questionnaires are employed, which typically do not permit for immediate probing.

Definition of Terms

Department Chairperson--An individual who, in addition to teaching, heads, directs, or coordinates for a department and acts as an advisor to members of the department as well as the higher level members of the organization.

Time Spent--The time actually spent by the members of a department performing tasks as part of their duties.

Role Importance - The importance of a task to the role the department chairperson should have at some future time (Orris, 1988).

Organization of the Study

This study is divided into five distinct chapters. Chapter I consists of the introduction, purposes of the study, statement of need, some responsibilities of department chairpersons, limitations of the study, definition of terms, and the organization of the study. Chapter II includes the review of literature. Chapter III contains the methodology and procedures used in the study, the design of the study, population and sample, data collecting procedures, and data analysis. Chapter IV presents the findings and provide an analysis of the data. Chapter V is the summary, conclusion, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The limited amount of research gathered to date on the role of the department chairperson suggests that responsibilities vary from school-to-school, depending on such factors as the principal's administrative style, the defined role of the position mandated by collective bargaining agreements, the size of the school, the district, and the department (DeRoche, Kujawa and Hunsaker, 1987).

Anderson (1987) compared the instructional leadership behaviors of high school principals, assistant principals, and department chairpersons and found that the most important tasks performed by the department chairperson were allocating personnel and materials, transmitting and interpreting school goals, in addition to interacting with teachers about instruction.

Orris (1988) describes a 1959 study by the Rochester, Minnesota, Public School System as identifying the following tasks performed by department chairpersons.

1. selecting textbooks
2. scheduling department meetings
3. building courses of study
4. making annual requisitions for instructional materials
5. supervising classes
6. preparing the budget
7. advising new teachers

8. studying methods of teaching
9. advising principals
10. attending curriculum meetings
11. interviewing teacher candidates
12. attending coordination meetings of high school staff
13. helping in the assignment of teachers
14. coordinating the work of the department (p. 8-9).

Cawelti and Adkisson (1986) reported in their study, published by the Association of Supervision and Curriculum Development, that department chairpersons are viewed by principals as curriculum developers, providing little help in the areas of supervision and teacher evaluation. The results of a four-part survey mailed to randomly selected California teachers and department chairpersons, DeRoche, Kujawa, and Hunsaker (1988), identified the most important responsibilities of the department chairperson as preparing and monitoring budgets; setting department goals and objectives; developing curriculum; selecting and purchasing textbooks; scheduling classes; serving on curriculum committees; and working with the principal on administrative matters.

Barrier (1974) found, through his survey of secondary social studies department chairpersons, that their major responsibilities hinged on supervising teachers, selecting instructional materials, and making schedules.

Glathorn and Newberg (1984) cited examples of principals using department chairpersons to help improve the quality of teaching. They concluded that department

chairpersons improved the quality of teaching by conducting staff workshops, developing and sharing materials, and encouraging colleagues to believe in the abilities of low-income minority children.

The Association of Supervision and Curriculum Development's (1948) study of 124 department chairpersons from 20 schools in 18 different cities in six states revealed the following as being tasks for department chairpersons.

1. selecting textbooks
2. selecting supplies and equipment
3. initiating new teachers
4. surveying instructional materials
5. appraising and reorganizing courses
6. planning for efficient use of supplies and equipment
7. preparing instructional materials
8. planning some phase of remedial instruction
9. developing and trying out new courses (p. 45).

Gimm (1974) studied 40 secondary schools in metropolitan Minneapolis and St. Paul. He asked principals, department chairpersons, and teachers for their perception of the actual role of secondary department chairpersons. The survey was divided into categories of supervision, management, and curriculum. The results indicated that very little supervisory tasks were being performed by the department chairperson. The department chairperson was involved in more curriculum development than supervision and identified closer with teachers than with principals.

Fish (1976) surveyed principals from 17 different states involving 43 large urban schools and found a direct relationship between effective department chairpersons and detailed job descriptions.

Callahan (1971) states that there are four major areas of responsibility that the department chairperson is charged with. These areas are:

1. personnel
2. classroom supervision
3. curriculum development
4. manager

Schindler (1974) stresses that many duties and responsibilities of the department chairperson overlap the functions of a line officer and staff member and do not fit neatly into a particular category at all times. She emphasize that the department chairperson performs as a three-in-one person whose functional output includes administration, supervision, and teaching.

Earley and Fletcher-Campbell's (1989) National Foundation of Educational Research (NFER) project, Middle Management in Schools: Heads of Department, a project which commenced in 1986 and lasted two and a half years, identified the following as being the most common areas of responsibility of the department chairperson.

1. routine administration and organization of the department
2. the planning of pupils learning experiences
3. monitoring and evaluating the work of the department

4. professional development within the department
5. liaison with other departments, with pastoral staff, senior management and with outside agencies (p. 99).

In addition, they offer the following suggestions for improving departments and facilities.

1. more time should be made available to enable heads of departments to perform their managerial tasks more effectively
2. opportunities should be created for heads of departments to reflect on and gain a better understanding of the full range of their responsibilities
3. heads of departments need to acquire the leadership and management skills/knowledge necessary to facilitate desired outcomes and ensure effective departmental performance
4. consideration should be given to middle managers' training needs and how these might best be met by a process of management development activities in schools and local educational agencies
5. senior staff in schools and local educational agencies should fully recognize and enact the key role they play in supporting and facilitating the effective functioning of departments (p. 103).

Worner (1986) conducted a study in Janesville, Wisconsin to determine whether or not the department chairperson was:

- a) accurately and adequately defined
- b) similar from school to school
- c) appropriate to the needs of the district
- d) in need of revision (p. 1).

The principals and department chairperson from five schools were given a survey and asked to rank the three "most important" items in terms of the importance of the task and the time required to perform the task. The six items considered "most important" were:

1. Budget planning and preparation
2. Participation in selecting and/or development of new curriculum programs/materials
3. Implementation of departmental plans and procedures
4. Budget administration (inventory, ordering, monitoring, fee collection)
5. Evaluation of curriculum and programs
6. Conducting department meetings (p. 7)

In summary, he states:

the role of the instructional manager as "representative" and "presider" and functions related to budgeting, materials acquisition, and other paper flow, represent the "most important" functions from the viewpoint of the respondents. A second category of activities loosely defined as instructional leadership, followed by staff development functions, appeared in the second tier of most important functions. It was these two sets of activities which created the most frustration and some ambiguity among respondents due primarily to the perceived lack of time to carry out the functions (p. 13).

Brown and Worner (1990) examined twenty-eight instructional functions sometimes carried out by department chairpersons as identified by Brown in a 1988 study of Virginia's department chairpersons. These functions included:

1. Planning and conducting department meetings
2. Setting department goals and objectives
3. Setting department teaching assignments
4. Selecting department materials, supplies, and equipment
5. Assigning supervising student teachers
6. Evaluating department progress
7. Orienting new teachers
8. Resolving problems for department members
9. Coordinating department with other departments
10. Observing teachers' classrooms
11. Maintaining an inventory of materials and supplies
12. Reviewing goals and objectives of department members
13. Assuring department consistency

14. Participating in development of school goals, policies, and procedures
15. Stimulating professional growth and involvement of department members
16. Promoting positive public relations for the department
17. Planning department in-services
18. Conducting department in-services
19. Recommending department budget
20. Serving as department spokesperson
21. Representing the department as an advisory to the principal
22. Informing department of new developments in the field
23. Selecting new department members
24. Implementing curriculum change within the department
25. Promoting instructional change within the department
26. Administering department budget
27. Supervising teachers for improvement only
28. Evaluating teachers for personnel decision (p. 8)

The following list was agreed upon by principals and department chairpersons as being the activities currently assigned as the major responsibilities of the department chair.

1. planning and coordinating department meetings
2. setting department goals and objectives
3. selecting materials and supplies
4. maintaining an inventory of materials and supplies
5. serving as departmental spokesperson
6. representing the department as an advisor to the principal
7. administering the department budget (p. 7).

Principals, however, felt that there were other functions currently performed by the department chairperson.

They were:

1. assuring departmental consistency
2. recommending the departmental budget
3. informing the department members of new developments in the field (p. 9).

Department chairs apparently felt that there were at least four duties that were not functions of the department chair. They were:

1. assigning and supervising student teachers
2. selecting new department members
3. observing classroom instruction
4. supervising for instructional purposes only
(p. 9).

Verchota (1971) concluded:

The department chairperson has apparently passed beyond the odd-job conception. It is emerging as a position which exercises a considerable degree of influence on the operation and direction of the high school, it is legitimated as such by the faculty, and it acts as a unifying center for the faculty (p. 132).

He continues by discussing forty-two functions which department chairpersons are expected to perform and summarized by stating: those classified as managerial had no apparent priority over those classified as specialist functions.

Callahan (1971) contends:

The chairperson is the most accessible source of assistance for teachers in a school. Of all administrative supervisory personnel in a district, he/she works with the smallest possible group of teachers who share a common concern: those within a single field (p. 23).

Fish (1971) stipulates that "many high school subjects are now so complex that the principal cannot possibly be regarded as a technical expert in them." He feels that the best decisions are those which are made as close as possible to the operating level (provided that necessary coordination

with other departments occurs). This, he states, adds weight to the argument that the department chairperson is a natural for sharing supervisory responsibilities in large high schools.

CHAPTER III

METHODOLOGY AND PROCEDURES

Introduction

This chapter describes the methodology and procedures used in the study. The chapter includes discussion of the design of the study, population and sample, data collecting procedures, and data analysis.

Design of the Study

The purposes of this study were to describe how high school department chairpersons spend their time and to examine preferences as to the roles they should have in a large urban school system as perceived by principals, department chairpersons, and teachers.

A thorough search and review of the literature pertaining to the duties of the secondary school department chairperson included information obtained from textbooks, handbooks, periodicals, dissertations, and unpublished papers.

Population and Sample

This study was conducted in the District of Columbia Public School System. It included ten of the eleven public

full-time academic high schools (one principal declined and requested that his faculty be excluded) identified by the March, 1990 District of Columbia Public School Directory. The population of this study included three distinct groups: a) principals, b) department chairpersons (English, science, foreign language, and industrial arts) and c) classroom teachers who were members of one of the above academic departments.

The population consisted of ten principals who were identified by the Office of the Assistant Superintendent for Senior High Schools, forty-four department chairpersons, and two hundred fourteen classroom teachers who were identified by the respective principal or the school's current directory.

Data Collecting Procedures

Data for this study was collected through a descriptive survey. The instrument used to collect the data was a survey (with permission) designed by Orris in her 1988 study of The Role of High School Department Chairs in a Large Suburban School System (Appendix C).

Questionnaire packages were hand delivered to the designated contact persons for each of the full-time academic senior high schools. Each contact person was asked to hand deliver the addressed packages to the principal,

department chairpersons, and teachers. Each package included a cover letter with instructions (Appendix B) and a self-addressed stamped envelope to return the completed survey. The contact person gave each participant the option of returning the completed survey directly to them or mailing them. Each questionnaire was identified by a number code for the purpose of follow-up. Enclosed with each survey was a Susan B. Anthony Dollar which served as a token of appreciation for the participant's support.

The principals' letters were delivered one week prior to those of the department chairpersons and teachers. In addition to the above, copies of the letters of approval from the director of research and evaluation and the assistant superintendent for senior high schools were included (Appendix A).

Once a week, for five consecutive weeks, the researcher randomly visited each of the schools during designated city-wide lunch periods. The purpose of these visits was to stay in personal contact with each school and to monitor the progress of the survey returns.

On June 2, 1990, a letter of thanks was mailed to each principal, department chairperson and teacher. This letter also served as a reminder to those who had not returned their questionnaires (Appendix B).

On June 20, 1990, a second letter and coded survey was mailed to each nonrespondent's job site. This letter included the same instructions as the original cover letter as well as a self-addressed stamped envelope to return the survey. In addition, it included a statement referring to how important their input on this survey is to the overall study (Appendix B).

On July 13, 1990, a personal appeal was made to all principals who had not responded. This appeal was made at a principal's meeting hosted by the researcher's home school.

On July 16, 1990 telephone calls were made to all nonresponding department chairpersons and teachers. These telephone calls were made to each chairperson's job site where messages were left requesting their participation. July 16th was chosen because it was pay day for all employees; therefore a strong possibility of employees reporting to work to receive their pay was anticipated.

The above efforts yielded the rate of return reported in Table 1.

Data Analysis

The data for this study were analyzed through the use of a one way analysis of variance. Snedcor and Cochran (1967) describe it as a method that identifies, break downs, and tests for significant statistically variances that come

from different sources of variation. The statistic frequently used for testing the variance between and within categories is the F statistic. In order to obtain the value of F, it becomes necessary to calculate the total, between and within sums of squares. The computing formula for the total sum of squares is obtained as follows:

$$\sum_i \sum_j (X_{ij} - \bar{X})^2$$

$$\text{Between sum of squares} = \sum_j \frac{(\sum_i X_{ij})^2}{N_j} - \frac{(\sum_i \sum_j X_{ij})^2}{N}$$

Within sum of squares = total ss - between ss

Where \sum_j is the sum, X is the individual score, \bar{X} is the grand mean, and N is the number of cases.

The F test therefore requires that the estimates compared be independent of each other (Blalock, 1979, pp. 342-46).

As Blalock (1979, p. 160) points out, in practice, we set the probability of a Type I error at a fixed level of .05 and then try to select the statistical test that minimizes the risk of a Type II error. The statistical significance level for accepting or rejecting a hypothesis in this study was therefore set at .05.

CHAPTER IV

RESEARCH FINDINGS

This chapter presents results generated after the computer runs were analyzed. In addition to providing statistical data relating to demographics, the discussion that follows addresses the three major questions raised in chapter one.

Special attention was paid to the demographic data as they related to the population sampled. A total of 268 surveys were distributed to principals, department chairpersons, and teachers. Two hundred forty were completed and returned which yield an overall return rate of 90% (Table 1).

Demographic Characteristics

From the department chairpersons surveyed, 58% were female and 36% were male (Table 2). Seventy-seven percent were black, and 13% white (Table 3). Forty-five percent were between the ages of 41 and 50, however, 29% were 51 years of age or older. Sixteen percent were under the age of 40 (Table 4).

Sixty-four percent of the department chairpersons had earned a masters plus degree, whereas 16% possessed the

TABLE 1
SUMMARY OF SURVEY RETURNS

POSITION	NUMBER MAILED	NUMBER RECEIVED	PERCENT RETURN
DEPT. CHAIR.	44	31	70
PRINCIPAL *	10	10	100%
TEACHERS	214	199	93

* One refusal (whole school)

TABLE 2

Position by Gender

POSITION	FEMALE		MALE		NO RESPONSE		Total N	%
	N	%	N	%	N	%		
DEPT. CHAIR.	18	58	11	36	2	6	31	100
PRINCIPAL	4	40	4	40	2	20	10	100
TEACHERS	124	62	64	32	11	6	199	100

TABLE 3

Position by Race

POSITION	RACE			OTHER N	OTHER %	NO RESPONSE		Total N	Total %	
	BLACK N	BLACK %	WHITE N			WHITE %	N			%
DEPT. CHAIR.	24	77	4	13	0	0	3	10	31	100
PRINCIPAL	1	10	0	0	0	0	9	90	10	100
TEACHERS	0	0	0	0	2	1	197	82	99	100

TABLE 4

Position by Age

POSITION	AGE						NO RESPONSE	Total N				
	20-30 N	31-40 N	41-50 N	51 & Over N	NO RESPONSE N	Total N						
DEPT. CHAIR.	1	3	5	16	14	45	9	29	2	7	31	100
PRINCIPAL	0	0	0	0	1	10	0	0	0	9	10	100
TEACHERS	10	5	40	20	95	48	46	23	8	4	199	100

masters, (Table 5). The majority of the department chairpersons seemed to be employed in science (32%), followed by foreign language (26%) and English representing 22% (Table 6).

Research Questions

The research questions raised in chapter one were:

1. How do high school department chairpersons spend their time in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas?
2. To what degree do principals, department chairpersons, and teachers believe department chairpersons should be responsible for tasks in the areas supervision, curriculum, personnel, management, staff development, communication, and other areas?
3. What are the discrepancies between department chairpersons, principals, and teachers in terms of the reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should have in supervision, curriculum, personnel, management, staff development, communication, and other areas?

TABLE 5
Position by Education

POSITION	Education							Total N	%
	BA N	BA+ N	MA N	MA+ N	DOC N	NO RESPONSE N	Total N		
DEPT. CHAIR.	0	3	5	20	1	2	31	100	
PRINCIPAL	0	0	1	0	0	9	10	100	
TEACHERS	4	27	40	107	14	7	199	100	

TABLE 6
Position by Department

POSITION	Department										Total	
	ENG N	SCI N	FOR LANG N	IND ARTS N	NO RESPONSE N	NO RESPONSE N	IND ARTS N	FOR LANG N	SCI N	ENG N		
DEPT. CHAIR.	7	10	8	26	3	10	3	10	3	10	31	100
PRINCIPAL	0	0	0	0	0	0	0	0	10	100	10	100
TEACHERS	75	46	30	15	20	10	28	14	199	100	199	100

How High School Department Chairpersons Spend Their Time

The purpose of this section is to examine how high school department chairpersons spend their time in various activities. These activities are discussed separately as follows:

Supervision

In the area of supervision (Table 7), 16% of the department chairpersons stated they spent minor time in observing teachers in the classroom, 31% said they spent a moderate amount of time performing this duty. However, 1% of the principals said that department chairpersons spent only a minor amount of time in observing teachers in the classroom, About 9% of teachers, on the other hand, stated that department chairpersons spent a minor amount of time observing them, and another 6% stated that department chairpersons spent a moderate amount of time observing them in the classroom. This low response rate was due to the fact that 77% of the department chairpersons said that observing teachers in the classroom was not their responsibility, 90% of the principals and 79% of the teachers believed the same.

When it comes to holding conferences with teachers (Table 8), 32% of the department chairpersons stated that they spent a minor amount of time in fulfilling this duty,

and 9% said they spent a moderate amount of time performing this task. Only one principal said that department chairpersons spent a minor amount of time holding conferences with teachers. About 15% of the teachers reported that department chairpersons spent a minor amount of time fulfilling this task, 7% of them said that they spent a moderate amount of time and 2% of them reported that spent a major amount of time on these activities. The reason why the teachers percentage was so low is because 58% of them believed that holding conferences with teachers were not the department chairperson's responsibility and 90% of the principals said the same.

As to the preparation of written reports (Table 9), 9% of the department chairpersons spent a minor amount of time and 3% of them spent a moderate amount. Approximately 10% of the teachers reported that department chairpersons spent a minor amount of time in this area whereas 4% reported a moderate amount of time spent. Interestingly, none of the principals responded to this question and 80% of the teachers elected not to respond.

When looking at the amount of time spent working with teachers to improve instructional techniques (Table 10), 38% of the department chairpersons stated that they spent a minor amount of time and 25% reported a moderate amount of time spent. However, 60% of the principals reported a minor

amount of time spent, 10% of them reported a moderate amount of time spent and 10% also reported a major amount of time spent in this area. Around 26% of the teachers reported that department chairpersons spent a minor amount of time, 17% of them reported a moderate amount, and 5% reported a major amount of time spent in this area. These statistics were low because 32% of the department chairpersons and 46% of the teachers said that department chairpersons were not responsible for this task.

In reviewing teachers' lesson plans (Table 11), 10% of the department chairpersons stated they spent a minor amount of time, and 3% of them stated they spent only a moderate amount of time on this task. However, 10% of the principals reported that department chairpersons spent a minor amount of time in this area whereas 5% of the teachers reported that they spent a minor amount of time, 3% reported a moderate amount of time spent, and only .50% of the teachers reported a major amount of time spent in area. Apparently these statistics are low because 87% of the department chairpersons, 90% of the principals and 87% of the teachers reported that this task was not a responsibility of the department chairperson.

In response to evaluating teachers (Table 12), one-half percent of the department chairpersons reported that they spent a moderate amount of time performing this task.

However, 10% of the principals reported that the department chairperson spent a minor amount of time in this area, whereas 4% of the teachers said they spent a minor amount of time, 2% said they spent a moderate amount of time, and 1.50% reported a major amount of time spent on this task. Interestingly, 97% of the department chairpersons, 90% of the principals, and 88% of the teachers stated that this activity was not a responsibility of the department chairperson.

Twenty-three percent of the department chairpersons reported that they spent a minor amount of time monitoring students' progress (Table 13), 13% reported a moderate amount of time spent, and 3% reported that they spent a major amount of time performing this activity. Sixty percent of the principals stated that the department chairperson spent a minor amount of time monitoring students' progress, 10% said they spent a moderate amount of time compared to 15% of the teachers who stated that the department chairperson spent a minor amount of time monitoring students' progress, while 14% of the teachers reported that the department chairperson spent a moderate amount of time, and 4% of the teachers indicated that they spent a major amount of time engaged in this activity. Fifty-eight of the department chairpersons indicated that monitoring students' progress was not their responsibility.

Thirty percent of the principals and 72% of the teachers concurred.

As to the role of encouraging, stimulating, and motivating teachers (Table 14), 16% of the department chairpersons reported that they spent a minor amount of time, 39% reported a moderate amount of time spent, and 26% reported a major amount of time spent performing this task. Fifty percent of the principals indicated that the department chairperson spent a minor amount of time, 20% of the principals said they spent a moderate amount of time, and 20% of the principals said they spent a major amount of time on this task. Thirty-one percent of the teachers felt that department chairpersons spent a minor amount of time, 25% said they spent a moderate amount of time, and 13% reported a major amount of time spent performing this task. Sixteen percent of the department chairpersons reported that encouraging, stimulating, and motivating teachers were not their responsibility. Ten percent of the principals, and 27% of the teachers agreed.

Curriculum

Twenty-three percent of the department chairpersons stated that they spent a minor amount of time coordinating curriculum within the department (Table 15). Forty-five percent reported a moderate amount of time spent, and 19%

reported a major amount of time spent in this area. Thirty percent of the principals indicated that department chairpersons spent a minor amount of time, 40% of the principals indicated that department chairpersons spent a moderate amount of time, and 20% of the principals reported that department chairpersons spent a major amount of time performing this task. However, 13% of the department chairpersons felt that coordinating curriculum within the department was not their responsibility. Ten percent of the principals and 23% of the teachers reported the same.

In the area of providing for testing and evaluation of new and existing programs (Table 16), 29% of the department chairpersons reported that they spent a minor amount of time, 32% said they spent a moderate amount of time while 3% indicated that they spent a major amount of time. Thirty percent of the principals reported that department chairpersons spent a minor amount of time, and 50% said they spent a moderate amount of time. Twenty-two percent of the teachers indicated that department chairpersons spent a minor amount of time, 19% reported a moderate amount of time spent, and 11% said they spent a major amount of time in this area. Thirty-five percent of the department chairpersons said they were not responsible for performing this duty. Twenty percent of the principals, and 45% of the teachers reported the same.

Twenty-nine percent of the department chairpersons reported that they spent a minor amount of time working with teachers in developing curriculum (Table 17). Twenty-six percent said they spent a moderate amount of time, and 10% felt they spent a major amount of time performing this task. Thirty percent of the principals reported that department chairpersons spent a minor amount of time and, 30% reported a moderate amount of time spent in this same area. Twenty-six percent of the teachers indicated that department chairpersons spent a minor amount of time, 22% said they spent a moderate amount of time, and 12% reported a major amount of time spent working with teachers in developing curriculum. Thirty-five percent of the department chairpersons, 20% of the principals and 36% of the teachers said that the above was not a responsibility of the department chairperson.

Considering assisting teachers in modifying curriculum to meet the needs of their students (Table 18), 42% of the department chairpersons stated that they spent a minor amount of time, 26% said they spent a moderate amount of time, and 10% indicated that they spent a major amount of time. Sixty percent of the principal reported that the department chairperson spent a minor amount of time, and 30% reported that they spent a moderate amount of time. Twenty-eight percent of the teachers said the department

chairperson spent a minor amount of time, 17% said they spent a moderate amount of time, and 11% indicated they spent a major amount of time performing this duty. Twenty-two percent of the department chairpersons said that this was not their responsibility. Ten percent of the principals, and 39% of the teachers concurred by indicating the same.

As to the issue of assisting with the selection and evaluation of textbooks and other instructional materials (Table 19), 35% of the department chairpersons said they spent a minor amount of time, 26% said they spent a moderate amount of time, and 26% reported that they spent a major amount of time. Ten percent of the principals reported that department chairpersons spent a minor amount of time, 50% said they spent a moderate amount of time, and 40% said they spent a major amount of time in this area. Twenty-two percent of the teachers reported that the department chairperson spent a minor amount of time, 32% indicated that they spent a moderate amount of time, and 26% said they spent a major amount of time performing this task. Interestingly, 13% of the department chairpersons said that this was not their responsibility and 16% of the teachers agreed to the same.

On the notion of keeping teachers informed of new trends and programs (Table 20), 26% of the department

chairpersons said they spent a minor amount of time, 23% said they spent a moderate amount of time, and 32% indicated that they spent a major amount of time in this area. Forty percent of the principals reported that the department chairperson spent a minor amount of time, and 40% said they spent a moderate amount of time whereas 26% of the teachers said the department chairperson spent a minor amount of time, 36% said they spent a moderate amount of time, and 22% indicated they spent a major amount of time on this task. Sixteen percent of the department chairpersons indicated that keeping teachers informed of new trends and programs was not their responsibility, also 20% of the principals, and 13% of the teachers reported the same.

When it comes to establishing a curriculum resource center for the staff (Table 21), 26% of the department chairpersons indicated that they spent a minor amount of time, 13% said they spent a moderate amount of time, and 16% reported they spent a major amount of time in area. Forty percent of the principals felt that the department chairperson spent a moderate amount of time, and 10% said they spent a major amount of time compared to 28% of the teachers who indicated that the department chairperson spent a minor amount of time, 23% of the teachers who said the department chairperson spent a moderate amount of time, and 11% of the teachers who indicated that the department

chairperson spent a major amount of time performing this duty. Forty-two percent of the department chairpersons reported that this was not their responsibility, 50% of the principals, and 34% of the teachers pointed out the same.

Twenty-nine percent of the department chairpersons reported that they spent a minor amount of time visiting other schools to observe their program (Table 22), and ten percent said they spent a moderate amount of time performing this task. Forty percent of the principals said that the department chairperson spent a minor amount of time in this area, and 10% of them indicated that they spent a moderate amount of time. Thirty percent of the teachers said the department chairperson spent a minor amount of time on this task, and 10 of them indicated that a moderate amount of time was spent. Sixty-one percent of the department chairpersons said that visiting other schools to observe their program was not their responsibility. Fifty percent of the principals, and 47% of the teachers reported the same.

Personnel

As to the role of assisting in the orientation of new teachers (Table 23), 39% of the department chairpersons indicated that they spent a minor amount of time, 32% of them said they spent a moderate amount of time, and 6% of

them indicated that they spent a major amount of time on this activity. Eighty percent of the principals indicated that the department chairperson spent a minor amount of time in this area, and 20% of the principals said they spent a moderate amount of time performing this duty. Twenty-seven percent of the teachers reported they the department chairperson spent a minor amount of time working in this area, 19% said they spent a moderate amount of time, 20% said they spent a major amount of time, and 5% did not respond to the question. Twenty-three percent of the department chairpersons reported that this was not their responsibility compared to 29% of the teachers who said the same.

When it comes to working with substitutes in the department to insure continuity of instruction (Table 24), 32% of the department chairpersons reported that the spent a minor amount of time, 23% of them indicated that they spent a moderate amount of time, and 10% of them said they spent a major amount of time on this task. Sixty percent of the principals indicated that the department chairperson spent a minor amount of time in this area, 26% of the teachers said the department chairperson spent a minor amount of time, 14% of them indicated they spent a moderate amount and 9% of them reported that they spent a major amount of time working in this area. Thirty-five percent of the department

chairpersons reported that this area was not part of their responsibility, 40% of the principals and 47% of the teachers concurred.

Considering the issue of assisting with interviews of prospective teachers (Table 25), 13% of the department chairpersons reported they spent a minor amount of time, where 10 of them indicated they spent a moderate amount of time performing this task. Twenty percent of the principals said the department chairperson spent a minor amount of time, 12% of the teachers said they spent a minor amount of time, 6% indicated they spent a moderate amount of time, 6% reported a major amount of time, and 5% did not respond to the question. Seventy-seven percent of the department chairpersons said this was not one of their responsibilities, 80% of the principals, and 71% of the teachers agreed.

In the selection of new teachers (Table 26), 16% of the department chairpersons reported they spent a minor amount of time, 6% said they spent a moderate amount of time, and 3% indicated they spent a major amount of time. Ten percent of the principals said the department chairperson spent a minor amount of time, and another 10% of them said they spent a moderate amount of time in this area. Ten percent of the teachers indicated that the department chairperson spent a minor amount of time on this task, 3% said they

spent a moderate amount, 4% reported a major amount of time spent, and 5% did not bother to respond. Seventy-five percent of the department chairpersons agreed that this one not one of their responsibilities, 80% of the principals and 78% of the teachers indicated the same.

When it comes to assisting with establishing schedules and teaching assignments of teachers in the department (Table 27), 26% of the department chairpersons indicated they spent a minor amount of time, 10% said they spent a moderate amount, and 3% reported they spent a major amount of time in this area. Fifty percent of the principals said the department chairperson spent a minor amount of time, 10% of indicated they spent a moderate amount, and another 10% reported they spent a major amount of time on this task. Twenty-two percent of the teachers said the department chairperson spent a minor amount of time, 10% of them reported a moderate amount of time spent, 8% stated a major amount of time spent, and 5% of did not respond to the question. Sixty-one percent of the department chairpersons stated they were not responsible for this task, 30% of the principals and 53% of the teachers concurred.

Management

Considering the area of planning and conducting department meetings (Table 28), 3% of the department

chairpersons said that they spent a minor amount of time, 39% said they spent a moderate amount of time, and 58% reported they spent a major amount of time. Fifty percent of the principals reported that the department chairperson spent a moderate amount of time in this area, and another 40% of them stated that they spent a major amount of time. Ten percent of the teachers said the department chairperson spent a minor amount of time on this task, 26% indicated they spent a moderate amount of time, 58% reported they spent a major amount of time, and 3% of them did not comment. However, 10% of the principals stated that planning and conducting meetings was not a responsibility of the department chairperson and 3% of the teachers response was identical.

In response to the task of arranging room assignments for teachers in the department (Table 29), 13% of the department chairpersons stated they spent a minor amount of time, and 3% said they spent a major amount of time. Ten percent of the principals said the department chairperson spent a moderate amount of time, 10% of the teachers reported they spent a minor amount of time, 7% indicated they spent a moderate amount of time, 4% reported a major amount of time, and 6% did not respond. However, 84% of the department chairpersons stated that arranging room

assignments for teachers was not their responsibility, 90% of the principals and 73% of the teachers concurred.

On the notion of preparing and monitoring the department's budget (Table 30), 19% of the department chairpersons stated they spent a minor amount of time, 29% said they spent a moderate amount of time, and 29% reported a major amount of time spent. Twenty percent of the principals said that the department chairperson spent a minor amount of time on this task, 40% reported a moderate amount of time spent, and 40% indicated a major amount of time spent. Twenty percent of the teachers said the department chairperson spent a minor amount of time performing this duty, 28% reported a moderate amount of time spent, 35% indicated a major amount of time spent, and 4% had no response. Twenty-three percent of the department chairpersons said this was not one of their responsibilities and 13% of the teachers indicated the same.

In arranging for repair and replacement equipment (Table 31), 39% of the department chairpersons said they spent a minor amount of time, 26% report a moderate amount of time spent, and 16% indicated a major amount of time spent. Thirty percent of the principals stated that the department chairperson spent a minor amount of time of this task, 20% reported they spent a moderate amount of time, and 40% said they spent a major amount of time. Twenty-five

percent of the teachers indicated that the department chair spent a minor amount of time on this activity, 16% said they spent a moderate amount time, 26% said they spent a major amount of time, and 4% did not respond. Nineteen percent of the department chairpersons said arranging for repair and replacement equipment was not their responsibility, 10% of the principals and 29% of the teachers agreed.

Responding to ordering supplies and equipment (Table 32), 23% of the department chairpersons said they spent a minor amount of time, 35% said they spent a moderate amount of time, and 42% indicated they spent a major amount of time. Forty percent of the principals reported that the department chairperson spent a minor amount of time on this activity, 20% said they spent a moderate amount of time, and 40% said they spent a major amount of time. Fourteen percent of the teachers said the department chairperson spent a minor amount of time in this area, 27% said they spent a moderate amount of time, 48% said they spent a major amount of time, and 4% had no response.

In maintaining an inventory of textbooks and equipment (Table 33), 23% of the department chairpersons said they spent a minor amount of time, 29% said they spent a moderate amount of time, and 25% reported they spent a major amount of time. Thirty percent of the principals said the department chairperson spent a minor amount of time on this

task, 30% said they spent a moderate amount of time, and 30% stated they spent a major amount of time. Twenty-two percent of the teachers reported the department chairperson spent a minor amount of time in this area, 20% reported a moderate amount of time spent, 28% reported a major amount of time spent, and 4% did not reply. Twenty-three percent of the department chairpersons said maintaining an inventory of textbooks was not their responsibility, 10% of the principals and 26% of the teachers said the same.

As to the role of completing forms and gathering departmental data (Table 34), 16% of the department chairpersons said they spent a minor amount of time, 36% said they spent a moderate amount of time, and 45% reported a major amount of time spent. Forty percent of the principals said the department chairperson spent a minor amount of time in this area, 20% stated they spent a moderate amount of time, and 40% reported a major amount of time spent. Seventeen percent of the teachers indicated that the department chairperson spent a minor amount of time completing this task, 30% said they spent a moderate amount of time, 41% indicated a major amount of time spent, and 4% had no response. Three percent of the department chairpersons said they were not responsible for this task, and 8% of the teachers agreed.

Considering the task of arranging for interclass visitation among teachers (Table 35), 29% of the department chairpersons said they spent a minor amount of time, and 13% stated they spent a moderate amount of time. Thirty percent of the principals said the department chairperson spent a minor amount of time, 19% of the teachers indicated they spent a minor amount of time, 8% said they spent a moderate amount of time, 4% reported a major amount of time, and 4% did not bother to respond. Fifty-eight percent of the department chairpersons said arranging for interclass visitation among teachers was not their responsibility. Seventy percent of the principals and 65% of the teachers said the same.

When it comes to the demonstration of or arranging for the demonstration of instructional techniques (Table 36), 39% of the department chairpersons stated they spent a minor amount of time, 16% said they spent a moderate amount of time, 10% said they spent a major amount of time, and 6% did not respond. Thirty percent of the principals said the department spent a minor amount of time, 25% of the teachers reported a minor amount of time spent, 16% indicated a moderate amount of time spent, 8% stated they spent a major amount of time, and 6% had no response. Twenty-nine percent of the department chairpersons said arranging for demonstration of instructional techniques was not one of

their responsibilities, 70% of the principals, and 45% of the teachers agreed.

In assessing teachers' need for inservice education (Table 37), 26% of the department chairpersons said they spent a minor amount of time, 13% said they spent a moderate amount of time, and 3% reported a major amount of time. Fifty percent of the principals indicated that the department chairperson spent a minor amount of time in this area, and 20% of them said the department chair person spent a moderated amount of time on this task. Twenty percent of the teachers reported the department chairperson spent a minor amount of time in this area, 8% said they spent a moderate amount of time, and 5% stated they spent a major amount of time performing this duty. Fifty-five percent of the department chairpersons indicated that assessing teachers' need for inservice education was not their responsibility. Thirty percent of the principals and 61% of the teachers reported the same.

Looking at developing and implementing inservice activities (Table 38), 29% of the department chairpersons stated they spent a minor amount of time, 7% said they spent a moderate amount of time, and 3% reported a major amount of time spent. Seventy percent of the principals said the department chairperson spent a minor amount of time, 26% of the teachers indicated they spent a minor amount of time, 9%

of the teachers said they spent a moderate amount of time, and 7% of them said they spent a major amount of time. Fifty-eight percent of the department chairpersons indicated that developing and implementing inservice activities was not one of their responsibilities, 30% of the principals, and 51% of the teachers concurred.

As to encouraging teachers to exchange ideas and strategies (Table 39), 39% of the department chairpersons stated they spent a minor amount of time, 29% said they spent a moderate amount, and 23% reported a major amount of time spent. Seventy percent of the principals reported that the department chairperson spent a minor amount of time, and 30% indicated they spent a moderate amount of time in this area. Twenty-eight percent of the teachers said the department chairperson spent a minor amount of time on this task, 23% reported they spent a moderate amount of time, and 17% stated they spent a major amount of time on this activity. Three percent of the department chairpersons, and 26% of the teachers indicated the same.

In reference to encouraging membership in professional organizations (Table 40), 35% of the department chairpersons stated they spent a minor amount of time, 33% said they spent a moderate amount, and 18% indicated they spent a major amount of time. Forty percent of the principals said the department chairperson spent a minor amount of time on

this activity, whereas 10% of them said they spent a moderate amount of time. Twenty-nine percent of the teachers said the department chairperson spent a minor amount of time in this area, 21% reported a moderate amount of time spent, and 17% of them said the department chairperson spent a major amount of time performing this task.

Communication

In the area of fostering good public relations and communication within the community (Table 41), 29% of the department chairpersons said they spent a minor amount of time, 10% said they spent a moderate amount of time, and 23% indicated they spent a major amount of time. Forty percent of the principals reported that the department chairperson spent a minor amount of time on this activity, 10% of them said they spent a moderate amount of time, and 10% said they spent a major amount of time. Twenty-eight percent of the teachers indicated the department chairperson spent a minor amount of time on this task, 11% said they spent a moderate amount of time, and 13% said they spent a major amount of time performing this duty. Thirty five percent of the department chairpersons said fostering good public relations and communication within the community was not one of their

duties. Forty percent of the principals, and 44% of the teachers agreed.

When it comes to acting as a spokesperson for the department (Table 42), 13% of the department chairpersons stated they spent a minor amount of time, 29% said they spent a moderate amount of time, and 45% indicated they spent a major amount of time. Twenty percent of the principals said the department chairperson spent a minor amount of time in this area, 20% of stated they spent a moderate amount of time, and 60% said the department chairperson spent a major amount of time performing this duty. Fourteen percent of the teachers said the department chairperson spent a minor amount of time on this task, 20% of them indicated the chairperson spent a moderate amount of time, and 55% of the teachers reported that the chairperson spent a major amount of time performing this duty. Ten percent of the department chairpersons, and 6% of the teachers said acting as a spokesperson was not a duty of the department chairperson.

On the notion of acting as a liaison between teachers and the administration (Table 43), 19% of the department chairpersons said they spent a minor amount of time, 39% stated they spent a moderate amount of time, and 35% indicated they spent a major amount of time on this task. Ten percent of the principals said the department

chairperson spent a minor amount of time on this task, 50% of them said they spent a moderate amount of time, and 40% of them said they spent a major amount of time in this area. Nineteen percent of the teachers indicated that the department chairperson spent a minor amount of time performing the above duty, 21% of them said they spent a moderate amount of time, and 47% of them said they spent a major amount time working in this area. Interestingly, 3% of the department chairpersons stated that acting as a liaison between teachers and the administration was not the responsibility of the department chairperson.

As to interpreting administration policies and procedures (Table 44), 26% of the department chairpersons said they spent a minor amount of time, 19% said they spent a moderate amount of time, and 32% indicated they spent a major amount of time in this area. Forty percent of the principals stated that the department chairperson spent a minor amount of time on this task, 10% of them said they spent a moderate amount of time, and 20% reported they spent a major amount of time performing this activity. Twenty-two percent of the teachers said the department chairperson spent a minor amount of time in this area, 26% reported they spent a moderate amount of time, and 38% indicated they spent a major amount of time completing this duty. Nineteen percent of the department chairpersons said they were not

responsible for interpreting administration policies and procedures, 30% of the principals and 10% of the teachers said the same.

Other Areas

In reference to recruiting students into various courses (Table 45), 23% of the department chairpersons said they spent a minor amount of time, 19% indicated they spent a moderate amount of time, and 13% reported they spent a major amount of time performing this task. Twenty percent of the principals said the department chairperson spent a minor amount of time in this area, 30% of them indicated they spent a moderate amount of time, and another 10% indicated they spent a major amount of time completing this task. Twenty-eight percent of the teachers said the department chairperson spent a minor amount of time working on this task, 15% said they spent a moderate amount of time, and 12% said they spent a major amount of time in this area. Forty-two percent of the department chairpersons, 40% of the principals, and 39% of the teachers agreed that recruiting students into various courses was not one of the duties of the department chairperson.

Considering the issue of assisting in resolving teacher-teacher or parent-teacher conflicts (Table 46), 26% of the department chairpersons said they spent a minor

amount of time, 3% said they spent a moderate amount of time, and 6% reported they spent a major amount of time on this task. Ten percent of the principals said the department chairperson spent a minor amount of time working in this area, and 10% said they spent a major amount of time. Nineteen percent of the teachers stated that the department chairperson spent a minor amount of time in this area, 6% said they spent a moderate amount, and 11% reported they spent a major amount of time. Fifty-eight percent of the department chairpersons said resolving teacher-teacher or parent-teacher conflicts was not part of their responsibilities.

The Degree to Which Principals, Department Chairpersons, and Teacher Believe Department Chairpersons Should be Responsible for Various Activities

The purpose of this section is to analyze to what degree high school department chairpersons, principals, and teachers believe should be the responsibility of the department chairperson in performing various activities. These activities are independently discussed as follows:

Supervision

In the area of supervision (Table 7), 16% of the department chairpersons said this area is of minor

importance, 23% indicated it is of moderate importance, and 19% said it is of major importance. Thirty percent of the principals believed the department chairperson's relationship to this task is of moderate importance and 40% of them said it is of major importance. Twelve percent of the teachers felt the department chairperson's relationship to this task should be of minor importance, 20% believed it should be of moderate importance and 13% stated it should be of major importance. Thirty-nine percent of the department chairpersons felt observing teachers in the classroom should not be their responsibility. Thirty percent of the principals and 51% of the teachers reported the same.

As to holding conferences with teachers (Table 8), 23% of the department chairpersons indicated this should be of minor importance, 23% reported it should be of moderate importance, and 19% stated this should be of major importance. Twenty percent of the principals indicated the department chairperson's responsibility to this task should be of moderate importance, and another 40% said it should be of major importance. Nineteen percent of the teachers said the department chairperson's responsibility to this task should be of minor importance, 19% stated it should be of moderate importance, and 17% indicated it should be of major importance. Twenty-nine percent of the department chairpersons said holding conferences with teachers should

not be one of their responsibilities. Forty percent of the principals and 40% of the teachers concurred.

In reference to preparing written reports (Table 9), 29% of the department chairpersons said this should be of minor importance, 16% said it should be of moderate importance, and 3% reported it should be of major importance. Ten percent of the principals felt this area should be of moderate importance, and another 40% indicated it should be of major importance. Sixteen percent of the teachers indicated the department chairperson's responsibility to this duty is of minor importance, 16% said it should be of moderate importance, and 10% said it should be of major importance. Forty-five percent of the department chairpersons believed preparing written reports should not be their responsibility. Fifty percent of the principals and 55% of the teachers agreed.

Considering working with teachers to improve their instructional techniques (Table 10), 10% of the department chairpersons said this task should be of minor importance, 35% said it should be of moderate importance, and 35% indicated it should be of major importance. Twenty percent of the principals indicated the department chairperson's response to this task should be of moderate importance, and another 80% of them stated this task should be of major importance. Thirteen percent of the teachers believed

department chairperson's response to this duty should be of minor importance, 27% reported it should be of moderate importance, and another 32% said it should be of major importance. Twelve percent of the department chairpersons and 21% of the teachers said working with teachers to improve their instructional techniques should not be the responsibility of the department chairperson.

As to reviewing teachers lesson plans (Table 11), 19% of the department chairpersons said this should be of minor importance, 22% indicated it should be of moderate importance, and 3% said it should be of major importance. Ten percent of the principals indicated the department chairperson's degree of responsibility to this activity should be of minor importance, 30% said it should be of moderate importance, and 30% reported it should be of major importance. Twelve percent of the teachers said the department chairperson's responsibility to this task should be of minor importance, 15% said it should be of moderate importance, and 5% stated it should be of major importance. Fifty-two percent of the department chairpersons, 30% of the principals, and 62% of the teachers reported that reviewing teachers lesson plans to improve their instructional techniques should not be a responsibility for the department chairperson.

When it comes to evaluating teachers (Table 12), 13% of the department chairpersons reported this should be of minor importance, 16% said it should be of moderate importance, and 3% stated it should be of major importance. Ten percent of the principals indicated the department chairperson's responsibility to this activity should be of minor importance, 10% said it should be of importance, and 10% stated it should be of major importance. Six percent of the teachers said the department chairperson's degree of responsibility to this activity should be of minor importance, 12% replied it should be of moderate importance, and another 9% said it should be of major importance. Sixty-five percent of the department chairpersons indicated that evaluating teachers should not be their responsibility. Seventy percent of the principals and 67% of the teachers concurred.

Looking at monitoring students' progress (Table 13), 19% of the department chairpersons said this should be of minor importance, 19% indicated it should be of moderate importance, and 26% reported it should be of major importance. Fifty percent of the principals stated the department chairperson's to this activity should be of moderate importance, and another 50% reported it should be of major importance. Seventeen percent of the teachers believed the department chairperson's degree of

responsibility for this monitoring students' progress should be of minor importance, 28% felt it should be of moderate importance, and 20% said it should be of major importance. Twenty-nine percent of the department chairpersons and 30% of the teachers indicated that monitoring students' progress should not be the department chairperson responsibility.

In encouraging, stimulating, and motivating teachers (Table 14), 10% of the department chairpersons said it should be of minor importance, 26% said it should be of moderate importance, and 55% indicated it should be of major importance. One hundred percent of the principals stated the department chairperson's responsibility to this task should be of major importance. Thirteen percent of the teachers believed it should be of minor importance, 23% said it should be of moderate importance, and 48% felt it should be of major importance. Three percent of the department chairpersons, and 12% of the teachers indicated that encouraging, stimulating, and motivating teachers should not be a responsibility of the department chairperson.

Curriculum

When it comes to coordinating the curriculum (Table 15), 6% of the department chairpersons reported felt this activity is of minor importance, 32% said it is of moderate importance, and 58% indicated it is of major importance.

One hundred percent of the principals indicated the department chairperson's responsibility to this task should be of major importance. Nine percent of the teachers said it should be of minor importance, 26% said it should be of moderate importance, and 53% reported it should be of major importance. Seven percent of the teachers said coordinating the curriculum should not be the department chairperson's responsibility.

On the notion of providing for testing and evaluation of new and existing programs (Table 16), 16% of the department chairpersons said it should be of minor importance, 29% said it should be of moderate importance, and 39% indicated it should be of major importance. Thirty percent of the principals felt the department chairperson's responsibility to this task should be of moderate importance and another 70% stated it should be of major importance. Eighteen percent of the teachers indicated the department chairperson's responsibility should be of minor importance, 28% said it should be of moderate importance, and 33% reported it should be of major importance. Thirteen percent of the department chairpersons, and 17% of the teachers said providing for testing and evaluation of new and existing programs should not be a responsibility for the department chairperson.

In reference to working with teachers to develop curriculum (Table 17), 10% of the department chairpersons indicated this should be of minor importance, 32% said it should be of moderate importance, and 39% felt it should be of major importance. Thirty percent of the principals said the department chairperson's responsibility should be of moderate importance, and another 70% felt it should be of major importance. Fifteen percent of the teachers said the department chairperson's degree of responsibility to task should be of minor importance, 25% stated it should be of moderate importance, and 41% indicated it should be of major importance. Sixteen percent of the department chairpersons, and 14% of the teachers felt that the department chairperson should not be responsible for this task.

Considering assisting teachers in modifying the curriculum (Table 18), 6% of the department chairpersons said this should be of minor importance, 19% indicated it should be of moderate importance, and 61% stated it should be of major importance. Twenty percent of the principals said the department chairperson's degree of responsibility to this duty should be of moderate importance, and another 80% indicated it should be of major importance. Fourteen percent of the teachers felt the department chairperson's responsibility should be of minor importance, 31% said it should be of moderate importance, and another 39% indicated

a major importance. Ten percent of the department chairpersons and 12% of the teachers felt the department chairperson should not be responsible for this task.

As to the role of assisting with the selection and evaluation of textbooks and other instructional materials (Table 19), 6% of the department chairpersons believed this task should be of minor importance, 23% said it should be of moderate importance, and 65% stated it should be of major importance. Ten percent of the principals said the department chairperson's responsibility to this duty should be of moderate importance, and another 90% reported it should it should be of major importance. Ten percent of the teachers indicated the department chairperson's responsibility to this task should be of minor importance, 30% said it should be of moderate, and another 51% stated it should be of major importance. Three percent of the department chairpersons and 6% of the teachers said assisting in the selection and evaluation of textbooks and other instructional materials should not be the responsibility of the department chairperson.

When it comes to keeping teachers informed of new trends and programs (Table 20), 10% of the department chairpersons said this task should be of minor importance, 26% indicated it should be of moderate importance, and 55% reported it should be of major importance. Forty percent of

the principals indicated the department chairperson's responsibility to this task should be of moderate importance, and another 60% said it should be of major importance. Eight percent of the teachers felt the department chairperson's responsibility should be of minor importance, 26% said it should be of moderate importance, and 56% replied it should be of major importance. Six percent of the department chairpersons and 5% of the teachers felt keeping teachers informed of new trends and programs was not a duty for the department chairperson.

As to the role of establishing a curriculum resource center for the staff (Table 21), 19% of the department chairpersons indicated this task should be of minor importance, 23% said it should be of moderate importance, and 7% felt it should be of major importance. Ten percent of the principals stated the department chairperson's responsibility to this activity should be of minor importance, 20% said it should be of moderate importance, and another 70% indicated it should be of major importance. Thirteen percent of the teachers believed the department chairperson's responsibility to this task should be of minor importance, 25% stated it should be of moderate importance, and another 45% said it should be of major importance. Ten percent of the department chairpersons, and 11% of the

teachers indicated this should not be a responsibility for the department chairperson.

When it comes to visiting other schools to observe their program (Table 22), 16% of the department chairpersons said this activity should be of minor importance, 45% indicated it should be of moderate importance, and 26% reported it should be of major importance. Sixty percent of the principals indicated the department chairperson's responsibility to this task should be of moderate importance, and another 40% stated it should be of major importance. Twenty-four percent of the teachers felt the department chairperson's responsibility to this assignment should be of minor importance, 27% said it should be of moderate importance, and another 31% indicated it should be of major importance. Ten percent of the department chairpersons, and 12% of the teachers said visiting other schools to observe their program should not be the responsibility of the department chairperson.

Personnel

Focusing on assisting in the orientation of new teachers (Table 23), 6% of the department chairpersons felt this task should be of minor importance, 39% said it should be of moderate importance, and 48% stated it should be of major importance. Forty percent of the principals indicated

the department chairperson's responsibility to this task should be of moderate importance, and another 60% said it should be of major importance. Six percent of the teachers indicated it should be of minor importance, 21% reported it should be of moderate importance, and 58% said it should be of major importance. Three percent of the department chairpersons and 10% of the teachers said assisting in the orientation of new teachers should not be the responsibility of the department chairperson.

When it comes to working with substitutes (Table 24), 16% of the department chairpersons stated this task should be of minor importance, 29% indicated it should be of moderate importance, and 48% reported it should be of major importance. Fifty percent of the principals said the department chairperson's responsibility to this task should be of moderate importance, and another 50% indicated it should be of major importance. Fifteen percent of the teachers said this activity should be of minor importance, 25% indicated it should be of moderate importance, and 37% reported it should be of major importance. Three percent of the department chairpersons and 17% of the teachers indicated that working with substitutes should not be the responsibility of the department chairperson.

Considering the task of assisting with interviewing prospective teachers (Table 25), 16% of the department

chairpersons indicated this task should be of minor importance, 29% said it should be of moderate importance, and 32% said it should be of major importance. Forty percent of the principals said the department chairperson's responsibility to this task should be of moderate importance, and an additional 40% reported it should be of major importance. Fourteen percent of the teachers indicated the department chairperson's responsibility to this duty should be of minor importance, 21% said it should be of moderate importance, and 28% stated it should be of major importance. Nineteen percent of the department chairpersons said department chairpersons should not be responsible for this duty, 20% of the principals, and 31% of the teachers felt the same.

In assisting with the selection of new teachers (Table 26), 16% of the department chairpersons stated this task should be of minor importance, 16% said it should be of moderate importance, and 45% reported it should be of major importance. Forty percent of the principals felt the department chairperson's degree of responsibility should be of moderate importance, and another 40% indicated it should be of major importance. Ten percent of the teachers said it should be of minor importance, 18% reported it should be of moderate importance, and 25% said it should be of major importance. Nineteen percent of the department

chairpersons, 20% of the principals, and 40% of the teachers felt assisting in the selection of new teachers should not be the responsibility of the department chairperson.

Looking at the establishment of schedules and teaching assignments (Table 27), 10% of the department chairpersons believed this task should be of minor importance, 23% said it should be of moderate importance, and 45% reported it should be of major importance. Twenty percent of the principals indicated the department chairperson's degree of responsibility should be of minor importance, 30% said it should be of moderate importance, and 40% indicated it should be of major importance. Nineteen percent of the department chairpersons, 10% of the principals, and 23% of the teachers said assisting in the establishment of schedules and teaching assignments of teachers should not be a responsibility for the department chairperson.

Management

Considering the area of planning and conducting departmental meetings (Table 28), 6% of the department chairpersons believed this task should be of minor importance, 29% said it should be of moderate importance, and 61% felt it should be of major importance. All of the principals said the department chairperson's degree of responsibility to this task should be of major importance.

Five percent of the teachers indicated the department chairperson's responsibility to this area should be of minor importance, 16% said it should be of moderate importance and 71% stated it should be of major importance. Two percent of the teachers indicated the department chairperson should not be responsible for this task.

In arranging room assignments for teachers in the department (Table 29), 35% of the department chairpersons felt this task should be of minor importance, 10% indicated it should be of moderate importance, and 13% replied it should be of major importance. Seventy percent of the principals believed the department chairperson's degree of responsibility should be of minor importance; 21% of the teachers believed it should be of minor importance; 12% indicated it should be of moderate importance; and 16% replied it should be of major importance. Thirty-nine percent of the department chairpersons, 30% of the principals, and 46% of the teachers felt this duty should not be a responsibility for the department chairperson.

When it came to preparing and monitoring the departmental budget (Table 30), 19% of the department chairpersons believed their degree of responsibility should be of minor importance, 32% felt it should be of moderate importance and 39% reported it should be of major importance. Forty percent of the principals indicated the

department chairperson's responsibility to this task should be of moderate importance, and 60% said it should be of major importance. Eight percent of the teachers stated the department chairperson's degree of responsibility should be of minor importance, 21% said it should be of moderate importance, and 58% stated it should be of major importance. Six percent of the department chairpersons, and 6% of the teachers felt this task should not be a responsibility of the department chairperson.

On the notion of arranging for repair and replacement of equipment (Table 31), 19% of the department chairpersons indicated this task should be of minor importance, 32% said it should be of moderate importance, and 35% felt it should be of major importance. Ten percent of the principals believed the department chairperson's degree of responsibility to this task should be of minor importance, 40% felt it should be of moderate importance, and 40% indicated it should be of major importance. Ten percent of the teachers indicated the department chairperson's responsibility should be of minor importance, 20% said it should be of moderate importance, and 51% said it should be of major importance. Ten percent of the department chairpersons, 10% of the principals, and 14% of the teachers said this task should not be the responsibility of the department chairperson.

As to the issue of ordering supplies and equipment (Table 32), 6% of the department chairperson believed their degree of responsibility should be of minor importance, 39% felt it should be of moderate importance and 45% said it should be of major importance. Forty percent of the principals indicated the department chairperson's responsibility should be of moderate importance, and another 60% said it should be of major importance. Seven percent of the teachers felt the department chairperson's degree of responsibility should be of minor importance, 16% stated it should be of moderate importance, however 66% said it should be of major importance. Three percent of the department chairpersons and 5% of the teachers felt this task should not be the responsibility of the department chairperson.

In maintaining inventory (Table 33), 16% of the department chairpersons indicated this task should be of minor importance, 23% said it should be of moderate importance, and 45% felt it should be of major importance. Twenty percent of the principals said the department chairperson's degree of responsibility to this task should be of minor importance, 40% indicated it should be of moderate importance, and another 40% said it should be of major importance. Ten percent of the teachers reported the department chairperson's degree of responsibility should be of minor importance, 15% said it should be of moderate

importance, and 55% indicated it should be of major importance. Ten percent of the department chairpersons, and 14% of the teachers felt this task should not be a responsibility of the department chairperson.

In reference to completing forms and gathering departmental information (Table 34), 16% of the department chairpersons felt this task should be of minor importance, 26% indicated it should be of moderate importance, and 51% said it should be of major importance. Ten percent of the principals reported the department chairperson's degree of responsibility to this task should be of minor importance, 40% said it should be of moderate importance, and 50% indicated it should be of major importance. Eight percent of the teachers stated the department chairperson's responsibility to this task should be of minor importance, 24% indicated it should be of moderate importance, and 53% stated it should be of major importance. Eight percent of the teachers said this task should not be a responsibility of the department chairperson.

Staff Development

As to the role of arranging for interclass visits among teachers (Table 35), 26% of the department chairpersons believed this task should be of minor importance, 32% said it should be of moderate importance, and 23% indicated it

should be of major importance. Twenty percent of the principals felt the department chairperson's responsibility to this duty should be of minor importance, 30% said it should be of moderate importance, and 50% reported it should be of major importance. Seventeen percent of the teachers said the department chairperson's degree of responsibility should be of minor importance, 30% stated it should be of moderate importance, and 25% indicated it should be of major importance. Sixteen percent of the department chairpersons, and 23% of the teachers believed this task should not be the department chairperson's responsibility.

In arranging for or demonstrating instructional techniques (Table 36), 23% of the department chairpersons believed this task should be of minor importance, 32% said it should be of moderate importance, and 26% reported it should be of major importance. Ten percent of the principals indicated this task should be of minor importance, 10% said it should be of moderate importance, and 70% stipulated it should be of major importance. Seventeen percent of the teachers felt the department chairperson's degree of responsibility to this task should be of minor importance, 33% said it should be of moderate importance, and 33% indicated it should be of major importance. Thirteen percent of the department chairpersons, 10% of the principals, and 13% of the teachers

stated this task should not be the department chairperson's responsibility.

When it came to assessing teachers' needs for inservice education (Table 37), 23% of the department chairpersons felt their responsibility should be of minor importance, 23% said it should be of moderate importance, and 23% stated it should be of major importance. Ten percent of the principals reported the level of the department chairperson's responsibility to this area should be of minor importance, 30% said it should be of moderate importance, and 50% indicated it should be of major importance. Fourteen percent of the teachers stipulated the department chairperson's degree of responsibility to this area should be of minor importance, 25% said it should be of moderate importance, and 25% stated it should be of major importance. Twenty-nine percent of the department chairpersons, 10% of the principals and 27% of the teachers said this task should not be the responsibility of the department chairperson.

As to developing and implementing inservice activities (Table 38), 16% of the department chairpersons said their responsibility to this task should be of minor importance, 45% said it should be of moderate importance, and 13% stated it should be of major importance. Fifty percent of the principals said the department chairperson's responsibility to this task should be of moderate importance, and 40%

reported it should be of major importance. Sixteen percent of the teachers reported the department chairperson's degree of responsibility to this task should be of minor importance, 32% said it should be of moderate importance, and 26% said it should be of major importance. Nineteen percent of the department chairpersons, 10% of the principals, and 20% of the teachers stated the department chairperson should not be responsible for this duty.

When it comes to encouraging teachers to exchange ideas and strategies (Table 39), 6% of the department chairpersons indicated this task should be of minor importance, 23% said it should be of moderate importance, and 61% stated it should be of major importance. Thirty percent of the principals felt the department chairperson's responsibility to this task should be of moderate importance, and another 70% said it should be of major importance. Eight percent of the teachers felt the department chairperson's degree of responsibility to this task should be of minor importance, 32% indicated it should be of moderate importance, and 45% said it should be of major importance. Seven percent of the teachers said this task should not be one of the department chairperson's responsibilities.

On the issue of encouraging membership into professional organizations (Table 40), 13% of the department chairpersons said this activity should be of minor

importance, 29% indicated it should be of moderate importance, and 52% said it should be of major importance. Twenty percent of the principals believed the department chairperson's responsibility to this task should be of minor importance, 40% said it should be of moderate importance, and another 40% said it should be of major importance. Seventeen percent of the teachers indicated the department chairperson's responsibility to this task should be of minor importance, 30% said it should be of moderate importance, and 36% stated it should be of major importance. Three percent of the department chairpersons, and 10% of the teachers believed this activity should not be the responsibility of the department chairperson.

Communication

In fostering good public relations and communications within the community (Table 41), 16% of the department chairpersons felt this task should be of minor importance, 26% indicated it should be of moderate importance, and 35% said it should be of major importance. Ten percent of the principals said the department chairperson's responsibility to this task should be of minor importance, 20% stated it should be of moderate importance, and 50% indicated it should be of major importance. Twenty-one percent of the teachers reported the department chairperson's

responsibility to this should be of minor importance, 25% said it should be of moderate importance, and 21% stated it should be of major importance. Sixteen percent of the department chairpersons, 10% of the principals, and 17% of the teachers indicated this task should not be the department chairperson's responsibility.

Considering acting as department spokesperson (Table 42), 3% of the department chairperson felt this task should be of minor importance, 35% indicated it should be of moderate importance, and 52% said it should be of major importance, All of the principals said the department chairperson's responsibility to this task should be of major importance. Six percent of the teachers indicated this task should be of minor importance 16% said it should be of moderate importance, and 69% stated it should be of major importance. Six percent of the department chairpersons, along with 2% of the teachers believed this task should not be the responsibility of the department chairperson.

On the notion of acting as a liaison between teachers and the administration (Table 43), 10% of the department chairpersons believed this duty should be of minor importance, 29% said it should be of moderate importance, and 55% said it should be of major importance. One hundred percent of the principals felt the department chairperson's responsibility to this duty should be of major importance.

Eight percent of the teachers indicated the department chairperson's degree of responsibility should be of minor importance, 16% said it should be of moderate importance, and 64% stipulated it should be of major importance. Three percent of the department chairpersons, and 5% of the teachers said this duty should not be the department chairperson's responsibility.

In reference to interpreting administration policies and procedures (Table 44), 23% of the department chairpersons said this task should be of minor importance, 23% said it should be of moderate importance, and 35% indicated it should be of major importance. Ten percent of the principals indicated the department chairperson's degree of responsibility should be of minor importance, 10% said it should be of moderate importance, and 50% reported it should be of major importance. Ten percent of the teachers felt the department chairperson's responsibility to this task should be of minor importance, 21% said it should be of moderate importance, and 56% indicated it should be of major importance. Sixteen percent of the department chairpersons, 30% of the principals, and 7% of the teachers said this task should not be the responsibility of the department chairperson.

Other Areas

As to the task of recruiting students into various courses (Table 45), 29% of the department chairpersons stated task should be of minor importance, 29% said it should be of moderate importance, and 32% reported it should be of major importance. Ten percent of the principals said the department chairperson's responsibility to this task should be of minor importance, 30% indicated it should be of moderate importance, and 40% stated it should be of major importance. Sixteen percent of the teachers said the degree of the department chairperson's responsibility should be of minor importance, 22% indicated it should be of moderate importance, and 38% felt it should be of major importance. Six percent of the department chairpersons, 10% of the principals, and 17% of the teachers indicated this task should not be the responsibility of the department chairperson.

In reference to assisting in resolving teacher/teacher or parent/teacher conflicts (Table 46), 32% of the department chairpersons believed the responsibility of this area should be of minor importance, 26% said it should be of moderate importance, and 10% reported it should be of major importance. Twenty percent of the principals said this task should be of minor importance, and another 30% reported it should be of major importance. Sixteen percent of the

teachers indicated the department chairperson's degree of responsibility to this task should be of minor importance, 20% said it should be of moderate importance, and 19% stated it should be of major importance. Twenty-nine percent of the department chairpersons, 50% of the principals, and 38% of the teachers believe this task should not be the responsibility of the department chairperson.

Discrepancies Between Chairpersons, Principals, and Teachers on How Much Time Chairpersons Spend and What Degree of Time They Should Spend on Various Functions

In this section, the objective is to delineate the differences between chairpersons, principals, and teachers on how much time department chairpersons actually spend on various activities and what each group believes the department chairperson's degree of responsibility should be on these activities. As suggested in Chapter I, the analysis here is based on the results derived from the chi-square statistical runs. A discussion of the findings from each area of activities ensues.

Supervision

As to the task of observing teachers in the classroom, there were no statistically significant differences in ($p > 0.05$) department chairpersons, principals, and teachers on

either the actual time spent or the degree of responsibility they believed the department chairpersons should have on this activity (Table 7). When it came to holding conferences with teachers concerning classroom observations, there were no significant difference between the groups on either the actual amount of time spent by department chairpersons or the degree of responsibility they perceived department chairpersons should spend on this task (Table 8).

When it came to preparing written reports of classroom observations, there were no statistically significant differences between the groups on either the actual amount of time spent by the department chairperson or the degree of responsibility they believed the department chairperson should spend on this task (Table 9). In reference to working with teachers to improve their instructional techniques, there were significant differences ($p < 0.05$) between department chairpersons, principals, and teachers in reporting the actual amount of time spent by department chairpersons on this activity; but there were no significant difference between these groups in terms of degree of responsibility they believed department chairpersons should have for this task (Table 10).

In terms of reviewing teachers lesson plans, there were no significant differences between the groups on either the actual amount of time spent by the department chairpersons

or the level of importance they perceived these chairpersons should be responsible for this activity (Table 11). On the issue of evaluating teachers, there were no significant differences between the groups on the actual amount of time and the perceived degree of importance department chairpersons should be responsible for this task (Table 12).

Looking at the issue of monitoring students' progress, there were no significant differences between the groups on the actual amount of time spent nor the perceived importance they believed should be given to this task by department chairpersons (Table 13). In encouraging, stimulating, and motivating teachers, there were significant differences ($p < 0.05$) in reporting the actual time spent on this task; however, there were no differences between these groups in terms of the level of importance they believed department chairpersons should give to this task (Table 14).

Curriculum

Examining the coordination of curriculum within departments, there were significant differences between department chairpersons, principals, and teachers in reporting the actual amount of time spent by department chairpersons on this duty; there were no significant differences between these groups in terms of the level of importance they believed department chairpersons should

contribute to this activity (Table 15). In providing for testing and evaluation of new and existing programs, there were statically significant differences between the groups in terms of the actual time spent by the department chairpersons on this activity; nonetheless, there were no statistically significant differences between these groups in the degree of importance they believed department chairpersons should have for this activity (Table 16).

In reference to working with teachers in developing curriculum, there were no statistically significant differences between department chairpersons, principals, and teachers on either actual time spent or the level of importance they believed should be given to this task (Table 17). When it came to assisting teachers in modifying curriculum, there were statistically significant differences ($p < 0.05$) between these groups in reporting the actual amount of time spent by department chairpersons on this activity; but there were no statically significant differences between the groups in terms of the degree of importance they believed department chairpersons should give to this task (Table 18).

On the notion of assisting with the selection and evaluation of textbooks, there were no statistically significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on either the actual

time spent or the degree of importance they felt should be given this task (Table 19). In keeping teachers informed of new trends and programs, there were no statistically significant differences between the groups on either the actual amount of time spent and the degree to which they felt department chairpersons should be responsible for this task (Table 20).

Considering the establishment of a curriculum resource center, there were no statistically significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on either the actual amount of time spent or the degree of importance they believed department chairpersons should give to this task (Table 21). In the area of visiting other schools to observe their programs, there were no statically differences between the groups in terms of the actual amount of time spent or the level of importance they felt the department chairperson should give to this activity (Table 22).

Personnel

As to the issue of assisting in the orientation of new teachers, there were statistically significant differences ($p < 0.05$) between department chairpersons, principals, and teachers in reporting both the actual time spent and the degree of importance they believed department chairpersons

should contribute to this task (Table 23). In working with substitutes, there were no statistically significant differences ($p > 0.05$) between these groups in the actual amount of time spent; however, there were statistically significant differences ($p < 0.05$) between the groups in reference to the degree of importance they felt the department chairperson should contribute to this area (Table 24).

When it came to assisting with interviews of perspective teachers, there were no statistically differences ($p > 0.05$) between department chairpersons, principals, and teachers on either the actual amount of time spent or the degree of importance they believed department chairpersons should have for this task (Table 25). In assisting with the selection of new teachers, there were no statistically significant differences between the groups in terms of the actual amount of time spent; however, there were statistically significant differences ($p < 0.05$) in the degree of importance they believed the department chairperson should give to this task (Table 26). In assisting with establishing schedules and teaching assignments, there were no statistically significant differences between the groups on either the actual amount of time spent or the level of importance they believed the

department chairperson should respond to for this task (Table 27).

Management

As to the role of planning and conducting department meetings, there were no statistically significant difference ($p > 0.05$) between department chairpersons, principals, and teachers on either actual time spent or the degree of importance they felt the department chairperson should place on this task (Table 28). Considering the issue of arranging room assignments, there were no statistically significant differences between the groups on the actual time department chairpersons spent on this task; nonetheless, there were statistically significant differences ($p < 0.05$) in reporting the degree of importance they felt department chairpersons should give to this task (Table 29).

When it came to preparing and monitoring the departmental budget, there were no statistically significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on the actual amount of time spent; there were statistically significant differences ($p < 0.05$) between the groups in reporting the level of importance they believed the department should give to this task (Table 30). As to arranging for repair and replacement of equipment, there were no statistically significant differences between

the groups on actual time spent on this activity; however there were statistically significant differences between the groups on the degree of importance they felt department chairpersons should place on this task (Table 31).

On the notion of ordering supplies and equipment, there were no statistically significant difference between ($p > 0.05$) department chairpersons, principals, and teachers on the actual time spent in this area; however, there were statistically significant differences ($p < 0.05$) between the groups in terms of the degree of importance they felt the department chairperson should consider for this activity (Table 32). In terms of maintaining an inventory of textbooks and equipment, there were no statistically differences between the groups on either actual time spent or the level of importance they believed department chairpersons should give to this task (Table 33). When it came to completing forms and gathering information, there were no statistically significant difference between the groups on either actual time spent or the degree of importance they believed department chairpersons should devote to this activity (Table 34).

Staff Development

Considering the issue of arranging for interclass visitation among teachers, there were no statistically

significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on either actual time spent and the degree of importance they believed department chairpersons should spend on this task (Table 35).

In demonstrating or arranging for instructional techniques, there were no significant differences between the groups on either actual time spent and the degree of importance they indicated department chairpersons should devote to this task (Table 36).

Focusing on the area of assessing teachers' needs for inservice education, there were no statistically significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on either the actual time spent or the degree of importance they stated department chairpersons should contribute to this task (Table 37). In developing and implementing inservice activities, there were no statistically significant differences between the groups on either actual time spent or the amount of importance they reported the department chairperson should devote to this task (Table 38).

When it came to encouraging teachers to exchange ideas and strategies, there were statistically significant differences ($p < 0.05$) between department chairpersons, principals, and teachers in reporting the actual time spent on this activity; there were no statistically significant

differences between the groups in the degree of importance they reported the department chairperson should comity to this activity (Table 39). In terms of encouraging membership in professional organizations, there were no statistically significant differences between the groups on either actual time spent or the level of importance they said the department chairperson should be responsible for this task (Table 40).

Communication

As to the role of fostering good public relations and communications within the community, there were no statistically significant difference ($p > 0.05$) between department chairpersons, principals, and teachers on either actual time spent or the amount of importance they reported the department chairperson should place on this task (Table 41). In terms of acting as department spokesperson, there were no statistically difference between the group's reported actual time spent; but there were significant statistically difference ($p < 0.05$) in the degree of importance they stated the department chairperson should have on this activity (Table 42).

When it came to acting as a liaison between teacher and the administration, there were no statistically differences ($p > 0.05$) between department chairpersons, principals, and

teachers on either actual time spent or the degree of importance they should have on this task (Table 43). In reference to interpreting administration policies and procedures, there were no statistically significant differences between the group's reported actual time; however there were statistically significant differences ($p < 0.05$) in the level of importance the group reported the department chairperson should have for this task (Table 44).

Other Areas

In terms of recruiting students in various courses, there were no statistically significant differences ($p > 0.05$) between department chairpersons, principals, and teachers on actual time spent; however, there were statistically significant differences in the degree of importance the group believed the department chairperson should devote to this task (Table 45). As to the issue of assisting in resolving teacher/teacher or teacher/parent conflicts, there were no statistically significant differences between the department chairperson's actual time spent; nonetheless, there were statistically significant differences ($p < 0.05$) between the degree of importance they believed department chairpersons should spend on this task (Table 46).

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter, as the title indicates, presents a summary of the findings on the role of the high school department chairperson in a large urban school system (Tables 7-46). It assesses other findings on similar matters discussed earlier in this study, and evaluates how they relate to the new findings generated in this work. Furthermore, it draws some relevant conclusions and offers recommendations for further research on the subject.

The purposes of this study were: (1) to describe how high school department chairpersons spend their time; and (2) to examine what principals, department chairpersons, and teachers perceived to be the major roles of department chairpersons in various areas. In order to ferret out what those perceptions were, this study began by raising three fundamental questions. These questions were:

1. How do high school department chairpersons spend their time in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas?
2. To what degree do principals, department chairpersons, and teachers believe department

chairpersons should be responsible for tasks in the areas of supervision, curriculum, personnel, management, staff development, communication, and other areas?

3. What are the discrepancies between department chairpersons, principals, and teachers in terms of the reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should have in supervision, curriculum, personnel, management, staff development, communication, and other areas?

An examination of these questions made it possible to generate some substantive findings. A summary of these findings and how they relate to previous findings on various themes follows.

How High School Department Chairpersons Spend Their Time

High school department chairpersons spend a greater amount of their time in managerial roles performing such tasks as planning and conducting department meetings, preparing and monitoring departmental budgets, arranging for repairs and replacement of equipment, ordering supplies and equipment, maintaining inventory, completing forms, and gathering information. All three groups stated that a reasonable amount of time was spent on communication

functions, performing such tasks as acting as a spokesperson for their departments, acting as liaisons between teachers and the administration, and interpreting administration policies and procedures.

These findings seem to support those of Orris' (1988) when she reported that principals, department chairpersons, and teachers agreed that the majority of department chairpersons time is spent on tasks associated with management and communication. They also support Earley and Fletcher-Campbell's (1989) findings when they reported that department chairpersons' common areas of responsibilities entailed the routine administration and organization of the department and acting as a liaison with other departments, with pastoral staff, senior management and with outside agencies. The findings also support a study by the Rochester, Minnesota Public School System (1959) which identified the following tasks as being tasks performed by department chairpersons: (1) preparing the budget, (2) advising the principal, (3) coordinating the work of the department, and (4) scheduling department meetings.

The findings here, however, are not congruent with those of Barrier (1974) who found that department chairpersons' major responsibilities hinged on the supervision of teachers, selection of instructional materials, and making schedules. Anderson's (1987) results

are also contradicted here in that he found the most important tasks performed by department chairpersons were allocating personnel and materials, transmitting and interpreting school goals, and interacting with teachers about instruction.

The findings present a mixed picture when compared to those of Adkisson (1986) who reported that the department chairperson was viewed by the principal as curriculum developers, but provide little help in the areas of supervision and teacher evaluation. DeRoche, Kujawa, and Hunsaker (1988) findings also displayed a mixed picture when compared to those in this study. They reported that the most important responsibilities of the department chairperson as preparing and monitoring budgets, setting departmental goals and objectives, developing curriculum, selecting and purchasing textbooks, scheduling classes, serving on curriculum committees, and working with the principal on administrative matters.

In sum, the new findings in this study and those of previous studies presents a mixed picture. It is obvious that results varied depending on the various populations investigated. Another reason that could account for the differences in findings may hinge on the different instruments and time various studies were conducted.

The Degree To Which Principals, Department Chairpersons
And Teachers Believe Department Chairpersons Should Be
Responsible For Various Activities

Results from the research findings section clearly indicated that principals, department chairpersons, and teachers showed congruence on the degree to which they believed department chairpersons should be responsible for tasks in a number of areas. In terms of supervision, all three groups suggested a very high degree of responsibility of the department chairperson in encouraging, stimulating, and motivating teachers.

In addition, the three groups shared the same perceptions in the area of curriculum development. Specific areas of agreement included coordinating the curriculum within the department, assisting teachers in modifying curriculum to meet the needs of their students, assisting in the selection and evaluation of textbooks and other instructional materials, as well as keeping teachers informed of new trends and programs. Also, they shared the same belief in the area of personnel, especially in assisting in the orientation of new teachers.

Furthermore, the three groups demonstrated a very high degree of responsibility in their belief that the only managerial role a department chairperson should be responsible for is to plan and conduct department meetings.

This is also true for encouraging teachers to exchange ideas and teaching strategies, an issue that relates to staff development. The same is true for acting as department spokesperson, and acting as a liaison between teachers and the administration, which relates to communication.

These findings support those of Gimm (1974) when he reported principals, department chairpersons, and teachers perception of the actual role of secondary department chairpersons. He indicated that very little supervisory tasks were being performed by the department chairperson and that the department chairperson was involved in more curriculum development than supervision and identified closer with teachers than with principals.

Two of the findings from Worner's (1986) study where principals, and department chairpersons ranked the "most important" tasks to be performed by the department chairperson also supports the findings from this study. These findings were: (1) evaluation of curriculum and programs, and (2) conducting department meetings. Brown and Worner's (1990) findings also supports this research when they stated that department chairpersons felt that the following duties were not appropriate roles for the department chairperson. They are: (1) assigning and supervising student teachers, (2) selecting new department

members, (3) observing classroom instruction, and (4) supervising for instructional purposes only.

By way of summary, it is obvious from the above discussion that the overall findings are inclusive as to the degree to which department chairpersons should be responsible for certain tasks. Again, it is quite likely that the differences could depend on other demographic factors or the times the various studies were done.

Discrepancies Between Chairpersons, Principals, And Teachers On How Much Time Chairpersons Spend And What Degree Of Time They Should Spend On Various Functions

There were statistically significant differences between department chairpersons, principals, and teachers in relation to the reported time spent by department chairpersons and the degree of responsibility they believed department chairpersons should spend on various tasks. These tasks were:

Actual Time Spent

- (1) Work with teachers to improve their instructional techniques
- (2) Encourage, stimulate and motivate teachers
- (3) Coordinate curriculum within the department

- (4) Provide for testing and evaluation of new and existing programs
- (5) Assist teachers in modifying curriculum to meet the needs of their students
- (6) Assist in the orientation of new teachers
- (7) Encourage teachers to exchange ideas and teaching strategies

Perceived Degree Of Responsibility

- (1) Assist in the orientation of new teachers
- (2) Work with substitutes in the department to insure continuity of instruction
- (3) Assist in the selection of new teachers
- (4) Arrange room assignments for teachers in the department
- (5) Prepare and monitor the department budget
- (6) Arrange for repair and replacement of equipment
- (7) Order supplies and equipment
- (8) Act as department spokesperson
- (9) Interpret administration policies and procedures to members of the department
- (10) Recruit students into various courses
- (11) Assist in resolving teacher/teacher or parent/teacher conflicts

Comparison of Orris' Study (1988) and this Study

For the matter of record, I would like to compare my findings with those of Orris (the study replicated). These findings are as follows:

Orris (1988)

Department chairpersons spent the greatest amount of time on managerial and communication roles (no specific sub-categories identified).

Department chairpersons should do more than they currently do (no specific sub-categories identified).

Department chairpersons, principals, and teachers differed in their perceptions of the current role of the department chair.

Fletcher (1991)

Department chairpersons spent the greatest amount of time on managerial roles, performing such tasks as planning and conducting departmental meetings, preparing and monitoring departmental budgets, arranging for repairs and replacement of equipment, ordering supplies and equipment, maintaining inventory, completing forms, and gathering information.

Principals, department chairpersons, and teachers believed that a high degree of responsibility of the department chairperson should be in encouraging, stimulating, and motivating teachers.

There were statistically significant differences between department chairpersons, principals, and teachers in relation to the reported time spent by department chairperson and the degree of responsibility they believed department chairpersons should spend on various tasks.

For Further Investigation

The following recommendations for further investigation are suggested:

- (1) Replication of this study, however, independently investigating how high school department chairpersons spend their time on various tasks or to what degree of importance various groups perceive department chairpersons should be responsible for certain tasks.
- (2) Compare the duties paid department chairpersons to those who are compensated in other ways.
- (3) Compare the duties of department chairpersons in large private high schools to the duties of department chairpersons in large public high schools.
- (4) Conduct a study which investigates the factors that contribute to department chairpersons being reluctant to become involved in the supervision and evaluation of teachers.
- (5) Conduct a study to ascertain what skills or special training, if necessary, department chairpersons should possess prior to the appointment of a job.

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APPENDIX A

10809 Mt. Lubentia Way
Upper Marlboro, Maryland
May 3, 1990

Dr. Aria B. Orris
6908 Trillium Lane
Springfield, Virginia

Dear Dr. Orris:

Thank you for taking the time to meet with me concerning your dissertation. Your comments and suggestions were very helpful.

During our conversation you granted me permission to use your survey to collect data for my dissertation. As you know, Virginia Tech will require that I have your written permission to use your instrument and reproduce it for my appendix. Therefore, I will appreciate you accomodating me in this matter.

Thank you in advance for your response.

Sincerely,



Courtney L. Fletcher

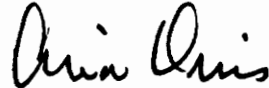
6908 Trillium Lane
Springfield, Va. 22152
May 7, 1990

Courtney L. Fletcher
10809 Mt. Lubentia Way
Upper Marlboro, Maryland

Dear Courtney,

In response to your letter, it is with pleasure that I give you permission to use my survey to collect data for your dissertation. I look forward to comparing the results of your study with mine. Let me know if I may be of further assistance.

Sincerely,



Aria A. B. Orris, EdD.

March 26, 1991

Dear Courtney,

You have my permission to use my survey instrument and include a copy of it in your appendix.

Sincerely,

A handwritten signature in cursive script that reads "Aria A. B. Orris".

Aria A. B. Orris, EdD

10809 Mt. Lubentia Way
Upper Marlboro, Maryland
May 1, 1990

Dr. Zollie Stevenson, Jr., Director
Research and Evaluation
District of Columbia Public Schools
Payne Elementary School
15th and C Streets, SE
Washington, DC 20003

Dear Dr. Stevenson:

I am an assistant principal at Francis Junior High School, currently enrolled in a doctoral program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My dissertation topic is: "The Roles and Responsibilities of Department Chairpersons In A Large Urban School System." In order to complete my research I need permission to conduct a survey involving senior high school principals, department chairpersons and teachers in the following disciplines: English, science, industrial arts, and foreign languages.

In order to meet my deadline my survey must be completed prior to June 1, 1990. Your immediate response is crucial.

Thank you in advance for your cooperation.

Sincerely,



Courtney L. Fletcher

ENCL.

10809 Mt. Lubentia Way
Upper Marlboro, Maryland
May 2, 1990

Dr. Zollie Stevenson, Jr., Director
Research and Evaluation
District of Columbia Public Schools
Payne Elementary School
15th and C Streets, SE
Washington, DC 20002

Dear Dr. Stevenson:

Thank you for your provisional approval of my request to conduct my research using selected employees of the District of Columbia Public School System. I assure you that the response(s) of the participants will remain anonymous and that their names will not be mentioned through general conversation nor in print.

Your written approval is urgently needed.

Sincerely,



Courtney L. Fletcher

10809 Mt. Lubentia Way
Upper Marlboro, Maryland

May 8, 1990

Dr. Thomas Harper, Assistant Superintendent
Division of Senior High Schools
415 12th Street, N.W.
Washington, D.C. 20037

Dear Dr. Harper:

I am currently enrolled in a doctoral program at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. My dissertation topic is "The Roles and Responsibilities of Department Chairpersons In A Large Urban School System." In order to complete my research I need permission to conduct a survey involving senior high school principals, department chairpersons, and teachers in the following disciplines: English, Science, Industrial Arts, and Foreign Languages. I wish to involve the following schools: Anacostia, Ballou, Banneker, Cardoza, Coolidge, Dunbar, Eastern, McKinley, Roosevelt, Spingarn, Wilson, and Woodson.

In order for me to meet my deadline my survey must be completed prior to June 1, 1990. Your immediate response is crucial. Approval has been obtained from Dr. Stevenson (see attached letter).

Thank you for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Courtney L. Fletcher". The signature is written in black ink and is positioned to the right of the typed name.

Courtney L. Fletcher

Encl.

Office of the Superintendent



Division of Educational
Accountability and Planning,
Evaluation Branch

Payne Elementary School
15th and C Streets, S.E., Room 209
Washington, D.C. 20003
Temporary Phone Number 724-4429

May 3, 1990

Mr. Courtney L. Fletcher
10809 Mt. Lubentia Way
Upper Marlboro, MD

Dear Mr. Fletcher:

Reference is made to your May 1, 1990 letter regarding data collection for the doctoral dissertation entitled:

"The Roles and Responsibilities of Department
Chairpersons in a Large Urban School System."

We grant approval for the study to proceed based on the information contained in your dissertation proposal and the follow-up letter provided on May 2, 1990.

The process also involves your securing the approval of the appropriate Assistant Superintendent and building principals at selected data collection sites. A copy of this letter and your proposal will be forwarded to Dr. Thomas Harper, Assistant Superintendent for the Senior High School Division.

Please provide the Research and Evaluation Branch with a copy of your dissertation upon its completion. You may contact me at 724-4429/8751 if you have questions about this letter or the approval process.

A handwritten signature in black ink, appearing to read "Zollie Stevenson, Jr." with a stylized flourish at the end.

Zollie Stevenson, Jr., Ph.D.
Director (Acting)

cc: David L. Huie
Thomas Harper



**DISTRICT OF COLUMBIA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

PRESIDENTIAL BUILDING
415 12TH STREET, N.W.
WASHINGTON, D.C. 20004

Senior High School Division
Room - 805

REVISED

May 9, 1990

Memorandum to: SHS Principals
From: Thomas Harper *TH*
Assistant Superintendent
Subject: Research Projects Update

I have given my permission to the following persons to collect data for his/her thesis:

STUDENT

DOCTORAL DISSERTATION PROPOSAL

Ms. Kimberly M. Brooks	The Effects of Sports Participation on the Dating Behavior of Teenage Women
Mr. Courtney L. Fletcher	The Roles and Responsibilities of Department Chairpersons in a Large Urban School System
Ms. Creola Langley	Study on Social Integration of Students who have Mild Mental Retardation and Mental Disabilities
Ms. Jackie Sadler	AIDS Survey for Center Disease Control AIDS Education Survey for DCPS
Ms. Lottie Ligon-Thomas	Job Satisfaction for Teachers

Your cooperation as always, is appreciated.

TH/ab

APPENDIX B

May 17, 1990

Dear Colleague:

I am a graduate student at Virginia Polytechnic Institute and State University, Blacksburg, Virginia. I am currently working on research for my doctoral dissertation entitled, "Roles and Responsibilities of Department Chairpersons In A Large Urban School System." My research requires input from professionals in the field. You are cordially invited to participate by completing the attached survey and mailing it to me in the enclosed stamped, self-addressed envelope.

Thank you in advance for your cooperation and immediate response.

Sincerely,



Courtney L. Fletcher

Encl.

June 2, 1990

Dear Colleague:

My sincere appreciation is extended to each of you who responded so quickly to the survey you received from me a few weeks ago. Your input is very important to our analysis of the results of the overall study. Unfortunately, I have not received all of the questionnaires that were sent out. If you have not returned it, please do so now. I have enclosed a duplicate copy along with a self-addressed envelope.

Remember, your input does make a difference.

Sincerely,



Courtney L. Fletcher

June 20, 1990

Dear Colleague:

Closing school is always a busy time for all of us. We very often get so involved with that task that we forget other projects we feel committed to do. I am sure that's what happened to the questionnaire you received a few weeks ago. I am enclosing another copy of the questionnaire, along with a self-addressed envelope, for your immediate response. Please complete this form and mail it as soon as possible.

Your contribution is needed and is well appreciated.

Sincerely,



Courtney L. Fletcher

APPENDIX C

SURVEY FOR PRINCIPALS

The following is a list of responsibilities theoretically given to department chairs in some high schools. The left hand column, represents the amount of time the department chair actually spends on the tasks listed below. The items have been divided into 7 categories. Within each category indicate the relative amount of time that you feel your department chairs spends on each activity. In the right hand column, indicate the degree to which you feel that these tasks should be the responsibility of the department chair at your school. Please circle the appropriate response.

Left Column	Right Column
Time spent on activity	Role of DC should be
1 = not a responsibility	1 = not a responsibility
2 = minor amount of time	2 = minor importance
3 = moderate amount of time	3 = moderate importance
4 = major amount of time	4 = major importance

SUPERVISION

1	2	3	4	1. Observe teachers in the classroom	1	2	3	4	<u>4-5</u>
1	2	3	4	2. Hold conferences with teachers concerning classroom observations	1	2	3	4	<u>6-7</u>
1	2	3	4	3. Prepare written reports of classroom observation	1	2	3	4	<u>8-9</u>
1	2	3	4	4. Work with teachers to improve their instructional techniques	1	2	3	4	<u>10-11</u>
1	2	3	4	5. Review teacher lesson plans on a regular basis	1	2	3	4	<u>12-13</u>
1	2	3	4	6. Evaluate teachers	1	2	3	4	<u>14-15</u>
1	2	3	4	7. Monitor student progress in course within the department	1	2	3	4	<u>16-17</u>
1	2	3	4	8. Encourage, stimulate and motivate teachers	1	2	3	4	<u>18-19</u>

CURRICULUM

1	2	3	4	9. Coordinate curriculum within the department	1	2	3	4	<u>20-21</u>
1	2	3	4	10. Provide for testing and evaluation of new and existing programs	1	2	3	4	<u>22-23</u>
1	2	3	4	11. Work with teachers in developing curriculum	1	2	3	4	<u>24-25</u>
1	2	3	4	12. Assist teachers in modifying curriculum to meet the needs of their students	1	2	3	4	<u>26-27</u>
1	2	3	4	13. Assist in selection and evaluation of textbooks and other instructional materials	1	2	3	4	<u>28-29</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	14. Keep teachers informed of new trends and programs	1 2 3 4	<u>30-31</u>
1 2 3 4	15. Establish a curriculum resource center for the staff	1 2 3 4	<u>32-33</u>
1 2 3 4	16. Visit other schools to observe their program	1 2 3 4	<u>34-35</u>

PERSONNEL

1 2 3 4	17. Assist in the orientation of new teachers	1 2 3 4	<u>36-37</u>
1 2 3 4	18. Work with substitutes in the department to insure continuity of instruction	1 2 3 4	<u>38-39</u>
1 2 3 4	19. Assist with interview of prospective teachers	1 2 3 4	<u>40-41</u>
1 2 3 4	20. Assist in the selection of new teachers	1 2 3 4	<u>42-43</u>
1 2 3 4	21. Assist in establishing the schedules and teaching assignments of teachers in the department	1 2 3 4	<u>44-45</u>

MANAGEMENT

1 2 3 4	22. Plan and conduct department meetings	1 2 3 4	<u>46-47</u>
1 2 3 4	23. Arrange room assignments for teachers in the department.	1 2 3 4	<u>48-48</u>
1 2 3 4	24. Prepare and monitor the department budget	1 2 3 4	<u>50-51</u>
1 2 3 4	25. Arrange for repair and replacement of equipment	1 2 3 4	<u>52-53</u>
1 2 3 4	26. Order supplies and equipment	1 2 3 4	<u>54-55</u>
1 2 3 4	27. Maintain an inventory of text books, equipment and equipment	1 2 3 4	<u>56-57</u>
1 2 3 4	28. Complete forms and gather departmental data requested by the school or county administration	1 2 3 4	<u>58-59</u>

STAFF DEVELOPMENT

1 2 3 4	29. Arrange interclass visitation among teachers	1 2 3 4	<u>60-61</u>
1 2 3 4	30. Demonstrate or arrange demonstration of instructional techniques	1 2 3 4	<u>62-63</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	31.	Assess teachers' needs for inservice education	1 2 3 4	<u>64-65</u>
1 2 3 4	32.	Develop and/or implement inservice activities	1 2 3 4	<u>66-67</u>
1 2 3 4	33.	Encourage teachers to exchange ideas and teaching strategies	1 2 3 4	<u>68-69</u>
1 2 3 4	34.	Encourage membership in professional organizations and attendance at professional conferences and workshops	1 2 3 4	<u>70-71</u>

COMMUNICATION

1 2 3 4	35.	Foster good public relations and communication within the community	1 2 3 4	<u>4-5</u>
1 2 3 4	36.	Act as department spokesman	1 2 3 4	<u>6-7</u>
1 2 3 4	37.	Act as a liaison between teachers and the administration	1 2 3 4	<u>8-9</u>
1 2 3 4	38.	Interpret administration policies and procedures to members of the department	1 2 3 4	<u>10-11</u>

OTHER

1 2 3 4	39.	Recruit students into various courses	1 2 3 4	<u>12-13</u>
1 2 3 4	40.	Assist in resolving teacher/teacher or parent/teacher conflicts	1 2 3 4	<u>14-15</u>

Questions 41-47: Assuming that 100% of the time that the department chair spends on departmental duties (excluding teaching duties) is contained in the 7 categories that follow, estimate the percentage of time spent by the English department chair in each of the categories. (You may need to refer back to the survey to refresh your memory as to responsibilities covered in each category.) For the other three departments indicate whether the department chair spends more than (+), less than (-), or an equal (=) amount of time in each category when compared to the English department chair

Category	% of time spent English	Science	Foreign Lang	Ind.	Arts	
41. Supervision	_____	+ - =	+ - =	+ - =	+ - =	<u>16-20</u>
42. Curriculum	_____	+ - =	+ - =	+ - =	+ - =	<u>21-25</u>
43. Personnel	_____	+ - =	+ - =	+ - =	+ - =	<u>26-30</u>
44. Management	_____	+ - =	+ - =	+ - =	+ - =	<u>31-35</u>
45. Staff Development	_____	+ - =	+ - =	+ - =	+ - =	<u>36-40</u>
46. Communications	_____	+ - =	+ - =	+ - =	+ - =	<u>41-45</u>
47. Other (nonteaching)	_____	+ - =	+ - =	+ - =	+ - =	<u>46-50</u>

48. Indicate the approximate hours per week the English department chair spends on performing departmental duties (nonteaching). For the other three departments indicate if the time spent is more, less, or equal to the time spent by the English chair in each category 51-55

(hours)

English _____ Science + - = Foreign Lang + - = Industrial Arts + - =

49. How many hour/week should be assigned to your English department chair to perform the job that is indicated by your responses to the role of the department chair as it should be (represented in the right column of survey)? For the other three departments indicate as above. 56-60

(hours)

English _____ Science + - = Foreign Lang + - = Industrial Arts + - =

50. As you consider the selection of department chairs, what personal characteristics or professional qualities do you believe will be most important as you perceive the position over the last decade?

1.

2

51. Select the area that represents in your opinion the most severe staff development need for current department chairs. (Check one selection only please.) 61

- | | |
|----------------------------------|--|
| 1 ___ Supervision of Instruction | 2 ___ Organizational Skills |
| 3 ___ Human Relations Skills | 4 ___ Team Building |
| 5 ___ Personnel Management | 6 ___ Evaluation of Instructional programs |
| 7 ___ Curriculum Development | 8 ___ Development of Mission Statement |

Please answer the following questions by circling or inserting the appropriate answer.

1. Gender ___ (1) Female ___ (2) Male 4
2. Number of years as principal (excluding current year). 5-6
3. Number of years as principal of this school (excluding current year). 7-8
4. Is there a written job description for department chairs in your school? 9
 ___ (1) NO ___ (2) YES
5. Number of department chairs in your school grades 9-12. 10-11
6. Do any of the department chairs receive salary supplements for being a department chair? ___ (1) NO ___ (2) YES 12
7. How many of the department chairs receive one or more periods (excluding their teacher planning period) to perform departmental duties? 13
8. Please indicate if department chairs in the following departments receive a department planning period:

English	___ NO	___ YES	<u>14</u>
Science	___ NO	___ YES	<u>15</u>
Foreign Lang	___ NO	___ YES	<u>16</u>
Industrial Arts	___ NO	___ YES	<u>17</u>
9. Have you ever served as a department chair? ___ (1) NO ___ (2) YES 18
10. Which of the following descriptive statements most accurately describes decision making in your school? 19
 - ___ 1 The principal makes most management decisions, with little input from the instructional staff.
 - ___ 2 The principal makes most management decisions, usually after seeking relevant input from the staff.
 - ___ 3 The principal makes many management decisions, after seeking relevant input from the instructional staff. In addition, some management decisions are made with participation by the staff.
 - ___ 4 In addition to (3) above, the principal has delegated some management decisions to department chairs. The principal helps and monitors, but does not make these decisions for the persons or groups to which they are delegated.

Questions 11-17. In each of the following areas, indicate using the code listed how the decisions within a department are made.

- 1- Decision made by principal
- 2- Decision made by principal after consulting department chair
- 3- Decision made by department chair after consulting principal.
- 4- Decision made by department chair

11. Allocation of resources	1	2	3	4	<u>20</u>
12. Teacher assignments	1	2	3	4	<u>21</u>
13. Scheduling of classes	1	2	3	4	<u>22</u>
14. Selection of instructional materials	1	2	3	4	<u>23</u>
15. Coordination of curriculum	1	2	3	4	<u>24</u>
16. Selection of new teachers	1	2	3	4	<u>25</u>
17. Evaluation of teachers	1	2	3	4	<u>26</u>
<hr/>					
18. What is the term of appointment for department chairs in your school?					<u>27</u>
<hr/>					
19. How often do you review your selection of department chairs?					<u>28</u>

Your comments regarding the role of the high school department chair are welcomed.

COMMENTS:

Please check the front and back of each page to make sure that you have answered all questions. Return in the enclosed envelope to Sissie Orris, Area I Office.

SURVEY FOR DEPARTMENT CHAIRS

The following is a list of responsibilities theoretically given to department chairs in some high schools. The left hand column, represents the amount of time the department chair actually spends on the tasks listed below. The items have been divided into 7 categories. Within each category indicate the relative amount of time that you spend on each activity. In the right hand column, indicate the degree to which you feel that these tasks should be the responsibility of the department chair at your school. Please circle the appropriate response.

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

SUPERVISION

1 2 3 4	1. Observe teachers in the classroom	1 2 3 4	<u>4-5</u>
1 2 3 4	2. Hold conferences with teachers concerning classroom observations	1 2 3 4	<u>6-7</u>
1 2 3 4	3. Prepare written reports of classroom observation	1 2 3 4	<u>8-9</u>
1 2 3 4	4. Work with teachers to improve their instructional techniques	1 2 3 4	<u>10-11</u>
1 2 3 4	5. Review teacher lesson plans on a regular basis	1 2 3 4	<u>12-13</u>
1 2 3 4	6. Evaluate teachers	1 2 3 4	<u>14-15</u>
1 2 3 4	7. Monitor student progress in course within the department	1 2 3 4	<u>16-17</u>
1 2 3 4	8. Encourage, stimulate and motivate teachers	1 2 3 4	<u>18-19</u>

CURRICULUM

1 2 3 4	9. Coordinate curriculum within the department	1 2 3 4	<u>20-21</u>
1 2 3 4	10. Provide for testing and evaluation of new and existing programs	1 2 3 4	<u>22-23</u>
1 2 3 4	11. Work with teachers in developing curriculum	1 2 3 4	<u>24-25</u>
1 2 3 4	12. Assist teachers in modifying curriculum to meet the needs of their students	1 2 3 4	<u>26-27</u>
1 2 3 4	13. Assist in selection and evaluation of textbooks and other instructional materials	1 2 3 4	<u>28-29</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	14. Keep teachers informed of new trends and programs	1 2 3 4	<u>30-31</u>
1 2 3 4	15. Establish a curriculum resource center for the staff	1 2 3 4	<u>32-33</u>
1 2 3 4	16. Visit other schools to observe their program	1 2 3 4	<u>34-35</u>

PERSONNEL

1 2 3 4	17. Assist in the orientation of new teachers	1 2 3 4	<u>36-37</u>
1 2 3 4	18. Work with substitutes in the department to insure continuity of instruction	1 2 3 4	<u>38-39</u>
1 2 3 4	19. Assist with interview of prospective teachers	1 2 3 4	<u>40-41</u>
1 2 3 4	20. Assist in the selection of new teachers	1 2 3 4	<u>42-43</u>
1 2 3 4	21. Assist in establishing the schedules and teaching assignments of teachers in the department	1 2 3 4	<u>44-45</u>

MANAGEMENT

1 2 3 4	22. Plan and conduct department meetings	1 2 3 4	<u>46-47</u>
1 2 3 4	23. Arrange room assignments for teachers in the department.	1 2 3 4	<u>48-48</u>
1 2 3 4	24. Prepare and monitor the department budget	1 2 3 4	<u>50-51</u>
1 2 3 4	25. Arrange for repair and replacement of equipment	1 2 3 4	<u>52-53</u>
1 2 3 4	26. Order supplies and equipment	1 2 3 4	<u>54-55</u>
1 2 3 4	27. Maintain an inventory of text books, equipment and equipment	1 2 3 4	<u>56-57</u>
1 2 3 4	28. Complete forms and gather departmental data requested by the school or county administration	1 2 3 4	<u>58-59</u>

STAFF DEVELOPMENT

1 2 3 4	29. Arrange interclass visitation among teachers	1 2 3 4	<u>60-61</u>
1 2 3 4	30. Demonstrate or arrange demonstration of instructional techniques	1 2 3 4	<u>62-63</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	31. Assess teachers' needs for inservice education	1 2 3 4	<u>64-65</u>
1 2 3 4	32. Develop and/or implement inservice activities	1 2 3 4	<u>66-67</u>
1 2 3 4	33. Encourage teachers to exchange ideas and teaching strategies	1 2 3 4	<u>68-69</u>
1 2 3 4	34. Encourage membership in professional organizations and attendance at professional conferences and workshops	1 2 3 4	<u>70-71</u>

COMMUNICATION

1 2 3 4	35. Foster good public relations and communication within the community	1 2 3 4	<u>4-5</u>
1 2 3 4	36. Act as department spokesman	1 2 3 4	<u>6-7</u>
1 2 3 4	37. Act as a liaison between teachers and the administration	1 2 3 4	<u>8-9</u>
1 2 3 4	38. Interpret administration policies and procedures to members of the department	1 2 3 4	<u>10-11</u>

OTHER

1 2 3 4	39. Recruit students into various courses	1 2 3 4	<u>12-13</u>
1 2 3 4	40. Assist in resolving teacher/teacher or parent/teacher conflicts	1 2 3 4	<u>14-15</u>

Questions 41-47: Assuming that 100% of the time that you spend on **departmental duties** is contained in the 7 categories below, estimate the percentage of time spent in each of the categories. (You may need to refer back to the survey to refresh your memory as to task covered in each category.) The total must add up to 100%.

41. Supervision	_____	<u>16-17</u>
42. Curriculum	_____	<u>18-19</u>
43. Personnel	_____	<u>20-21</u>
44. Management	_____	<u>22-23</u>
45. Staff Development	_____	<u>24-25</u>
46. Communications	_____	<u>26-27</u>
47. Other (nonteaching)	_____	<u>28-29</u>

48. Indicate the approximate hours per week that you spend on performing departmental duties (nonteaching). _____ 30-31
49. How many hour/week should be assigned to the department chair to perform the job that is indicated by your responses to the role of the department chair as it should be (represented in the right column of survey)? _____ 32-33

Please answer the following questions by checking or inserting the appropriate response.

1. Gender: _____ (1) Female _____ (2) Male 34
2. Race: _____ (1) Black _____ (2) Hispanic _____ (3) Oriental 35
 _____ (4) White _____ (5) Other
3. Age: _____ (1) 20-25 _____ (2) 26-30 _____ (3) 31-35 _____ (4) 36-40 36
 _____ (5) 41-45 _____ (6) 47-50 _____ (7) 51-55 _____ (8) 56 or more
4. Your level of professional training: _____ (1) Bachelor Degree _____ (2) Bachelor + _____ (3) Masters 37
 _____ (4) Masters + _____ (5) Doctorate
5. You are a member of which department? 38
 _____ (1) English _____ (2) Science _____ (3) Foreign Lang _____ (4) Ind Arts
 _____ (5) Other _____
6. How many years have you been teaching (excluding current year)? _____ 39-40
7. How many years have you served as department chair in your school? _____ 41-42
8. What is the length of your school contract? 43
 _____ 1 194 days _____ 2 200 days _____ 3 Other
9. Do you have a job description for department chairs in your school? _____ 44
10. How many periods of release time do you have daily for departmental duties (excluding your planning period)? _____ 45
11. How many periods do you teach daily? _____ 46
12. How many members are in your department including yourself? _____ 48-48
13. How were you selected as department chair? 49
 _____ (1) appointed by current principal _____ (2) appointed by previous principal
 _____ (3) elected by department members _____ (4) other (please explain)
14. Does the principal or his/her designee hold regular meetings with the department chairs? _____ (1) NO _____ (2) YES 50
15. How often does the principal or designee meet with the department chairs? _____ 51
16. How often do you have department meetings? _____ 52

17. What is the approximate student population in your school?
 ___ (1) 1000-1500 ___ (2) 1501-2000 ___ (3) 2001-2500
 ___ (4) 2501-3000 ___ (5) 3001-3500 ___ (6) 3501-or more

Questions 18-24. In each of the following areas indicate how decisions are made within your department.

- 1= Decision made by principal
 2= Decision made by principal after consulting department chair
 3= Decision made by department chair after consulting principal
 4= Decision made by department chair

18. Allocation of resources	1	2	3	4	<u>54</u>
19. Teacher assignments	1	2	3	4	<u>55</u>
20. Scheduling of classes	1	2	3	4	<u>56</u>
21. Selection of instructional materials	1	2	3	4	<u>57</u>
22. Coordination of curriculum	1	2	3	4	<u>58</u>
23. Selection of new teachers	1	2	3	4	<u>59</u>
24. Evaluation of teachers	1	2	3	4	<u>60</u>

25. Which one of the following descriptive statements most accurately describes the situation in your school? 61

- ___ 1. The principal makes most management decisions, with little input from the instructional staff.
- ___ 2. The principal makes most management decisions, usually after seeking relevant input from he staff.
- ___ 3. The principal makes many management decisions, after seeking relevant input from the instructional staff. In addition, some management decisions are made with participation by the staff.
- ___ 4. In addition to (3) above, the principal has delegated some management decisions to department chairs. The principal helps and monitors, but does not make these decisions for the persons or groups to which they are delegated.

26. Select the area that represents in your opinion the most severe staff development need for current department chairs. (Check one selection only please). 62

- | | |
|----------------------------------|--|
| ___ 1 Supervision of Instruction | ___ 2 Organizational Skills |
| ___ 3 Human Relations Skills | ___ 4 Team building |
| ___ 5 Personnel Management | ___ 6 Evaluation of Instructional Programs |
| ___ 7 Curriculum Development | ___ 8 Development of Mission Statement |

Your comments regarding the role of the high school department chair are welcome.
COMMENTS:

Please check front and back of each page to make sure that you have answered all questions. Return in the enclosed envelope to Sissie Orris, Area I Office.

SURVEY FOR TEACHERS

The following is a list of responsibilities theoretically given to department chairs in some high schools. The left hand column, represents the amount of time the department chair actually spends on the tasks listed below. The items have been divided into 7 categories. Within each category indicate the relative amount of time that you feel your department chair spends on each activity. In the right hand column, indicate the degree to which you feel that these tasks should be the responsibility of the department chair at your school. Please circle the appropriate response.

Left Column	Right Column
Time spent on activity	Role of DC should be
1 = not a responsibility	1 = not a responsibility
2 = minor amount of time	2 = minor importance
3 = moderate amount of time	3 = moderate importance
4 = major amount of time	4 = major importance

SUPERVISION

1	2	3	4	1. Observe teachers in the classroom	1	2	3	4	<u>4-5</u>
1	2	3	4	2. Hold conferences with teachers concerning classroom observations	1	2	3	4	<u>6-7</u>
1	2	3	4	3. Prepare written reports of classroom observation	1	2	3	4	<u>8-9</u>
1	2	3	4	4. Work with teachers to improve their instructional techniques	1	2	3	4	<u>10-11</u>
1	2	3	4	5. Review teacher lesson plans on a regular basis	1	2	3	4	<u>12-13</u>
1	2	3	4	6. Evaluate teachers	1	2	3	4	<u>14-15</u>
1	2	3	4	7. Monitor student progress in course within the department	1	2	3	4	<u>16-17</u>
1	2	3	4	8. Encourage, stimulate and motivate teachers	1	2	3	4	<u>18-19</u>

CURRICULUM

1	2	3	4	9. Coordinate curriculum within the department	1	2	3	4	<u>20-21</u>
1	2	3	4	10. Provide for testing and evaluation of new and existing programs	1	2	3	4	<u>22-23</u>
1	2	3	4	11. Work with teachers in developing curriculum	1	2	3	4	<u>24-25</u>
1	2	3	4	12. Assist teachers in modifying curriculum to meet the needs of their students	1	2	3	4	<u>26-27</u>
1	2	3	4	13. Assist in selection and evaluation of textbooks and other instructional materials	1	2	3	4	<u>28-29</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	14. . Keep teachers informed of new trends and programs	1 2 3 4	<u>30-31</u>
1 2 3 4	15. Establish a curriculum resource center for the staff	1 2 3 4	<u>32-33</u>
1 2 3 4	16. Visit other schools to observe their program	1 2 3 4	<u>34-35</u>

PERSONNEL

1 2 3 4	17. Assist in the orientation of new teachers	1 2 3 4	<u>36-37</u>
1 2 3 4	18. Work with substitutes in the department to insure continuity of instruction	1 2 3 4	<u>38-39</u>
1 2 3 4	19. Assist with interview of prospective teachers	1 2 3 4	<u>40-41</u>
1 2 3 4	20. Assist in the selection of new teachers	1 2 3 4	<u>42-43</u>
1 2 3 4	21. Assist in establishing the schedules and teaching assignments of teachers in the department	1 2 3 4	<u>44-45</u>

MANAGEMENT

1 2 3 4	22. Plan and conduct department meetings	1 2 3 4	<u>46-47</u>
1 2 3 4	23. Arrange room assignments for teachers in the department.	1 2 3 4	<u>48-48</u>
1 2 3 4	24. Prepare and monitor the department budget	1 2 3 4	<u>50-51</u>
1 2 3 4	25. Arrange for repair and replacement of equipment	1 2 3 4	<u>52-53</u>
1 2 3 4	26. Order supplies and equipment	1 2 3 4	<u>54-55</u>
1 2 3 4	27. Maintain an inventory of text books, equipment and equipment	1 2 3 4	<u>56-57</u>
1 2 3 4	28. Complete forms and gather departmental data requested by the school or county administration	1 2 3 4	<u>58-59</u>

STAFF DEVELOPMENT

1 2 3 4	29. Arrange interclass visitation among teachers	1 2 3 4	<u>60-61</u>
1 2 3 4	30. Demonstrate or arrange demonstration of instructional techniques	1 2 3 4	<u>62-63</u>

Left Column
Time spent on activity
 1 = not a responsibility
 2 = minor amount of time
 3 = moderate amount of time
 4 = major amount of time

Right Column
Role of DC should be
 1 = not a responsibility
 2 = minor importance
 3 = moderate importance
 4 = major importance

1 2 3 4	31. Assess teachers' needs for inservice education	1 2 3 4	<u>64-65</u>
1 2 3 4	32. Develop and/or implement inservice activities	1 2 3 4	<u>66-67</u>
1 2 3 4	33. Encourage teachers to exchange ideas and teaching strategies	1 2 3 4	<u>68-69</u>
1 2 3 4	34. Encourage membership in professional organizations and attendance at professional conferences and workshops	1 2 3 4	<u>70-71</u>

COMMUNICATION

1 2 3 4	35. Foster good public relations and communication within the community	1 2 3 4	<u>4-5</u>
1 2 3 4	36. Act as department spokesman	1 2 3 4	<u>6-7</u>
1 2 3 4	37. Act as a liaison between teachers and the administration	1 2 3 4	<u>8-9</u>
1 2 3 4	38. Interpret administration policies and procedures to members of the department	1 2 3 4	<u>10-11</u>

OTHER

1 2 3 4	39. Recruit students into various courses	1 2 3 4	<u>12-13</u>
1 2 3 4	40. Assist in resolving teacher/teacher or parent/teacher conflict	1 2 3 4	<u>14-15</u>

Questions 41-47: Assuming that 100% of the time that your department chair spends on departmental duties (excluding teaching duties is contained in the 7 categories below, estimate the percentage of time spent by your chair in each of the categories. (You may need to refer back to the survey to refresh your memory as to task covered in each category.) The total must add up to 100%.

41. Supervision	_____	<u>16-17</u>
42. Curriculum	_____	<u>18-19</u>
43. Personnel	_____	<u>20-21</u>
44. Management	_____	<u>22-23</u>
45. Staff Development	_____	<u>24-25</u>
46. Communications	_____	<u>26-27</u>
47. Other (nonteaching)	_____	<u>28-29</u>

48. Indicate the approximate hours per week your department chair spends on performing departmental duties (nonteaching). _____ 30-31

49. How many hour/week should be assigned to the department chair to perform the job that is indicated by your responses to the role of the department chair as it should be (represented in the right column of survey)? _____ 32-33

Please answer the following questions by checking or inserting the appropriate response.

1. Gender: _____ (1) Female _____ (2) Male 34

2. Age: _____ (1) 20-25 _____ (2) 26-30 _____ (3) 31-35 _____ (4) 36-40 35
_____ (5) 41-45 _____ (6) 47-50 _____ (7) 51-55 _____ (8) 56 or more

3. Your level of professional training:
_____ (1) Bachelor Degree _____ (2) Bachelor + _____ (3) Masters 36
_____ (4) Masters + _____ (5) Doctorate

4. You are a member of which department?
_____ (1) English _____ (2) Science _____ (3) Foreign Lang _____ (4) Ind Arts 37

5. How many years have you been teaching? _____ 38-39

6. How often do you have department meetings? _____ 40

7. To the best of your knowledge does your department chair or another department chair in your school get a salary supplement for duties as department chair? _____ 41

8. How many periods/day does your department chair have for departmental duties (excluding a planning period)? _____ 42

Questions 9-15. In each of the following areas indicate how decisions are made within your department.

- 1= Decision made by principal
- 2= Decision made by principal after consulting department chair
- 3= Decision made by department chair after consulting principal
- 4= Decision made by department chair

9. Allocation of resources	1	2	3	4	<u>43</u>
10. Teacher assignments	1	2	3	4	<u>44</u>
11. Scheduling of classes	1	2	3	4	<u>45</u>
12. Selection of instructional materials	1	2	3	4	<u>46</u>
13. Coordination of curriculum	1	2	3	4	<u>47</u>
14. Selection of new teachers	1	2	3	4	<u>48</u>
15. Evaluation of teachers	1	2	3	4	<u>49</u>

16. Which one of the following descriptive statements most accurately describes the situation in your school?

- 1 The principal makes most management decisions, with little input from the instructional staff.
- 2 The principal makes most management decisions, usually after seeking relevant input from the staff.
- 3 The principal makes many management decisions, after seeking relevant input from the instructional staff. In addition, some management decisions are made with participation by the staff.
- 4 In addition to (3) above, the principal has delegated some management decisions to department chairs. The principal helps and monitors, but does not make these decisions for the persons or groups to which they are delegated.

Your comments regarding the role of the high school department chair are welcome.
COMMENT:

Please check front and back of each page to make sure that you have answered all questions. Return in the enclosed envelope to Sissie Orris, Area I Office.

APPENDIX D

TABLE 7
OBSERVE TEACHERS IN THE CLASSROOM

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY								
	Mot Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total	
DC	24	10	5	0	2	1	0	0	0	0	0	0	31
Pr	9	4	1	0	0	0	0	0	0	0	0	0	10
T	158	66	19	8	13	5	0	0	0	0	9	4	199
TL	191	80	25	10	15	6	0	0	0	0	9	4	240
													100

ANOVA SS = 0.45 F-Value = 0.61 (P > 0.05) [n.s.]

ANOVA SS = 0.741 F-Value = 0.90 (P > 0.05) [n.s.]

Where:
 POS = Position
 DC = Department Chairperson
 Pr = Principal
 TL = Total
 Mot Resp = Mot Responsible
 No Res = No Response
 Imp = Importance

TABLE 8
BOLD CONFERENCES WITH TEACHERS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY											
	Mot Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	Mo Res	Total				
	N	N	N	N	N	N	N	N	N	N	N	N				
DC	18	8	10	4	3	1	0	0	0	0	0	31	13			
Pr	9	4	1	0	0	0	0	0	0	0	0	10	4			
T	141	59	31	13	14	6	4	1	9	4	199	8				
TL	168	71	42	17	17	7	4	1	9	4	240	100				
					93	39	45	19	47	19	44	19	11	4	240	100

ANOVA SS = 2.332 F-Value = 2.34 (P > 0.05) [n.s.]

ANOVA SS = 0.855 F-Value = 1.04 (P > 0.05) [n.s.]

TABLE 9
PREPARING WRITTEN REPORTS

Pos	ACTUAL TIME SPENT			PERCEIVED DEGREE OF RESPONSIBILITY									
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	Mo Res	Total	
DC	27	11	3	1	1	1	0	0	0	0	0	0	31
Pr	10	4	0	0	0	0	0	0	0	0	0	0	10
T	160	67	20	8	9	4	1	0	9	4	199	83	199
TL	197	82	23	9	10	5	1	0	9	4	240	100	240

ANOVA SS = 0.854 F Value = 0.86 (P > 0.05) [n.s]

ANOVA SS = 1.597 F Value = 1.95 (P > 0.05) [n.s]

TABLE 10

WORK WITH TEACHERS TO IMPROVE

ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY								
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	Mo Res	Total
	N	%	N	%	N	%	N	%	N	%	N	%
Poe	10	4	12	5	8	3	0	0	1	1	31	13
DC	2	1	6	2	1	1	0	0	0	0	10	4
T	93	39	53	22	34	14	10	4	9	4	199	83
TL	105	44	71	29	43	18	11	4	10	5	240	100

ANOVA SS = 2.697 F Value = 2.71 (P < 0.05)

ANOVA SS = 1.149 F Value = 1.40 (P > 0.05) [n.s]

TABLE 11
REVIEW TEACHERS LESSON PLANS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY					Total						
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Not Resp	Minor Imp	Mod Imp	Major Imp		Mo Res					
	N	%	N	%	N	%	N	%	N	%	N	%				
DC	27	11	3	1	1	1	0	0	0	0	0	0	31	13		
Pr	9	4	1	0	0	0	0	0	0	0	0	0	10	4		
T	173	72	10	4	5	2	1	1	10	4	199	83				
TL	209	87	14	5	6	3	1	1	10	4	240	100				
					142	59	31	14	40	17	14	5	13	5	240	100

ANOVA SS = 1.025 F Value = 1.03 (P > 0.05) [n.s.]

ANOVA SS = 0.862 F Value = 1.05 (P > 0.05) [n.s.]

TABLE 12
EVALUATE TEACHERS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY																			
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total												
	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %	N %												
DC	30	13	0	0	1	0	0	0	0	0	0	0	0	1	1	31	13							
Pr	9	4	1	0	0	0	0	0	0	0	0	0	0	0	0	10	4							
T	175	73	7	3	4	2	3	1	10	4	199	83	133	55	11	5	24	10	17	7	14	6	199	83
TL	214	90	8	3	5	2	3	1	10	4	240	100	160	66	16	8	30	12	19	7	15	7	240	100

ANOVA SS 0.827 F Value = 0.83 (P> 0.05) [n.s]

ANOVA SS = 0.264 F Value = 0.32 (P> 0.05) [n.s.]

TABLE 13

MONITOR STUDENT PROGRESS

Pos	ACTUAL TIME SPENT					PERCEIVED DEGREE OF RESPONSIBILITY					Total			
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res				
	N	%	N	%	N	%	N	%	N	%	N	%		
DC	18	8	7	3	4	2	1	0	1	0	1	0	31	13
Pr	3	1	6	3	1	0	0	0	0	0	0	0	10	4
T	123	51	30	13	28	12	8	3	10	4	199	83		
TI	144	60	43	19	33	14	9	3	11	4	240	100		

ANOVA SS = 0.928 F Value = 0.93 (P > 0.05) [n.s]

ANOVA SS = 1.594 F Value = 1.95 (P > 0.05) [n.s]

TABLE 14

ENCOURAGE STIMULATE MOTIVATE

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	1	0	0	0	0	0	1	0	0	0	0	0
DC	5	2	12	5	8	31	1	3	8	3	17	31
Pr	1	0	2	1	2	4	0	0	0	0	4	4
T	54	22	62	26	26	199	24	10	26	11	45	199
TL	60	24	72	30	36	240	25	10	29	12	53	240

ANOVA SS = 2.713 F Value = 2.72 (P < 0.05)

ANOVA SS = 1.385 F Value = 1.69 (P > 0.05) [n.s]

TABLE 15
COORDINATE CURRICULUM

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY																			
	Mo Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Minor Imp	Mod Imp	Major Imp	Mo Res	Total													
DC	4	7	3	14	6	2	0	0	0	2	1	10	4	18	7	1	0	31	12					
Pr	1	0	3	1	4	2	1	0	0	0	0	0	0	0	10	4	0	0	10	4				
T	45	19	58	24	47	20	41	17	8	3	199	83	14	6	18	8	52	22	106	44	9	4	199	84
TL	50	21	68	28	65	28	49	20	8	3	240	100	14	6	20	9	62	26	134	55	10	4	240	100

ANOVA SS = 3.922 F Value = 3.94 (P < 0.05)

ANOVA SS = 1.146 P Value = 1.40 (P > 0.05)

TABLE 16
 PROVIDE FOR TEST AND EVALUATION

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Minor Imp	Mod Imp	Major Imp	Total
Pos	0	0	0	0	0	0	0	0	0
DC	11	5	9	4	10	4	1	0	31
Pr	2	1	3	1	5	2	0	0	10
T	90	38	43	18	37	15	22	9	199
TL	103	44	55	23	52	21	23	9	240

ANOVA SS = 3.400 F Value = 3.41 (P < 0.05)

ANOVA SS = 0.420 F Value = 0.420 (P > 0.05) [n.s]

TABLE 17

WORK WITH TEACHERS DEVELOP CURRICULUM

ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY																				
Pos	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total												
N	N	N	N	N	N	N	N	N	N	N	N	N												
DC	11	5	9	4	8	3	1	0	0	31	13	5	2	3	1	10	4	12	5	1	1	31	13	
Pr	2	1	3	1	5	2	0	0	0	10	4	0	0	0	0	3	1	7	3	0	0	10	4	
T	72	30	51	21	44	19	24	10	8	3	199	83	28	12	29	12	50	12	81	34	11	4	199	83
TL	85	36	63	26	57	24	27	11	8	3	240	100	33	14	32	13	63	26	100	42	12	5	240	100

ANOVA SS = 0.941 F Value = 0.94 (P > 0.05) [n.s]

ANOVA SS = 0.671 F Value = 0.62 (P > 0.05) [n.s]

TABLE 18

ASSIST TEACHERS MODIFY CURRICULUM

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
	N	N	N	N	N	N	N	N	N	N	N	N
DC	7 3	13 6	8 3	3 1	0 0	31 13	3 1	2 1	6 3	19 8	1 0	31 13
Pr	1 0	6 3	3 1	0 0	0 0	10 4	0 0	0 0	2 1	8 3	0 0	10 4
T	78 33	56 23	33 14	22 9	10 4	199 83	23 10	27 11	61 25	77 32	11 5	199 83
TL	86 36	75 32	44 18	25 10	10 4	240 100	26 11	29 12	69 29	104 43	12 5	240 100

ANOVA SS = 2.937 F Value = 2.95 (P < 0.05)

ANOVA SS = 0.712 F Value = 0.87 (P > 0.05) (n.s)

TABLE 19

ASSIST SELECT-EVALUATION BOOKS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	Mo Res	Total
Pos	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0
DC	4 2	11 5	8 3	8 3	0 0	31 13	1 1	2 1	7 3	20 8	1 0	31 13
Pr	0 0	1 0	5 2	4 2	0 0	10 4	0 0	0 0	1 1	9 3	0 0	10 4
T	32 13	44 18	64 27	52 22	7 3	199 83	11 5	19 8	59 24	101 42	9 4	199 83
TL	36 15	56 23	77 32	64 27	7 3	240 100	12 6	21 9	67 28	130 53	10 4	240 100

ANOVA SS = 0.987 F Value = (P > 0.05) [n.s]

ANOVA SS = 0.251 F Value = (P > 0.05) [n.s]

TABLE 20
KEEP TEACHERS INFORMED

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0
DC	5 2	8 3	7 3	10 4	1 0	31 12	2 1	3 1	8 3	17 7	1 1	31 13
Pr	2 1	4 2	4 2	0 0	0 0	10 5	0 0	0 0	4 2	6 3	0 0	10 5
T	26 11	51 21	72 30	43 18	7 3	199 83	9 4	15 6	51 21	112 46	12 5	199 82
TL	33 14	63 26	83 35	53 22	8 3	240 100	11 5	18 7	63 26	135 56	13 6	240 100

ANOVA SS = 1.261 F Value = 1.27 (P > 0.05) (n.s)

ANOVA SS = 0.798 F Value = 0.97 (P 0.05)

TABLE 21

ESTABLISH CURRICULUM RESOURCE CENTER

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	N	N	N	N	N	N	N	N	N	N	N	N
DC	5	8	4	5	1	31	3	6	7	14	1	31
Pr	2	0	4	1	0	10	0	1	2	7	0	10
T	68	55	45	21	10	199	22	26	49	89	13	199
TL	86	63	53	27	11	240	25	10	58	110	14	240

ANOVA SS = 1.957 F Value = 1.96 (P > 0.05) [n.s.]

ANOVA SS = 0.997 F Value = 1.10 (P > 0.05) [n.s.]

TABLE 22
VISIT OTHER SCHOOLS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Minor Imp	Mod Imp	Major Imp	Total
Pos	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0	N 0
DC	19 8	9 4	3 1	0 0	0 0	5 2	14 6	8 3	31 12
Pr	5 2	4 2	1 0	0 0	0 0	0 0	6 3	4 2	10 5
T	93 39	59 24	20 8	16 7	11 5	47 20	54 23	61 25	199 83
TL	117 49	72 30	24 9	16 7	11 5	52 22	74 32	73 30	240 100

ANOVA SS = 1.618 F Value = 1.62 (P > 0.05) [n.s.]

ANOVA SS = 1.416 F Value = 1.73 (P > 0.05) [n.s.]

TABLE 23
ASSIST ORIENTATION OF TEACHERS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Minor Imp	Mod Imp	Major Imp	Total
DC	7	12	5	2	1	0	0	0	13
Pr	0	8	3	2	1	0	0	0	4
T	58	24	54	22	38	16	40	17	83
TL	65	27	74	30	50	21	42	18	100
					9	4	4	199	83
					0	0	0	0	4
					0	0	0	0	10
					0	0	0	0	4
					20	8	12	5	41
					2	1	12	5	15
					1	0	0	0	1
					0	0	0	0	0
					0	0	0	0	0
					21	8	14	6	57
					9	4	12	5	30
					240	100	240	100	540

ANOVA SS = 2.897 P Value = 2.91 (P < 0.05)

ANOVA SS = 3.264 P Value = 3.98 (P < 0.05)

TABLE 24

WORK WITH SUBSTITUTES

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY						
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Not Resp	Minor imp	Mod imp	Major imp	Mo Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0
DC	11	5	10	4	7	3	3	1	0	0	31
Pr	4	2	6	2	0	0	0	0	0	0	10
T	93	38	52	22	28	12	17	7	9	4	199
TL	108	45	68	28	35	15	20	8	9	4	240

ANOVA SS = 2.427 F Value = 2.44 (P > 0.05) [n.s.]

ANOVA SS = 2.944 F Value = 3.59 (P < 0.05)

TABLE 25
ASSIST WITH INTERVIEWS

Pos	ACTUAL TIME SPENT			PERCEIVED DEGREE OF RESPONSIBILITY								
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
DC	10	4	2	3	1	0	0	0	0	0	0	0
Pr	8	3	2	1	0	0	0	0	0	0	0	0
T	142	59	25	10	11	5	11	5	10	4	199	83
TL	174	72	31	13	14	6	11	5	10	4	240	100

ANOVA SS = 1.055 F Value = 1.06 (P > 0.05) [n.s]

ANOVA SS = 1.364 F Value = 1.66 (P > 0.05) [n.s]

TABLE 26

ASSIST TEACHER SELECTIONS

Pos	ACTUAL TIME SPENT					PERCEIVED DEGREE OF RESPONSIBILITY								
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total		
DC	23	10	5	2	2	1	1	0	0	0	0	31	13	
Pr	8	3	1	1	1	0	0	0	0	0	0	10	4	
T	155	64	19	8	6	3	9	4	10	4	10	4	199	83
TL	186	77	25	11	9	4	10	4	10	4	10	4	240	100

ANOVA SS = 1.195 P Value = 1.20 (P > 0.05) [n.s]

ANOVA SS = 3.884 P Value = 4.74 (P < 0.05)

TABLE 27
 ASSIST IN ESTABLISHING SCHEDULES AND TEACHING ASSIGNMENTS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY						
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Not Resp	Minor Imp	Mod Imp	Major Imp	Mo Res	Total
DC	19	8	3	1	1	1	1	1	1	0	31
Pr	3	1	5	2	1	0	1	3	1	0	10
T	105	44	47	20	21	9	16	7	10	4	199
TL	127	53	60	25	25	10	18	8	10	4	240

ANOVA SS = 0.152 F Value = 0.15 (p > 0.05) [n.s.]

ANOVA SS = 0.565 F Value = 0.69 (p > 0.05) [n.s.]

TABLE 28

PLANNING AND CONDUCTING DEPARTMENT MEETING

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				Total	
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Minor Imp	Mod Imp	Major Imp		No Res
DC	0 0	1 1	12 5	18 7	0 0	2 1	9 4	19 8	1 0	31 13
Pr	1 0	0 0	5 2	4 2	0 0	0 0	0 0	10 4	0 0	10 4
T	5 2	20 8	51 22	116 48	7 3	10 4	31 13	142 59	12 5	199 83
TL	6 2	21 9	68 29	138 57	7 3	12 5	40 17	171 71	13 5	240 100

ANOVA SS = 1.769 F Value = 1.77 (P > 0.05) [n.s.]

ANOVA SS = 1.091 F Value = 1.33 (P > 0.05) [n.s.]

TABLE 29
ARRANGE ROOM ASSIGNMENTS

	ACTUAL TIME SPENT				Total	PERCEIVED DEGREE OF RESPONSIBILITY				Total
	Not Resp	Minor Time	Mod Time	Major Time		Mo Res	Not Resp	Minor Imp	Mod Imp	
Pos	0	0	0	0	0	0	0	0	0	0
DC	26	4	0	1	31	13	11	3	4	31
Pr	9	0	1	0	10	4	7	0	0	10
T	146	21	13	7	199	83	41	23	31	199
TL	181	76	25	11	240	100	107	44	59	240

ANOVA SS = 0.836 F Value = 0.84 (P > 0.05) [n.s.]

ANOVA SS = 3.932 F Value = 3.70 (P < 0.05)

TABLE 30

PREPARE AND MONITOR DEPARTMENT BUDGET

	ACTUAL TIME SPENT					PERCEIVED DEGREE OF RESPONSIBILITY						
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0	0
DC	7	6	2	9	4	31	13	6	3	10	4	31
Pr	0	0	2	1	4	10	4	0	0	4	1	10
T	27	11	39	16	56	24	69	29	8	3	199	83
TL	34	14	47	19	69	30	82	34	8	3	240	100

ANOVA SS = 0.503 F Value = 0.50 (P > 0.05) [n.s.]

ANOVA SS = 3.649 F Value = 4.45 (P < 0.05)

TABLE 31
ARRANGE FOR REPAIR AND REPLACEMENT OF EQUIPMENT

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY						
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0
DC	6	3	8	3	5	2	0	0	0	0	31
Pr	1	3	1	2	1	4	2	0	0	0	10
T	58	24	49	20	32	13	52	22	8	3	199
TL	65	28	64	26	42	17	61	26	8	3	240

ANOVA SS = 0.853 F Value = 0.86 (P > 0.05) [n.s.]

ANOVA SS = 3.566 F Value = 4.35 (P < 0.05)

TABLE 32
ORDER SUPPLIES AND EQUIPMENT

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Poe	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0
DC	0 0	7 3	11 5	13 5	0 0	31 13	1 0	2 1	12 5	14 6	2 1	31 13
PR	0 0	4 2	2 1	4 2	0 0	10 5	0 0	0 0	4 2	6 2	0 0	10 4
T	15 6	27 11	54 22	95 40	8 3	199 82	9 4	14 6	31 13	132 55	13 5	199 82
TL	15 6	38 16	67 28	112 47	8 3	240 100	10 4	16 7	47 20	152 63	15 6	240 100

ANOVA SS = 2.356. F Value = 2.36 (P > 0.05) [n.s.]

ANOVA SS = 4.453 F Value = 5.63 (P < 0.05)

TABLE 33

MAINTAIN INVENTORY

	ACTUAL TIME SPENT				Total	PERCEIVED DEGREE OF RESPONSIBILITY				Total
	Not Resp	Minor Time	Mod Time	Major Time		No Res	Minor Imp	Mod Imp	Major Imp	
Fos	0	0	0	0	0	0	0	0	0	0
DC	7	3	9	8	31	3	1	5	2	11
Pr	1	0	3	1	5	0	0	2	1	3
T	52	22	43	18	199	28	12	20	8	68
TL	60	25	53	22	240	31	13	27	11	82

ANOVA SS = 0.448 F Value = 0.45 (P > 0.05) [n.s.]

ANOVA SS = 0.891 F Value = 1.09 (P > 0.05) [n.s.]

TABLE 34

COMPLETE FORMS AND GATHER INFORMATION

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY																			
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Total	Minor Imp	Mod Imp	Major Imp	Mo Res	Total													
Pos	0	0	0	0	0	0	0	0	0	0	0													
DC	1	5	11	14	6	31	13	0	0	5	2	8	3	16	7	2	1	31	13					
Pr	0	4	2	0	4	2	4	0	0	1	0	4	2	5	2	0	0	10	4					
T	15	6	34	14	60	25	81	34	9	4	199	83	16	7	47	19	106	44	14	6	199	83		
TL	16	6	43	18	73	30	99	42	9	4	240	100	16	7	22	9	59	24	127	53	16	7	240	100

ANOVA SS = 1.0812 F Value = 1.08 (P > 0.05) [n.s.]

ANOVA SS = 2.13 F Value = 2.13 (P > 0.05) [n.s.]

TABLE 35

ARRANGE INTERCLASS VISITS AMONG TEACHERS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0	0
DC	18	7	9	4	4	2	0	0	0	0	0	31
Pr	7	3	3	1	0	0	0	0	0	0	0	10
T	130	54	37	16	16	7	8	3	8	3	199	83
TL	155	64	49	21	20	9	8	3	8	3	240	100

ANOVA SS = 2.453 F Value = 2.46 (P > 0.05) [n.s.]

ANOVA SS = 0.813 F Value = 0.99 (P > 0.05) [n.s.]

TABLE 36

ARRANGE DEMONSTRATIONS

	ACTUAL TIME SPENT					PERCEIVED DEGREE OF RESPONSIBILITY						
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0	0
DC	9	4	12	5	2	31	13	7	3	10	4	31
Pr	7	3	3	1	0	10	4	1	0	1	0	10
T	90	37	50	21	32	13	16	7	11	5	199	83
TL	106	44	65	27	37	15	19	8	13	5	240	100

ANOVA SS = 0.975, F Value = 0.98 (P > 0.05) [n.s.]

ANOVA SS = 0.444, F Value = 0.54 (P > 0.05) [n.s.]

TABLE 37

ASSESS TEACHER NEED FOR INSERVICE EDUCATION

ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Fos	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0	W 0
DC	17 7	8 3	4 2	1 1	1 0	31 13	9 4	7 3	7 3	1 0	31 13
Pr	3 1	5 2	2 1	0 0	0 0	10 4	1 0	1 1	3 1	5 2	10 4
T	121 50	40 17	16 7	10 4	12 5	199 83	57 24	28 11	50 21	14 6	199 83
TL	141 58	53 22	22 10	11 5	13 5	240 100	67 28	36 15	60 25	15 6	240 100

ANOVA SS = 2.033 P Value = 2.04 (P > 0.05) [n.s.]

ANOVA SS = 0.712 F Value = 0.87 (P > 0.05) [n.s.]

TABLE 38
DEVELOP AND IMPLEMENTING INSERVICE ACTIVITY

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0	0
DC	18	9	2	1	1	31	6	5	2	14	2	31
Pr	3	1	7	3	0	10	1	0	0	5	2	10
T	102	43	52	22	18	199	40	17	32	63	26	199
TL	123	52	68	29	20	240	47	19	37	82	34	240

ANOVA SS = 0.470 P Value = 0.47 (P > 0.05) [n.s.]

ANOVA SS = 0.636 P Value = 0.78 (P > 0.05) [n.s.]

TABLE 39
ENCOURAGE TEACHERS TO EXCHANGE IDEAS AND STRATEGIES

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Minor Imp	Mod Imp	Major Imp	Total			
Pos	0	0	0	0	0	0	0	0	0			
DC	1	0	12	5	9	4	7	3	2	1	31	13
Pr	0	0	7	3	3	1	0	0	0	0	10	4
T	51	21	56	23	45	19	35	15	12	5	199	83
TL	52	21	75	31	57	24	42	18	14	6	240	100

ANOVA SS = 5.680 F Value = 5.70 (P < 0.05)

ANOVA SS = 1.370 F Value = 1.67 (P > 0.05) [n.s.]

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ENCOURAGE MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				Total			
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Minor Imp	Mod Imp	Major Imp		No Res		
DC	1	11	5	10	4	6	3	1	0	31	13	
Pr	5	4	2	1	0	0	0	0	0	10	4	
T	57	24	58	24	42	17	33	14	9	4	199	83
TL	65	27	73	31	53	21	39	17	10	4	240	100

ANOVA SS = 2.170 F Value = 2.18 (P > 0.05) [n.s.]

ANOVA SS = 0.722 F Value = 0.88 (P > 0.05) [n.s.]

TABLE 41

FOSTER GOOD PUBLIC RELATIONS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Not Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	0	0	0	0	0	0	0	0	0	0	0
DC	11	9	3	7	1	31	5	2	8	11	2	31
PR	4	4	1	1	0	10	1	0	2	5	1	10
T	87	55	22	25	11	199	34	14	50	57	16	199
TL	102	68	26	33	14	240	40	16	60	73	19	240

ANOVA SS = 0.800 F Value = 0.80 (P > 0.05) [n.s.]

ANOVA SS = 0.082 F Value = 0.10 (P > 0.05) [n.s.]

TABLE 42

ACT AS DEPARTMENT SPOKESPERSON

Pos	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				Total	
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Minor Imp	Mod Imp	Major Imp		No Res
DC	3	4	9	14	1	1	11	16	1	31
Pr	0	2	2	6	0	0	0	10	0	10
T	12	28	40	110	9	11	31	137	16	199
TL	15	34	51	130	10	12	42	163	17	240

ANOVA SS = 0.616 F Value = 0.62 (P > 0.05) [n.s]

ANOVA SS = 2.354 F Value = 2.87 (P < 0.05)

TABLE 44

INTERPRET ADMINISTRATION POLICIES AND PROCEDURES

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY																				
	Not Resp	Minor Time	Mod Time	Major Time	No Res	Total	Minor Imp	Mod Imp	Major Imp	No Res	Total														
Pos	0	0	0	0	0	0	0	0	0	0	0														
DC	6	3	6	10	4	1	0	31	13	5	2	7	3	7	3	11	5	1	0	31	13				
Pr	3	1	4	2	1	0	2	1	0	0	0	10	4	3	1	1	0	1	1	5	2	0	0	10	4
T	20	8	43	18	52	22	75	31	9	4	199	83	14	6	19	8	41	17	111	46	14	6	199	83	
TL	29	12	55	23	59	25	87	36	10	4	240	100	22	9	27	11	49	21	127	53	15	6	240	100	

ANOVA SS = 2.09 F Value = 2.22 (P > 0.05) [n.s]

ANOVA SS = 5.144 F Value = 6.28 (P < 0.05)

TABLE 43

ACT AS LIAISON BETWEEN PRINCIPAL AND TEACHERS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				
	Not Resp	Minor Time	Mod Time	Major Time	Mo Res	Minor Imp	Mod Imp	Major Imp	Total
Pos	0	0	0	0	0	0	0	0	0
DC	1	6	12	11	1	3	9	17	31
Pr	0	1	5	4	0	0	0	10	4
T	17	37	42	93	10	15	32	128	199
TL	18	44	59	108	11	18	41	155	240

ANOVA SS = 2.550 F Value = 2.56 (P > 0.05) [n.s]

ANOVA SS = 0.196 F Value = 0.24 (P > 0.05) [n.s]

TABLE 45
RECRUITS STUDENTS INTO VARIOUS COURSES

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY							
	Mot Resp	Minor Time	Mod Time	Major Time	No Res	Total	Mot Resp	Minor Imp	Mod Imp	Major Imp	No Res	Total
Pos	0	7	6	4	0	0	0	0	0	0	0	0
DC	13	5	3	2	1	31	2	9	9	10	4	31
Pr	4	2	1	1	0	10	1	1	3	4	2	10
T	78	32	56	23	12	199	33	14	31	13	44	188
TL	95	39	65	27	13	240	36	15	41	18	56	240

ANOVA SS = 0.868 F Value = 0.87 (P > 0.05) [n.s]

ANOVA SS = 3.407 F Value = 4.16 (P < 0.05) [n.s]

TABLE 46

ASSIST IN RESOLVING TEACHER/PARENTS CONFLICTS

	ACTUAL TIME SPENT				PERCEIVED DEGREE OF RESPONSIBILITY				Total	
	Not Resp	Minor Time	Mod Time	Major Time	Not Resp	Minor Imp	Mod Imp	Major Imp		No Res
Pos	0	0	0	0	0	0	0	0	0	0
DC	16	8	3	1	0	2	1	2	1	31
Pr	7	3	1	0	0	1	0	1	1	10
T	117	49	37	15	11	5	21	9	13	199
TL	142	60	46	18	12	5	24	10	16	240

ANOVA SS = 0.309 F Value = 0.31 (P > 0.05) [n.s]

ANOVA SS = 3.392 F Value = 4.14 (P < 0.05)

VITA

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Educational Background:

Graduated from Woodington High School, 1968, Kinston, North Carolina

Bachelor of Science, 1973, Federal City College, Washington, DC; Major: Marketing Management

Master of Business Education, 1978, University of the District of Columbia, Washington, DC

Master of Arts, 1986, University of the District of Columbia, Washington, DC; Major: Educational Administration and Supervision

Certificate of Advanced Graduate Studies, 1990, Virginia Polytechnic Institute and State University, Blacksburg, Virginia; Major: Educational Administration

Doctor of Education, 1991, Virginia Polytechnic Institute and State University, Blacksburg, Virginia; Major: Educational Administration

Work Experience

Teacher, John R. Francis Junior High School, Washington, DC, 1974 - 1986

Assistant Principal, John R. Francis Junior High School, Washington, DC, 1986 - Present

Adjunct Instructor, University of the District of Columbia, Washington, DC, 1982 - Present

Adjunct Instructor, Prince George's Community College, Largo, Maryland, 1983 - 1985

Special Recognitions

Outstanding Teacher of the Year, District of Columbia Public Schools, Ward II Junior High Schools, 1982, 1983, 1984

Family

Wife Jacqueline S. Fletcher
Daughter Janelle C. Fletcher
Son Justin C. Fletcher

Church/Civic Organizations

Park Road Community Church
Past President, Park Road Choraleers
Sunday School Teacher 1970 - 1979

John R. Francis Junior High School
Assistant Treasurer 1979 - 1982

Professional Organizations

Past President, Gama Iota Chapter of Delta Pi Epsilon's
National Honor Society

Member, Federal Educators Club

Member, Phi Delta Kappa Professional Fraternity

Member, Association of Supervision and Curriculum
Development


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