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THE K-12 CURRICULUM DIRECTOR IN MICHIGAN: HIS
CHARACTERISTICS, AND HIS SELF-PERCEPTIONS
OF LEADER BEHAVIOR WITH RESPECT TO
STAFF DEVELOPMENT

By

Michael Jon Homes

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ABSTRACT

THE K-12 CURRICULUM DIRECTOR IN MICHIGAN: HIS CHARACTERISTICS, AND HIS SELF-PERCEPTIONS OF LEADER BEHAVIOR WITH RESPECT TO STAFF DEVELOPMENT

By

Michael Jon Homes

The purposes of the study were to identify and describe (1) selected general characteristics of the K-12 curriculum director in Michigan public schools; and (2) the self-perceptions he holds with respect to his behavior in providing leadership for staff development as a specified dimension of his responsibility and role.

The population to which the results of the study were generalized was defined as that group of individuals in K-12 public school districts in Michigan, exclusive of the city of Detroit, having a specified responsibility for providing leadership with respect to curriculum development and instructional improvement. These individuals were identified by such titles as "Assistant Superintendent," "Director," or "Curriculum Coordinator," with a specific designation of responsibility for curriculum, instruction, or both. As the population was such that N=89, the total membership was used for data gathering purposes.

A General Information Survey (GIS) developed by the researcher was used to gather the demographic data about the curriculum director. This instrument covered four general categories of information: Professional-Experiential Background, School District Data, Professional Position Data, and Staff Development Data.

The Leader Behavior Description Questionnaire (LBDQ) developed by the Personnel Research Board at The Ohio State University was used to measure the curriculum director's "ideal-self" and "real-self" perceptions of leader behavior. This instrument also provided measurements with respect to the factors of CONSIDERATION and INITIATING STRUCTURE.

Seventy-one returns were received from the population. These represented a 79.8 percent response. The data collected were analyzed both descriptively and statistically. A two-part computer program was used for the statistical analysis of data from both instruments. The demographic data were also analyzed separately and reported in tabular form. A characteristics profile based on these data was developed for the population.

The focus of the study centered on four objectives.

Objective One: To describe the K-12 curriculum director in Michigan public schools with respect to four general categories of demographic data and develop a characteristics profile from these data for the population.

Objective Two: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior

perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development.

Objective Three: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

Objective Four: To examine the data obtained from the General Information Survey (GIS) and those obtained from the Leader Behavior Description Questionnaire (LBDQ) with respect to the curriculum director's leader behavior perceptions of his role in staff development, to note any relationship between the variables of the respective instruments.

The following major findings are reported:

1. The K-12 curriculum directorship in Michigan public schools is a relatively recent phenomenon, the majority of such positions being created within the last ten years, with a significant number new since 1965.

2. The curriculum director is most likely a "first-timer" in his position, having had little or no comparable experience prior to entering the position. He is likely to be a veteran educator, however, with several years of experience in the field.

3. The curriculum director is most likely "home-bred," coming to his position from within the staff ranks of his present district. In addition, he is likely to have served the district in other roles for a number of years prior to assuming the curriculum position.

4. In general, the "ideal-self" and "real-self" leader behavior perceptions of the curriculum director tended to be highly related. Differences in the perceptions of the directors, individually and as a group, tended to be relatively slight. That is, the population tended to perceive little difference between how they believed they ought to behave and how they believed they actually behaved with respect to providing leadership for staff development.

5. In general, the population and its constituent members tended to perceive their "ideal-self" and "real-self" leader behavior with respect to staff development as highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. Differences in these perceptions tended to be relatively slight. That is, the curriculum directors tended to perceive little difference between how they believed they ought to behave and how they believed they actually behaved in their role of providing leadership for staff development with respect to the factors of CONSIDERATION and INITIATING STRUCTURE.

6. The high degree of perceptual relatedness between dimensions and within factors suggests that those in the population have tended to associate their behavior with that

of effective leadership, and have responded in ways in which effective leaders might be expected to respond.

7. In general, the characteristics of K-12 curriculum directors in Michigan public schools are not highly related to their self-perceptions with respect to their role in providing leadership for staff development.

8. While the "ideal-self" dimension of the LBDQ tended to be the best predictor of curriculum director leader behavior with respect to staff development, its value as a predictor was marginal. In addition, the use of demographic data tended to contribute little in being able to predict the director's perceptions with respect to his role in providing leadership for staff development.

9. The general characteristic of "curriculum director total areas of responsibility" and the LBDQ dimension of "ideal-self" leader behavior tended to be the most highly related of the variables considered. However, this relationship tended to be low.

Recommendations for Future Research

1. The curriculum director's leader behavior perceptions with respect to staff development should be examined in relationship to perceptions held of his leader behavior in this area by other school district personnel such as teachers, principals, and the superintendent.

2. An investigation of the curriculum director's CONSIDERATION behavior and INITIATING STRUCTURE behavior

should be conducted to determine what variables in role expectations, organizational factors, and personal characteristics tend to account for these behaviors most. If conflict is evidenced in the behavior of the curriculum director with respect to these factors, the consequences for the director's role performance in providing leadership in the school setting should also be investigated.

3. A study should be conducted on the effect of curriculum director "in-breeding" with respect to the school district's staff development program and the implications this phenomenon may hold for behavioral change in the curriculum director and the professional staff.

4. The number of K-12 curriculum directorships in Michigan has increased dramatically since 1965. This increase should be examined in relationship to the enactment of Public Act 379, which, in 1965, provided collective bargaining rights for teachers to see what effect it has had with respect to curriculum development and instructional improvement.

5. The role of the curriculum director should be examined with respect to his effectiveness as a change agent in providing leadership for staff development and facilitating improvement in the instructional program. This examination should take place in the light of how other district personnel see him functioning in this capacity.

of effective leadership, and have responded in ways in which effective leaders might be expected to respond.

7. In general, the characteristics of K-12 curriculum directors in Michigan public schools are not highly related to their self-perceptions with respect to their role in providing leadership for staff development.

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Recommendations for Future Research

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2. An investigation of the curriculum director's CONSIDERATION behavior and INITIATING STRUCTURE behavior

DEDICATION

This effort and all my graduate pursuits and future endeavors are lastingly dedicated to my wife, Lynne, for her constant love, encouragement, patience, personal sacrifice and untiring support to see this project through to finality.

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CHAPTER I

INTRODUCTION

Leaders and leadership have long been topics of concern and challenge in education. In times of rapid change, the role of contemporary educational leadership has taken on new significance. In part, it has become as important as the teaching function itself.¹ The need for the study of leadership roles in public education has been clearly identified by Westwood. He states,

A great deal of organizational research reveals what common sense suggests--that the role of the leaders in any organization will have a considerable influence upon its efficient working and the attainment of its goals. The amount of research in recent years into roles of managers, administrators and supervisors of all kinds of industrial and other organizations is vast. As yet, the systematic investigation of leadership roles in the school, and in the educational system generally, is virtually non-existent.²

Those in leadership roles in public education are being particularly challenged to recognize and meet the need for continuous improvement in the quality of instruction being offered the school's clientele. Major

¹Ben M. Harris, "Preface," Supervisory Behavior in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. vii.

²T. J. Westwood, "The Role of the Teacher--II," Educational Research, X (November, 1967), pp. 28-29.

responsibility for this task has come to be centered in the curriculum director in a school system.¹ He has become a key figure in providing the leadership for instructional improvement.

Such a function implies a need for a large and diverse set of competencies in the behavioral repertoire of the curriculum director. For this reason, his role is perhaps best characterized as a versatile one. For example, the writings and research of Stogdill and Shartle,² Amidon and Powell,³ and Doak⁴ speak to the importance of relationships and interactions between people as the avenue to change and improvement in the instructional process. Hamilton considered the need for the curriculum worker to develop skill in problem identification and

¹Throughout the text of this study, the term curriculum director will be considered synonymous with such other leadership terms as director of instruction, curriculum supervisor, curriculum leader, curriculum worker, curriculum coordinator, etc.

²Ralph M. Stogdill and Carroll L. Shartle, "Preface," Methods in the Study of Administrative Leadership (Columbus: The Ohio State University, Bureau of Business Research Monograph No. 80, 1955), p. vii.

³Edmund J. Amidon and Evan Powell, "Interaction Analysis as a Feedback System in Teacher Preparation," in The Supervisor: Agent for Change in Teaching, ed. by James Rath and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1966), p. 60.

⁴E. Dale Doak, "Organizational Climate: Prelude to Change," Educational Leadership, XXVII (January, 1970), p. 367.

conceptual perspective as crucial in dealing with issues of "educational policy and leadership."¹ Johnson and Wilson gave reference to the personal qualities of curriculum leaders as the most important factor in leadership for instructional improvement.² Finally, Rubin contends that trust, respect, conviction, professional knowledge and skill, ability to deal with change, building a stronger degree of linkage between teaching and learning, and providing for the continuous growth of educators are the keys to successful leadership and the avenues of fulfillment for the curriculum director in meeting his responsibilities.³

Thus, not only a variety of functions tend to characterize the curriculum directorship, but the role of the curriculum leader seems to be clearly focused in the arena of human relationships. Inherent in this arena is the need to provide means that allow for the improvement of instruction by those directly engaged in this process. The goal is the enhancement of learning opportunities for all who participate in the educational process. To the

¹Norman K. Hamilton, "Sensing and Timing in Change," Educational Leadership, XXVII (January, 1970), p. 342.

²Paul Johnson and Harold Wilson, "Educational Leaders in Action," Leadership for Improving Instruction (Washington, D.C.: Association for Supervision and Curriculum Development, 1960), p. 116.

³Louis J. Rubin, "A Study on the Continuing Education of Teachers" (Santa Barbara: The University of California, Center for Coordinated Education, 1968-69), p. 1.

degree that this characterization is accurate, it is not surprising that the curriculum director's perceptions of leadership should be a prime source of influence in his role behavior.

Evidence is available to indicate that those in positions of leadership may at times be unaware of the image they present to others with whom they work. For example, while a given leader in a public school system may perceive himself to be functioning in a manner appropriate to his role, his actual behavior may be exhibited or interpreted in an entirely different or conflicting manner. In effect, the role perceptions held by the curriculum leader with respect to his work relationship with others may be different than his day to day behavior. As such they remain the source for some serious problems which tend to confound efforts to attain excellence in the quality of instruction in public schools.

Purpose of the Study

The purposes of the study are to identify and describe: (1) the general characteristics of the K-12 curriculum director in Michigan public schools, and (2) the self-perceptions he holds with respect to his role behavior in providing leadership for staff development as a specified dimension of his responsibility.

Specifically the study will attempt:

1. To describe the curriculum director with respect to certain demographic characteristics as a means for considering his role behavior in providing leadership for staff development;¹
2. To identify and describe the leader behavior of the curriculum director with respect to his "ideal-self" and "real-self" perceptions as measured by the Leader Behavior Description Questionnaire (LBDQ) as a means for considering his role in providing leadership for staff development;²
3. To identify and describe the leader behavior perceptions of the curriculum director with respect to the factors of CONSIDERATION and INITIATING STRUCTURE as measured by the LBDQ as a means for considering his role in providing leadership for staff development;³ and

¹The origin and nature of the instrument used for gathering these data is discussed in Chapter III. A definition of the general scope of the instrument appears at the end of this chapter. A copy of the instrument can be found in the Appendix. See Exhibit Three.

²The origin and nature of the LBDQ is described in some detail in Chapter III. A definition of the general scope of the instrument appears at the end of this chapter. A copy of the instrument can be found in the Appendix. See Exhibit Two.

³The factors of CONSIDERATION and INITIATING STRUCTURE are defined later in this chapter. A more detailed explanation of them follows in Chapter III.

4. To determine the extent to which the general demographic characteristics of K-12 curriculum directors in Michigan public school districts tend to be related to their self-perceptions of leader behavior with respect to staff development.

Statement and Significance of The Problem

A major task of the curriculum leader in many Michigan school districts is providing for, and promoting, staff growth. The ultimate goal of this effort is the achievement of an improved educational program for the children and youth of the school district. The responsibility for leadership in this assignment has increasingly become vested in a member of the central office administrative staff. This person has come to be commonly identified by such titles as "Assistant Superintendent," "Director," or "Coordinator" with a specific designation of responsibility for curriculum, instruction, or both.

The curriculum leader's activity spans a wide range of working relationships and levels of interaction with others. His basic function in providing leadership for staff development is concentrated in a search to find better ways of recognizing and realizing human potential. While from an historical perspective this search has assumed different postures, it has consistently remained directed toward the process of human growth.

Public demands for quality in the instructional program being offered boys and girls in local school systems serve as unrelenting reminders of the need for providing the teaching staff with on-going opportunities for improving their skills and competencies. Pressured by a prolific rate of social and technological change, a rapidly expanding body of knowledge, rising tension and conflict in human relations, and a dramatic need to move boldly toward new goals and levels of excellence in education, public school leadership in Michigan finds itself at a critical point.

The provision of effective leadership in such a setting is crucial to the growth and development process of others. Therefore, the person charged with this responsibility must be able to identify and understand the behavior of those he is leading. More importantly, however, he must have a significant degree of self-understanding and awareness. This self-understanding and awareness on the part of the curriculum leader in the local school setting holds the key for the kind of growth and development others may experience through the leadership he provides.

Self-understanding and awareness have long been promoted as critical needs of those engaged in leadership roles. The development of these attributes on the part of leaders in the educational arena has been no easy task, however. In relationship to specific dimensions of their

role responsibility it has been a challenge of unique proportions. In a period of great educational turmoil emphasized by a society at odds with its own condition, an investigation of the personal perceptions held by those in identifiable and defined positions of curriculum leadership in public school settings takes on importance as a prelude to change and innovation in classroom practice. This need is clearly pointed out by Van Til. In discussing the nature of change and the process of education in relationship to leadership he states,

. . . the choice of professional educators is not a new one. The same choice has been offered them throughout many years. Educators may accept the tendencies of the times in which they find themselves and develop school programs which reflect all prevalent social forces. Or, educators may appraise the tendencies of the times and develop school programs through which learners can reflect upon and help shape social forces.¹

Hamilton indicates that only as curriculum leaders are encouraged to become students of their own behavior and the environment in which they hold forth will they become effective initiators for change and leaders for constructive program and staff improvement.² Thus, the curriculum director's perceptions of his own behavior become an important element in gaining insight and perspective with

¹William Van Til, "In a Climate of Change," Role of Supervisor and Curriculum Director in a Climate of Change (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 16.

²Hamilton, op. cit., pp. 341-342.

respect to his leadership role in staff development. With this new insight, his overall role may also be enhanced.

By investigating a single view of the leadership role of the K-12 curriculum director in Michigan public schools it may be that a clearer picture of his contemporary stance will emerge. The implications of this single view, though limited, may in turn provide some much needed assistance in making decisions about preparation programs for people interested in leadership positions in curriculum and/or instruction, particularly in public schools.

Objectives of the Study

1. To describe the K-12 curriculum director in Michigan public schools on the basis of four general categories of demographic data and develop a characteristics profile from these data for the population.

2. To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director with respect to his role in staff development.

3. To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan with respect to his role in staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

4. To examine the data obtained from the General Information Survey (GIS) and those obtained from the

Leader Behavior Description Questionnaire (LBDQ) with respect to the curriculum director's leader behavior perceptions and his role in staff development, to note any relationship between the variables of the respective instruments.

Basic Assumptions Underlying the Study

1. The behavior of the curriculum director in providing leadership for staff development will be influenced by the perceptions he holds with respect to that process.
2. As the curriculum director expresses the perceptions he holds about his leadership role with respect to staff development, an increased understanding of his behavior in that area will emerge.
3. Insight gained in identifying and describing the self-perceived leader behavior of the curriculum director with respect to staff development will provide a reference point for examining other dimensions of his role.
4. Better understanding of the self-perceived leader behavior of the curriculum director will provide a sound basis from which he may respond to the challenge of change more effectively.

Limitations of the Study

It is anticipated that the outcomes of this study will be affected by the following factors:

1. Recognition that the population under study is composed of a single position that is only generally uniform in title identification and job responsibility throughout the population;

2. The school districts from which the population is constituted are all K-12 public school districts in the State of Michigan, excluding the city of Detroit, that have a specifically identified curriculum leader (i.e., "Assistant Superintendent," or "Director," or "Coordinator" for the areas of curriculum and/or instruction K-12);

3. Curriculum leaders who have staff leadership responsibilities and who may serve in the same broad capacity under generally similar conditions but with different titles or role identifications are excluded in this study (i.e., building principals, directors of elementary or secondary education, subject matter consultants, department heads, etc.);

4. The condition that the responses from the participants in the study may be influenced by circumstances unique to their own position and disposition, immediate state of activity or the larger factors existing within their local school district; and,

5. The assumption that the individual curriculum director will respond honestly to the LBDQ items with true perceptions of his leader behavior with respect to the area of staff development.

Procedure for Data Collection

Population Identification

The population to which the results of this study will be generalized is identified as that group of individuals in K-12 public school districts in Michigan exclusive of the city of Detroit having a specified responsibility for providing leadership for curriculum development and instructional improvement. These individuals have been specifically identified by such titles as "Assistant Superintendent," "Director," or "Coordinator" for curriculum and/or instruction K-12 with no more than one such identified individual per school district. As the population has been identified such that $N = 89$, the total population will be used for data gathering purposes.¹

Instruments for Data Collection

1. The Leader Behavior Description Questionnaire (LBDQ).
2. A General Information Survey (GIS).

Administration of the Instruments

Each person identified in the population will receive a written communication (a cover letter of

¹The source used for identifying the population was the Michigan Education Directory and Buyer's Guide, 1969-70 (Lansing: Michigan Education Directory), pp. 120-218.

introduction and a brief overview stating the purposes of the study) requesting:

1. his participation in the study, and
2. completion and return of each of the data gathering instruments.

The LBDQ will serve as the medium for obtaining and measuring the dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions with respect to staff development. It also provides the information necessary for examining the self-perceptions of the curriculum director with respect to the factors of CONSIDERATION and INITIATING STRUCTURE. In cases where the LBDQ has been used to describe the behavior of a leader, a reference point proved a helpful element in considering the dimensions and factors measured. The reference point in this study of leader behavior is staff development.¹

¹The value of the LBDQ lies in its ready adaptability to a wide variety of situations without altering the meaning of the items or the intent of the instrument. It has been used extensively in leadership studies in the military, in industry, in public schools, and in colleges and universities. (See for example the following articles in Ralph M. Stogdill and Alvin E. Coons, eds., Leader Behavior: Its Description and Measurement (Columbus: The Ohio State University, Bureau of Business Research Monograph No. 88, 1957): Andrew Halpin, "The Leadership and Effectiveness of Aircraft Commanders;" Bernard M. Bass, "Leadership Opinion and Related Characteristics of Salesmen and Sales Managers;" Andrew Halpin, "The Observed Leader Behavior and Ideal Leader Behavior of Aircraft Commanders and School Superintendents." See also John K. Hemphill, "Patterns of Leadership Behavior Associated with Administrative Reputation of the Department of a College," Journal of Educational Psychology, XLVI, No. 7 (November, 1955), pp. 385-401.)

The GIS will serve to gather the demographic data about the curriculum director thought to be pertinent to the study of his leader behavior perceptions with respect to staff development.

Definition of Critical Terms

Consideration

"CONSIDERATION refers to behavior on the part of a leader that is characterized by warm, friendly relations with group members, concern with group welfare, respect for their integrity, etc."¹

Curriculum Director

The staff position and/or individual in a K-12 public school district in Michigan that by title, definition, or other specified criterion for designation, is charged with a primary responsibility for providing staff leadership for curriculum development and instructional improvement. These positions and/or individuals are commonly identified by such titles as "Assistant Superintendent," "Director," or "Curriculum Coordinator." The basic function of the person in this position is one of providing leadership for staff development in such a way that human potential can be more effectively recognized and realized.

¹Hemphill, op. cit., p. 75.

Initiating Structure

"INITIATING STRUCTURE refers to activities on the part of the leader that introduce organization, new ways of doing things and new procedures for solving group problems, etc."¹

Instructional or Professional Teaching Staff

All duly and properly certified personnel with direct or related classroom teaching responsibilities legally employed and contracted by the governing body of a K-12 public school district in Michigan.

Leader Behavior Description Questionnaire (LBDQ)

This forty-item instrument developed by the staff of the Personnel Research Board, The Ohio State University, is used to identify the self-perceptions of leader behavior of the participants in the study. The items contained in this instrument describe a specific way in which a leader may behave. Responses are made on a five point scale ranging from "Always" to "Never." The LBDQ provides a technique whereby the behavior of designated leaders (K-12 curriculum directors) in formal organizations (Michigan public school districts) may be described with respect to a given area of job responsibility (providing leadership for staff development).

¹Ibid.

General Information Survey (GIS)

A four part, twenty-item instrument developed by the researcher. It is used to gather certain demographic information (i.e., Professional-Experiential Background, School District Data, Professional Position Data, and Staff Development Data) from each of the participants in the study. The GIS is designed to describe the curriculum director with respect to a number of general characteristics which may tend to have a relationship to the leadership role he plays in staff development.

K-12 Public School District in Michigan

A legally constituted and defined entity established by appropriate action of the legislature of the State of Michigan for the purpose of conducting and maintaining a program of public education within the limitations set by law; the children of the legal entity (district) traditionally in the common grade placement designations of Kindergarten through Grade 12.

Role Dimension

Any single element within the total framework of leadership responsibility specifically designated or implied in the role of the curriculum director. (Defined by this study to be the provision of leadership for staff development.)

Staff Development

A dimension of the role of the curriculum director charging him with the responsibility of providing leadership in promoting and making available to the staff of the school district opportunities to improve their skill and competency in relationship to the effectiveness of their performance in implementing the instructional program of the district.

The Organization of the Study

The remainder of the study is organized into the following four chapters:

Chapter II: Review of the Literature. The literature pertinent to the nature of this study is presented.

Chapter III: The Design of the Study. The population and data gathering procedures used in the study are identified, described, and discussed. The development of the two data gathering instruments is also described and each is briefly discussed.

Chapter IV: Presentation and Analysis of the Data. The demographic characteristics of the curriculum directors are reported and described. The data for these characteristics are analyzed and a population profile is developed. The results from the statistical analysis of the data obtained from the LBDQ instrument are presented and discussed. The data obtained from the two questionnaires are

also analyzed statistically to note the extent of the relationship between the general characteristics of the curriculum director and his leader behavior perceptions with respect to staff development.

Chapter V. Summary, Conclusions and Recommendations for Future Study. In this final chapter, the study is summarized and discussed as to its findings, conclusions are drawn, and recommendations for future research are presented.

CHAPTER II

REVIEW OF THE LITERATURE

A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him,
Fail to honor people
They fail to honor you;
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, We did this ourselves.
Bynner¹

Leadership and the Curriculum Director

An Overview

The abundance of comment and study of leadership attests to its importance and place in contemporary society. Key questions and issues still remain, however. The examination of these questions and issues has both enhanced and reduced leader behavior and effectiveness. For example, the authenticity and challenge of leadership has often centered about the need for clarity in definition and in the relationships between those in leadership positions and those not. Fiedler has observed that, "Each and every man is a potential leader, and society has to give some

¹Witter Bynner, The Way of Life According to Loatzu, An American Version (New York: The John Day Company, 1944), pp. 34-35.

thought to the identification and proper training of men who will be able to guide its institutions."¹

Confusion and conflict are all too often common to leadership in the American educational scene. Ultimately, the effectiveness of public school leadership may well depend upon the perceptions held by the leader in any given situation and his ability to recognize the needs of that situation. Hass observes that, "Principles of leadership apparently can be discovered but their application to a specific situation is another matter."² According to Combs,

People do not behave according to the facts as others see them, they behave in terms of what seems to be so to them.³ . . . to the behavior himself, behavior always seems relevant, purposeful and caused . . . behavior at anytime is internally consistent with the way he sees things.⁴

In this respect, it would seem crucial that leadership in education accept the on-going challenge of re-defining its perceptions and reformulating, where necessary, its behavior. Clarity in performing this task is called

¹Fred E. Fiedler, A Theory of Leadership Effectiveness (New York: McGraw-Hill Book Co., 1967), p. 3.

²Glen Hass, "Introduction," Leadership for Improving Instruction (Washington, D. C.: Association for Supervision and Curriculum Development, 1960), p. 4.

³Arthur W. Combs, "Seeing is Behaving," Educational Leadership, XVI (October, 1968), p. 23.

⁴Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper and Row, 1959), p. 18.

for. In discussing the need and urgency for this clarification, Ward states,

To begin, we must get outside the confines of education and consider social enterprise at large. To see ourselves, and most important, to open our eyes to new viewpoints on ourselves in relation to other elements of our social order, we must occasionally back off; we must face up to the provincialism which we have helped build.¹

In summarizing the relationship between the educational program and leadership in education, it is the view of Castetter and Burchell that,

Only through competent leadership can the unprecise and nebulous plans which pass for educational programs be strengthened to the point where they make a difference in the lives of children.²

Clearly, the focus of the curriculum leader's responsibility is on the improvement of the instructional program. Inherent in this responsibility of leadership is making provision for the opportunity for others to experience growth. Complicating this process, however, is the charge that,

The role of the curriculum director is not easily identified. Since the appointment of the first curriculum director, the responsibilities and actual duties assigned to this position have undergone constant change. Different titles for these positions

¹Ted W. Ward, "Professional Integration and Clinical Research," in The Supervisor: Agent for Change in Teaching, ed. by James Rath and Robert R. Leeper (Washington, D. C.: Association for Supervision and Curriculum Development, 1966), p. 60.

²William B. Castetter and Helen R. Burchell, Educational Administration and the Improvement of Instruction (Dansville, Ill.: The Interstate Printers and Publishers, Inc., 1967), p. 23.

have caused further difficulty in identifying the functions which curriculum leaders should perform. Curriculum directors have been called helping teachers, directors of curriculum, directors of instruction, and assistant superintendents in charge of instruction. It has been difficult, therefore, to state clearly what functions such a person ought to perform to improve the instructional programs of schools.¹

As this last statement from the Illinois Association for Supervision and Curriculum Development indicates, one of the single largest sources of confusion in attempting to address and understand leadership and the behavior of leaders in the area of curriculum is the very definition of leadership itself.

The Problem of Definition

Educational leadership has been subject to a variety of definitions. At times, any one of them may have been quite as acceptable as another. This section of the chapter will treat the problem of defining curriculum leadership and the urgent need for clarifying the role of the curriculum director. Much attention has been focused on this task in recent years. Babcock, in discussing the emerging role of the curriculum director, has commented,

School people today, in the face of ever changing demands made upon them, are finding it increasingly necessary to turn to a curriculum specialist. This specialist is a relative newcomer to the leadership team in many school systems. His role as yet

¹The Illinois Association for Supervision and Curriculum Development, "The Curriculum Directorship: A Platform for the Professionalization of Curriculum Directors" (Illinois Association for Supervision and Curriculum Development, 1964), p. 4.

has not been clearly defined. The need for defining the role of the curriculum specialist regardless of his title, in the functional organization of the school system is imperative. His relationship with general administration, with the individual building principal and with the teaching corps as a whole are still in a state of confusion in many school systems.¹

Shores stated the problems attendant to the role quite clearly when he said,

Almost all professional educators understand what a teacher, principal, or superintendent is and almost all educators have ideas about what these roles should be and how they relate to each other. The same cannot be said for the generalist in supervision and curriculum. His duties are almost as diverse as his titles. That he is a key gatekeeper in curriculum development and improvement, no one would deny, but what he is and what he does, and what he is becoming, and what he should be are clouded with misunderstandings.²

Drummond suggests the role definition of the curriculum director with respect to staff development is largely complicated by the accelerating rate of change today and contends,

In periods of little change, supervisors and curriculum directors have roles to perform which can be rather effectively designed and defined. The tasks are not even simple, then, of course, for creating conditions which result in desirable human changes

¹Chester D. Babcock, "The Emerging Role of the Curriculum Director," in Role of Supervisor and Curriculum Director in a Climate of Change, ed. by Evelyn F. Carlson and Robert R. Leeper (Washington, D. C.: Association for Supervision and Curriculum Development, 1965), p. 50.

²Harlan Shores, "Forward," Toward Professional Maturity of Supervisors and Curriculum Workers (Washington, D.C.: Association for Supervision and Curriculum Development, 1967), p. v.

is always a complicated process. When old "truths" are challenged, when "proven" methods are questioned and when traditional content is rapidly replaced by "new" programs, role expectations for supervisors and curriculum directors become vastly more complex and significant.¹

The need for clearly defining the role of the curriculum leader is evident in the research in recent years. Batsakis,² Carlson,³ Grizzle,⁴ and Cotton⁵ have all placed emphasis on the need for role clarification, specificity of the leader's relationship to the organizational setting he is in, a better job description concerning the importance of the position and the duties to be performed, and the assignment of commensurate authority to the leader in order that he can effect and support the best instructional and curriculum program possible.

¹Harold D. Drummond, "Foreward," in Role of Supervisor and Curriculum Director in a Climate of Change, ed. by Evelyn F. Carlson and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. v.

²Angelo Gus Batsakis, "An Analysis of the Role of the Director of Instruction in a Selected School District," unpublished Ph.D. dissertation, Wayne State University, 1964.

³Darwin Grove Carlson, "A Case Study of Central Office Personnel with Designated Responsibility for Curriculum--Instruction in Four Selected School Systems," unpublished Ed.D. dissertation, State University of New York at Buffalo, 1967.

⁴James Dennis Grizzle, "The Director of Instruction: A Study of His Duties in Texas Public Schools," unpublished Ed.D. dissertation, University of Houston, 1967.

⁵Hullian D. Cotton, "A Study to Determine the Role of the Director of Instruction and Curriculum in Selected Alabama School Systems," unpublished Ed.D. dissertation, University of Alabama, 1969.

Similar concerns regarding the ambiguity of the curriculum director's role and the need to define it have been clearly cited in the literature by Allen,¹ Hass,² Mackenzie,³ Papillon,⁴ and the Illinois Association for Supervision and Curriculum Development. This latter group prepared a position paper on the problem which stated in part,

The difficulties in defining the curriculum director's role as it should be lie in the history of the development of the position, the confusion and diffusion of the current roles, and the peculiar needs of individual school systems. There is considerable similarity between the functions and activities of administrators and curriculum directors. This is true because administrators rightly see supervision as one of their important responsibilities. It becomes important, however, to determine the unique functions of a curriculum director. If these functions can be determined, a school system will be able to select a person qualified to serve as a curriculum director.⁵

Thus, essential agreement appears to be lacking in defining the role and functions of the curriculum director.

¹Rowanetta S. Allen, "Role and Function of Supervisors and Curriculum Workers," Educational Leadership, XXII (January, 1966), pp. 330-331.

²Glen Hass, "Role of the Director of Instruction," Educational Leadership, XVIII (November, 1960), p. 101

³Gordon Mackenzie, "Expectations That Influence Leaders," in Leadership for Improving Instruction, Glen Hass, chairman (Washington, D.C.: Association for Supervision and Curriculum Development, 1960), p. 70.

⁴Alfred L. Papillon, "The Business Management Role of the Curriculum Director," Educational Leadership, XXV (October, 1967), p. 63.

⁵Illinois Association for Supervision and Curriculum Development, op. cit., p. 5.

In addition, many factors are contributing to his role to make it a highly fluid and changing one particularly as they relate to his leadership responsibilities for a given area such as staff development. In discussing these factors, Ramseyer observes,

. . . the leadership action about which we are speaking is goal centered, value oriented, communicative, catalytic, energizing, initiatory and/or creative; the leader is understanding, perceptive, communicative and accepted; what he does or what happens within groups identifies, strengthens, supports, suggests new alternatives, alters relationships and arrangements, provides new structure or means of operation, creates new understandings, motivates, provides new perspectives and conceptualizations.¹

Miller, after describing the functions of the curriculum leader and summing up the array of forces affecting this role, considers him a generalist with an impossible task.²

In an effort to come to grips with the problem of definition, Saunders, Phillips and Johnson have proposed that,

Leadership is an essential ingredient in the improvement of instruction and is defined as that action which facilitates the achievement of the objectives identified by the people involved. Acceptance of this point of view implies that leadership

¹John Ramseyer, "A Concept of Educational Leadership," in Leadership for Improving Instruction, Glen Hass, chairman (Washington, D. C.: Association for Supervision and Curriculum Development, 1960), p. 26.

²William C. Miller, "Curriculum Generalist--A Vanishing Breed?" Educational Leadership, XXXV (December, 1966), p. 227.

can be performed by the status leader, by any member of the group, or by the group as a whole. Consequently, the responsibility for making decisions about instructional improvement should be extended to include all persons affected by those decisions.¹

While there is no widespread agreement on a satisfactory definition of the curriculum director's role or his leadership function with respect to staff development, Rutrough perceives that,

In summary, the director of instruction is a generalist, assigned the responsibility of providing leadership for the improvement of the total instructional program within the school system.²

Klohr tries to bring these definitions of leadership into perspective. He suggests,

Analyses of the function of the curriculum director make quite central his role as an inducer and coordinator of change. The designation "change agent," perhaps more than any other, reflects this key responsibility. If the supervisor and curriculum worker are, indeed, change agents, then it becomes a matter of great importance that they be able to help chart the direction of change and to keep track of it.³

Generalizing, it may be said the curriculum leader should be an individual able in his job performance and his staff relationships and an individual high in ability,

¹Robert L. Saunders, Ray C. Phillips, and Harold T. Johnson, A Theory of Educational Leadership (Columbus: Charles E. Merrill Books, Inc., 1966), p. 135.

²James E. Rutrough, "Emerging Role of the Director of Instruction," Educational Leadership, XXVII (April, 1970), p. 721.

³Paul R. Klohr, "Looking Ahead in a Climate of Change," in Role of Supervisor and Curriculum Director in a Climate of Change, ed. by Evelyn F. Carlson and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 150.

who is professionally competent and deeply interested in the goals and orientation of the group with whom he works and of which he is a part. In the final analysis, the curriculum director's exercise of leadership may be ultimately dependent for success on his being able to come to grips with the array of human forces and relationships at work in any given setting at any given time. His role and function seem to be destined to constant reflection, redefinition, and reformulation by both himself and others, with particular reference to the democratic values held for the school as an institution of society. It is in a context of differing definitions and a lack of role clarity then, that the adequacy of the curriculum director as a leader must be considered and his actual behavior observed, recorded and described as opposed to, and contrasted with, the ideal behavior of a hypothetical leader.

In considering the role of the curriculum director of the future, Shafer and Mackenzie prophesy,

It is interesting to note that the generalist of the future is being thought of as a new breed. One description being used is that of the "perceptive generalist." Such an instructional leader is described as one who will be gifted in comprehending and making decisions about problems which are characterized by complexity and by tangled relationships.¹

¹Harold T. Shafer and Gordon Mackenzie, "Securing Competent Instructional Leaders," in Role of Supervisor and Curriculum Director in a Climate of Change, ed. by Evelyn F. Carlson and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 68.

Theory and Practice

The theoretical and the practical are examined in this section in an effort to build a frame of reference for considering the leadership role of the curriculum director with respect to staff development.

In viewing the role and function of curriculum leadership from a theoretical base, Heffernan and Bishop state,

Effective . . . leadership operates within a matrix of many facets. Included are (a) local challenges and realities of decision making; (b) professional and societal realities; (c) an educational structure with roles and responsibilities; (d) concerns for impact and consequent behavior of pupils; (e) few or many persons affected by change.¹

Out of this matrix of need regarding the nature of man, learning, and society and its ideals emerge the major functions of curriculum leadership.²

In the construction of a theory relevant to the leadership role of the curriculum director, Ramseyer states fourteen propositions about leadership which speak to its stature.³ In summarizing these propositions, Hass observes,

¹Helen Heffernan and Leslee J. Bishop, "The Supervisor and Curriculum Director at Work," in Role of Supervisor and Curriculum Director in a Climate of Change, ed. by Evelyn F. Carlson and Robert R. Leeper (Washington, D.C.: Association for Supervision and Curriculum Development, 1965), p. 119.

²Mildred E. Swearingen, Supervision of Instruction: Foundations and Dimensions (Boston: Allyn and Bacon, 1962), p. 41.

³Ramseyer, op. cit., pp. 56-57.

These research conclusions indicate that, to be democratic it is imperative that leadership activity be exercised in such ways as to: (a) increase group interaction and cooperative planning, and (b) create a favorable climate for the growth of individuals and the emergence of potential leaders.¹

Ramseyer's fourteen propositions about leadership are as follows:

1. Changes in the behavior of people are manifestations of changes in their perceptions, understandings, insights, values, beliefs, motivations, habits, and/or skills.
2. Institutional changes are dependent upon the amalgamation of changes in individuals.
3. Leadership is a product of the interaction which takes place among individuals in a group, not of the status or position of these individuals.
4. All normal individuals and groups, at all levels of the hierarchical structure of a group, institution and society exhibit leadership behaviors to some degree.
5. The quality of the interaction of persons in a group may be distinguished by such action terms as initiative, originality, communication, empathy, understanding, cohesiveness, morale, productivity.
6. Activity on the part of an individual that tends to clarify thinking, create better understanding, or otherwise cause group action is called leader behavior or leader behavior activity.
7. Because a person exhibits leader behavior in one group is no guarantee that he will or can do so in other groups. All people exhibit this behavior in some degree in certain groups.
8. Situations that are different make different demands upon the leader.
9. People who exhibit leader behavior in several kinds of groups come to be called leaders.
10. Status assignments may either enhance or reduce the effectiveness of leader behavior.
11. Leadership leads to an ordering of events according to importance.
12. Designating a person as a leader implies that authority is attributed by group members to someone they perceive as an appropriate person to carry out this role for them.

¹Hass, op. cit., pp. 182-183.

13. The leader does not determine the norms of the group: groups choose, as leaders, the persons who best exemplify their norms.

14. The effectiveness of leader behavior is measured in terms of mutuality of goals, productivity in the achievement of these goals, and the maintenance of group solidarity.

A major intent of curriculum leadership is to guide and influence the growth of others. At any point in this process, the curriculum director can both help and hinder the workings of a sound educational program. This observation has been substantiated in the research of Batsakis. He found that the effectiveness of the curriculum leader depended greatly on the extent to which he was able to resolve the problems attendant to his working relationship with staff members.¹

Van Til believes the curriculum director occupies a pivotal position in the development and dissemination of growth experiences for others. He indicates,

The good curriculum director knows and fosters learning opportunities which are based soundly upon philosophical, psychological and sociological foundations which draw upon many subjects and areas. . . . Some among the participants in educational change must bear the responsibility for the long and comprehensive view of the curriculum. The final touchstone of generalists must be the best possible entire program for the education of individual children and youth.²

The need for sensing rationality in change is also an important aspect of the curriculum director's role. He

¹Batsakis, op. cit.

²Van Til, op. cit., p. 27.

must provide leadership that is orderly, thoughtful, and capable of being translated into meaningful procedures.

According to Hamilton,

. . . the instructional leader helps identify the problems and assists in developing alternate strategies. The instructional leader uses his sensitivity and skills in human relations to lessen professional risk.¹

Expanding on the idea of leader sensitivity and skill, Castetter and Burchell comment that it is also important to consider the attitudes and perceptions leaders hold with respect to self, individual, group, and organizational need satisfaction. They state,

One of the elements in administrative behavior is attitudinal; i.e., the attitudes and perceptions which administrators hold concerning the nature of people and their capabilities and the points of view they hold with respect to the individual and the organization. . . . One of the prime prerequisites of any effective style of leadership is an understanding of the relationship between the satisfaction of human needs and personnel performance on the educational program.

In a fundamental sense, satisfaction of human needs is essential to attainment of instructional objectives. The will of the members of the school organization to cooperate in, or to resist, the attainment of objectives is strongly influenced by the extent to which each is able to experience work satisfaction.²

A study by Srisa-an tends to bear out this commentary. In an investigation of the effectiveness of the curriculum director's role performance, he found that the perceptions and expectations of curriculum directors were

¹Hamilton, op. cit., p. 342.

²Castetter and Burchell, op. cit., pp. 57-58.

affected by the level of understanding they held, especially with respect to personnel.¹

The importance of the curriculum director's ability to function responsively and effectively as a leader with respect to the personnel with whom he works can not be underestimated. It is possible however, that unless he has an accurate perception of what his staff leadership responsibility is, and what that perception means for his behavior, conflict is likely to occur. In analyzing the behavior of principals, Wiles and Grobman said,

Unfortunately, persons in official positions frequently fail to recognize the differences between their own behavior and the behavior which they know to be desirable.²

This kind of discrepancy is also illustrated in a study of the elementary principalship by Hunt. He concluded that principals expectations for their own behavior were not in agreement with respect to their perceptions. That is, the principal expected higher behavior from a principal than he actually perceived in his own performance.³

¹Wichit Srisa-an, "A Macroscopic Analysis of Role Dimensions of Curriculum Directors: Perceptions and Expectations of Superintendents, Curriculum Directors, and Principals," unpublished Ph.D. dissertation, University of Minnesota, 1967.

²Kimball Wiles and Hulda Grobman, "Principals as Leaders," The Nation's Schools, LVI (October, 1955), pp. 75-77.

³James Edmund Hunt, "Expectations and Perceptions of the Leader Behavior of Elementary School Principals," unpublished Ph.D. dissertation, St. John's University, New York, 1967.

Urlick and Frymier reported how such conflicting ideas of role may inhibit growth and change. They concluded,

The existence of ill-defined relationships among teachers, administrators and supervisors and of conflicting perceptions of the role each sees himself and others playing may combine to inhibit the consideration of change, and may, therefore, have a negative effect on teachers' attitudes. If teachers see the principal as the leader in bringing about changes while the principal sees the stimulus for change as needing to originate among the faculty there will likely be a built-in resistance to change.¹

All involved in improving the instructional program and the competency and quality of staff should have a clear understanding of their role, as well as the role others may play. Wiles described the necessity for common role expectations as follows:

As people work together in curriculum change, as in other human cooperative enterprises, they need to have relatively common role expectations and need to feel free to perform the functions inherent in these roles. Unless roles are understood, conflict develops because individuals feel that others are either not concerned or are presumptuous, that they lack good will or common purpose. If curriculum change is to progress smoothly, agreement on roles is essential.²

Gross and Herriott added to the knowledge and literature about role congruency with respect to leadership with their study of the behavior of principals. They were primarily interested in whether or not the leadership

¹Ronald Urlick and Jack R. Frymier, "Personalities, Teachers and Curriculum Change," Educational Leadership, XXI (November, 1963), p. 108.

²Kimball Wiles, The Changing Curriculum of the American High School (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963), p. 221

efforts of the building principal had a significant effect on the functioning of the school. To do this they measured the behavior of a number of principals and labeled it, "Executive Professional Leadership" (E.P.L.). They defined E.P.L. as an effort to provide for improvement in the quality of staff performance by the leader (executive) in a professionally staffed organization (the school) on the premise that the leader's role definition obligated him to do so. Their study sought to, and did, substantiate twelve major hypotheses and thus determine that E.P.L. did influence the performance of teachers to improve. The twelve major hypotheses were:

1. The more a principal permits his teachers to share in his decisions, the greater his E.P.L.;
2. The more egalitarian a principal's relationship with his teachers, the greater his E.P.L.;
3. The more social rapport a principal offers to his teachers, the greater his E.P.L.;
4. The greater the managerial support a principal offers his teachers, the greater his E.P.L.;
5. The greater the principal's support of his teachers in case of conflict between teachers and pupils, the greater his E.P.L.;
6. The higher a principal's evaluation of his ability to provide educational leadership to his staff, the greater his E.P.L.;
7. The more off-duty time a principal devotes to his job, the greater his E.P.L.;
8. The more fully a principal internalizes the professional leadership definition of his role, the greater his E.P.L.;
9. The greater importance a principal attaches to his routine administrative duties, the less his E.P.L.;
10. Principals with a service motive for seeking their positions will provide greater E.P.L. than those without it;
11. The greater the intellectual ability of the principal, the greater his E.P.L.; and,

12. The greater a principal's interpersonal skills, the greater his E.P.L.¹

In earlier studies, Halpin,² and Jenkins and Blackman³ had concluded that to be effective, leadership must be both task and people oriented. In treating the same areas, Mackenzie suggests the quality of leadership productivity and staff morale "will be related to the clarity, inter-relatedness and agreement relative to the expectations held for various roles by the role incumbents."⁴ He also provides an illustration of the expectations that are likely to influence leaders (see Figure 1).

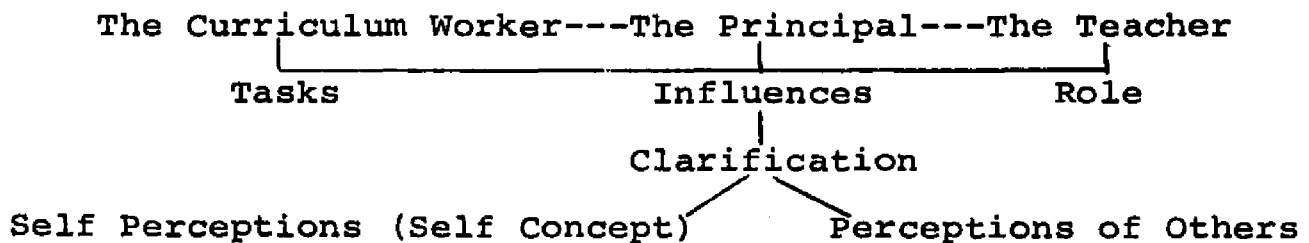


Figure 1.--Expectations that influence leaders.

¹ Neal Gross and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry (New York: John Wiley and Sons, 1965), Chapter 7, pp. 121-134 for numbers 1-5; Chapter 8, pp. 135-149 for numbers 6-12.

² Andrew Halpin, The Leadership Behavior of School Superintendents (Columbus: The Ohio State University, College of Education, 1956), p. 10.

³ David H. Jenkins and Charles A. Blackman, Antecedents and Effects of Administrator Behavior (Columbus: The Ohio State University, College of Education, 1956), p. 45.

⁴ Mackenzie, op. cit., p. 68.

Periodic research has been conducted over the past years in the areas of leadership, group dynamics and other related phenomena. In a study of leadership effect upon group activity, Campbell concluded,

These and other relationships found support the general finding of much recent research to the effect that the successful leader or supervisor allows his subordinates responsibility and initiative, and is equalitarian and considerate in his treatment of them.¹

Also, reporting on leadership in relation to the group, Hemphill concluded,

. . . it appears to be strongly related to maintaining the group as a unit (viscosity, homogeneity, and stability). This may in part define the functions of a leader of a group.

When we consider leadership in relation to the individual who is judging its adequacy, we find it most highly related to the dimension hedonic tone, the measure of agreeableness which accompanies membership in a group. If membership is agreeable, leadership tends to be judged as adequate. As far as the individual is concerned, adequate leadership tends to equal satisfaction in group membership.

When the individual and the group are considered together, we might make the highly oversimplified statement: adequate leadership results in keeping the group together and its members satisfied. More precisely, these observations raise the question of the part played by leadership phenomena in the dynamics of group activities.²

In a rather extensive work on supervision, Burton and Brueckner describe a three-part typology of the

¹Donald T. Campbell, Leadership and Its Effects Upon the Group (Columbus: The Ohio State University, Bureau of Business Research Monograph No. 83, 1956), p. 70.

²John K. Hemphill, Situational Factors in Leadership (Columbus: The Ohio State University, Bureau of Educational Research Monograph No. 32, 1949), p. 58.

curriculum director's role in planning and conducting staff improvement activities. The three types described are:

TYPE I: The director of curriculum and instruction plans and conducts staff improvement activities with little or no intent of securing the cooperation of teachers and other staff in planning, implementing and assessing those activities.

TYPE II: The director of curriculum and instruction plans staff improvement activities but teachers and other staff cooperate in implementing and assessing the activities.

TYPE III: The director of curriculum and instruction serves as a member of the total staff in identifying problems or needs, planning staff activities on the basis of those problems or needs, implementing the plans for the improvement of the instructional program and cooperatively assessing the outcomes.¹

Summarizing the role of leadership in his study on continuing teacher education, Rubin said,

In general, . . . our most successful facilitators were characterized by a quality of openness, by an obvious interest in the progress of each person with whom they worked, by the ability to respond spontaneously to facilitating opportunities when they arose, and by a belief in their own role.²

Thus, in summarizing the literature on theory and practice, the major role of the curriculum director is focused on improving the instructional program. Central to this task is the need for a continuing program of staff development. Within the context of the staff development arena the functions of the curriculum director are multi-dimensional. He must be sensitive to the relationships

¹William H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century-Crofts, Inc., 1955), p. 673.

²Rubin, op. cit., pp. 19-20.

between his immediate tasks and the broader scene of growth and change in others; he must be more coherent and comprehensive in understanding the means and ends of his own role; he must be knowledgeable and competent in the area of group dynamics and human relations; he must provide a climate of reassurance where those who find change more difficult can build the security needed to modify their practices; and, above all, he must recognize the importance of all people as individuals with a unique right to participate in the conduct of affairs paramount to their own welfare.

Staff Development

It has been established that the central focus of curriculum leadership is the improvement of the instructional program. Affecting staff change is an integral part of this process. Frequently, however, curriculum workers are confronted with the problem of having to remove irritating features in order to provide effective leadership and free-up the creative potential of the teaching staff.

Hass views the critical thrust of the curriculum director's behavior in staff development in the following way:

The goal and responsibility of the curriculum director's role specifically in relationship to the area of staff development is the continuing improvement of the instructional program and climate for learning for boys and girls. The heart of this endeavor is nurturing classroom teacher effectiveness.¹

¹Hass, "Democratic Leadership and the Future," Leadership for Improving Instruction, op. cit., p. 183.

The pressing demands for quality instruction in schools require a conscious effort of the part of both curriculum leaders and the teaching staff. One avenue which has been cited as a barrier to this effort, however, is that of teacher resistance. Rubin, in his study on the continuing education of teachers, concluded,

. . . the impotence of so much of our in-service effort is attributable, not to teacher resistance, but the ineffectiveness of the system we use. The potential of in-service education as a consequence, would seem to be great: if we can find the right formulas we may well make a profound difference in the quality of schooling.¹

Substantiation of these viewpoints is found in the research of Kline. He reported that teacher perceptions of CONSIDERATION behavior of central office curriculum decision makers was significantly related to teacher implementation of curricular plans. He further concluded that teacher-decision maker agreement with respect to INITIATING STRUCTURE behaviors of the central office curriculum decision maker was significantly and negatively related to teacher perceptions of curricular plan implementation.² Further support can be found in a study by Shinn. He reported that the curriculum director's role was not only perceived as "greatest overall with the educational program" as compared to the role of superintendents and

¹Rubin, op. cit., p. 24.

²Charles Ewert Kline, "Leader Behavior, Curricular Implementation and Curricular Change," unpublished Ph.D. dissertation, University of Wisconsin, 1969.

principals, but greatest as specifically perceived with respect to revision of curriculum, selection of materials, articulating elementary and secondary programs, in-service education, and the scheduling of district equipment.¹

One area of continuing concern regarding the curriculum director's role in providing leadership for staff development has been the perception, understanding, and interpretation of his efforts. On the one hand, they have been viewed as challenging; while on the other, the same behavior has been viewed as threatening. Saunders, Phillips and Johnson comment on this situation:

An objective in educational leadership should be to provide a situation that is challenging but not unduly threatening. This is a difficult task because a situation that is perceived as a challenge by one person may be perceived as a threat by another. Therefore, a close working relationship with a personal understanding of the people involved in a situation seems necessary. In view of this it seems that participation and a close working relationship between the status leader and the followers are necessary conditions for reducing threat which may result from change itself.²

Combs and Snygg share a similar position and speak of confrontation as a challenge and an important opportunity, if seized upon, for self-enhancement. They state,

We feel challenged when we are confronted by situations in which we feel fairly adequate, but in which we also see some opportunities for testing

¹Byron Merrick Shinn, Jr., "A Study of Superintendent, Principal and Curriculum Director Perceptions of Role in the Educational Program," unpublished Ed.D. dissertation, University of Illinois, 1969.

²Saunders, Phillips and Johnson, op. cit., pp. 69-70.

and enhancing our adequacy. There may even be some small degree of threat involved in the possibility that we might fail. The situation is exciting and a challenge because the problem is perceived as one within our capacities and having inherent in it important opportunities for self enhancement.¹

A part of this feeling of challenge or threat is due to the confusion over the role of the curriculum director. The growing importance of the position and the breadth of responsibilities ascribed and assigned to it have clouded the leadership dimension which is so crucial to staff development. In a climate for change, openness and the opportunity for objective examination of alternatives are important factors.² Concern is expressed over this aspect of the role of the leader in the operation of an organizational institution such as the school. Getzels and Guba suggest the primary role of the leader in this kind of setting is the bringing about and blending of the institution and its roles and expectations with those of the individual and his personality and needs disposition.³ With respect to curriculum leadership for staff development, Castetter and Burchell clearly outline this task.

. . . A highly significant facet of every leadership role is staff development. . . . It is reasonable to assume that every individual in the organization

¹Combs and Snygg, op. cit., p. 179.

²Doak, op. cit., p. 369.

³Jacob W. Getzels and Egon G. Guba, "Social Behavior and the Administrative Process," The School Review, LXVI (Winter, 1957), pp. 423-441.

wants to succeed in fulfilling his expectations. The leader's role is to find opportunities to make this possible.¹

One critical element in staff development is the ability of the curriculum director to influence behavior. In examining the emerging role of the director of instruction, Rutrough suggests the major thrust of the director's leadership function must be geared toward continuously:

Helping professional staff members to discover, to define, and to understand their tasks, their goals, and their purposes as they strive to implement curriculum change and to improve the instructional program.

Helping professional staff members to achieve their tasks, their goals, and their purposes as they go about their daily tasks of providing opportunities for meaningful learning experiences for pupils.

Helping the professional group to maintain itself and to improve its performance.

The director of instruction as such may be characterized as a decision maker, a group leader, and a human relations engineer.²

In studying the continuing education of teachers, Rubin hypothesized that for professional growth to occur, an on-site agent with the ability to manage programs of self-development would be necessary. He found, however, that this agent, or facilitator as he was termed in the study, did not serve as a change agent per se. Rather, according to Rubin, he served as "an ever present symbol of the improvements which are expected."³

¹Castetter and Burchell, op. cit., p. 61.

²Rutrough, op. cit., p. 721.

³Rubin, op. cit., pp. 11-12.

In summary, the curriculum director must face his leadership responsibilities in a climate of change. In his leadership capacity, he must work constantly and consistently to help improve the instructional quality of the staff. Central to this task is his ability to provide for, and facilitate, the kinds of things that allow for teacher growth. Saunders, Phillips and Johnson are very explicit in their view on what is meant by allowing for teacher growth. They state very clearly,

To change the curriculum it is necessary to change the individuals involved in the curriculum; moreover, change must come about in relation to the values, experiences, feelings, and attitudes of those whom the change affects.¹

The research of Rubin supports this concept. He concludes,

The implications for the professional growth of teachers seem clear; programs designed to enhance the teacher's effectiveness must attack a specific objective and produce demonstrable ability to perform this facet of the teaching task.²

The improvement of instruction through staff development is a growth process in relation to a larger situation. An effective staff development program, moreover, recognizes the involvement of the professional staff and the curriculum director on a mutual basis. Effective staff development can result in an improved relationship between the curriculum director and the professional staff as together

¹Saunders, Phillips and Johnson, op. cit., p. 88.

²Rubin, op. cit., pp. 5-6.

they move toward a quality educational program for children and youth in their school district. For a curriculum director to be effective, he must not only be self-aware, but attuned to the social order in which he operates as well. As Ballou has observed, " . . . individuals can come closest to achieving the fullest measure of their individuality only in concert with other individuals."¹

Allen cited the recognizable trend in recent literature which places emphasis on the cooperative nature of staff development and the need for a "team approach." Underscored was the need for the curriculum director as a person of trained professional leadership to give guidance to the group effort.²

The heart of the instructional program and the thrust of staff development in terms of the curriculum director's leadership function is teacher effectiveness in the classroom. The continued growth of leaders in curriculum and a deeper cognizance of their own role behavior is imperative to the attainment of this effectiveness.

¹Richard B. Ballou, The Individual and the State (Boston: The Beacon Press, 1953), p. 252.

²Allen, op. cit., p. 332. See also, "Principles and Recommendations for the Professionalization of Supervisors and Curriculum Workers," News Exchange, Supplementary Edition, July, 1967. These principles were developed as an outgrowth of an in-depth investigation into the problem of professionalizing the role of the curriculum director by the Commission on Problems of Supervisors and Curriculum Workers of the Association for Supervision and Curriculum Development.

School Organization

Most groups exist and function with some degree of organization, structure and leadership. With respect to staff development, improving the quality of the instructional program and the leadership role of the curriculum director, the local school provides the setting for action.

In theory, the role of the curriculum director focuses on facilitating individuals and groups toward the achievement of their goals within the organizational setting of the school as an institution of society. To function effectively, the curriculum director needs a firm understanding of the structure and influence of the organizational setting with respect to his role behavior and perceptions of leadership. Contemporary educational leadership, however, seems caught in the dilemma of meeting the challenge of rapid technological advancement on the one hand, and the need to maintain a high degree of humaneness on the other. According to Stogdill in his studies of leadership,

Leadership is concerned with the problems of human performance and interaction. . . . The leader in any actively operating organization is constantly confronted by discrepancies between the demands of organization and the performance of organization. This means the leader is concerned with the coordination (restructuring) of interactions and performances as necessary in order to accomplish the tasks at hand.¹

¹Ralph M. Stogdill, Leadership and Structures of Personal Interaction (Columbus: The Ohio State University, Bureau of Business Research Monograph No. 84, 1957), p. 3.

The behavior patterns and perceptions of the curriculum director are likely to be affected as he moves to provide leadership to others in such a situation. Evidence indicates that the organizational climate exerts considerable influence on the occurrence of change and the consequent behavior of school personnel. A study by Hughes revealed, "Innovative districts did evidence a climate which could be described as more open than did non-innovative districts."¹ Commenting on Hughes' findings, Mangione said,

Since the behavior of leadership personnel is an important factor in the kind of organizational climate which prevails, it would seem reasonable to assume that such behavior can serve to stimulate or stifle change in a given situation.²

In an extensive study of organizational climates, Halpin identified and described six such climates which he believed characterized the range of atmospheres in which a principal or teacher may be perceived to be functioning. These six climates were the open, autonomous, controlled, familiar, paternal, and closed.³ Early, in the initiatory

¹Larry W. Hughes, "Organizational Climate--Another Dimension to the Process of Innovation," Educational Administration Quarterly (Autumn, 1968), p. 21.

²Samuel Mangione, "Bringing Perspective to the Changing Situation," Educational Leadership, XXVII (January, 1970), p. 370.

³For a complete discussion of these six climates, see Andrew W. Halpin, Theory and Research in Administration (New York: The Macmillan Company, 1966), Chapter 4, pp. 131-249.

stages of the studies of leadership done by the Personnel Research Board at The Ohio State University, Stogdill and Shartle hypothesized,

. . . the pattern of behavior in a given leadership position will be determined in part by the performance demands made upon that position. However, it was not anticipated that all the differences between leaders would be accounted for by differences in the demands made upon them by their jobs. Rather, it was hypothesized that the behavior of a leader in a given position would also be related to factors such as the following: his status in the organization hierarchy, the structure of interaction among members of the organization, the responsibility-authority structure of the organization, and the performances of the members of the organization. In other words, leadership was viewed as one of the structure and functioning of a total organization.¹

This hypothesis has been both supported and questioned in recent research. In a study of central office personnel with responsibilities for curriculum leadership, Carlson reported the existence of many similarities operating in school systems pertinent to matters of curriculum improvement.² Shinn, in researching the role of the curriculum director in the educational program, found that the school organization expectations are perceived as more important to roles than are professional expectations, situational demands, and personal preference.³

In contrast, however, Pederson concluded that while there was general agreement as to the role of the director

¹Stogdill and Shartle, op. cit., p. 1.

²Carlson, op. cit.

³Shinn, op. cit.

of instruction, complete agreement within systems was infrequent. Although certain general duties describing the role of the director of instruction were applicable to most school systems, there were strong indications that each school system has certain unique needs. Thus, the instructional directorship might best be defined in terms of a specific district.¹ Some research has also been done with respect to organizational factors believed pertinent to the leader behavior of the curriculum director. A number of studies have emphasized that, for effectiveness, the curriculum directorship be established as a line position with commensurate authority in the organizational hierarchy, rather than a staff position.² In investigating the size of the organizational unit with respect to student enrollment, some researchers have found this variable to have little effect on the perceptions and leader behavior of the curriculum director.³ In contrast, however, Pederson reported that school size in terms of student enrollment and location did exercise a strong influence on the perceptions and expectations of superintendents, principals and

¹Orville Joel Pederson, "The Role of the Director of Instruction as Perceived by Superintendents, Principals and Directors of Instruction," unpublished Ph.D. dissertation, University of Iowa, 1968.

²See Batsakis, Carlson, Cotton, Grizzle and Pederson, op. cit.

³See Carlson, Srisa-an and Shinn, op. cit.

directors of instruction with respect to the role behavior of the director of instruction.¹

In the final analysis, it is possible that any organizational climate and leadership behavior pattern could be construed to be promotional of staff development and individual growth. However, the organization of which the curriculum director is a part, and the programs for staff development which he tries to effect must give specific attention to the procedures by which group potential can be released and change realized.

In summary, Ramseyer delineated eleven principles of organization which he feels to be consistent with modern leadership theory. These eleven principles suggest certain implications for the role of the curriculum director as he strives to provide leadership for staff development. One assumption being made is that the quality of leadership productivity, the morale of staff and the organizational setting will be related. The eleven principles are:

1. Organizational structure is designed as an instrument by which members of an organization together with their clients outside of the organization arrive at mutual goals and ways of achieving them.
2. Organizational structure is invented to carry policy agreements into action.
3. The operational procedures must provide for a division of labor with a definite set of job expectations for each of the workers.
4. The authority for the activity carried on by the members of the organization is derived from three sources: the legal limitations placed upon the institution, the institutional policy and the agreement on job expectations.

¹Pederson, op. cit.

5. Adequate provision is made for the emergence of leadership within the organization.
6. Status in an organization is earned through group acceptance and demonstration of competence and not by virtue of assignment.
7. Organizational structure makes provision for catalytic, coordinating, expediting, consulting, helping, appraising and controlling functions.
8. Organizational structure encourages both formal and informal communication.
9. Organizational structure provides resourceful people who work toward organizational betterment through small groups.
10. Innovation, creativity, experimentation are encouraged as means of improving the achievement of institutional purposes.
11. Appraising the effectiveness of the school is of vital importance.¹

Summary

The review of literature was conducted in five sections around the central theme of leadership and the curriculum director. The first three sections consisted of an overview of leadership, the problem of defining it with respect to the role of the curriculum director, and a look at theory and practice as it applies to his leadership role. The last two sections considered the nature of the curriculum director's leadership role with respect to staff development as one of his major responsibilities, and the organizational climate in which he endeavors to carry out those tasks pertinent to it.

Leadership rates a high place in the framework of education. In these contemporary times it serves as a vital link between individual function and group performance

¹Ramseyer, op. cit., pp. 58-61.

in the drive to achieve quality educational programs for boys and girls. The literature points to leadership as the key factor in developing programs of opportunity for improving staff competency within the local school setting. As a leader, the curriculum director must be responsive to, and responsible for, change as he goes about the task of trying to meet the urgent and long range needs of both staff and school system. In public education today he, along with his professional educator colleagues, is being challenged for an accounting of behavior. In addressing this challenge, the modern day curriculum leader is faced with a role dichotomy: on the one hand he is being asked to perform a releasing function in terms of staff development, instructional improvement and response to change; while, on the other, he is being asked to perform a controlling function with respect to staff structure and district organization.

While indicating the importance of the curriculum leader in the educational enterprise, the literature also attests to the fact that his identity and role have not been clearly defined. The struggle to arrive at a meaningful and satisfactory definition has cast the curriculum director in many molds. He has been defined in terms of directing others, working with them toward mutually acceptable goals, facilitating the achievement of objectives identified by others and as a charismatic individual,

"disposed to lead, not to administer; and with altering conditions, not with maintaining them."¹

The variation apparent in the efforts to define the role of the curriculum director may best be explained and accounted for by the multi-faceted nature of the leadership phenomenon itself. Whatever he is or may be expected to be, one characteristic remains prominent above all others--he must be human. In the last analysis, it is the importance he attaches to humanity and the human process that will provide the basis for his effectiveness as a leader, and the productive growth, development and change that occurs in his behavior and that of the people with whom he works.

Widespread agreement on a theory of leadership with respect to the role of the curriculum director is also lacking. However, by way of summarizing what seems to be indicated in the literature, Doll identifies the educational leader as a person who should be empathetic, surgent, a recognized member of the group he leads, helpful to those he leads, emotionally controlled, intelligent, and interested in assuming his leadership role.²

¹Samuel Moore, Jr., "The Charismatic Leader---," unpublished paper (East Lansing: Michigan State University, Department of Administration and Higher Education, 1969), p. 1.

²Ronald C. Doll, Curriculum Improvement: Decision-Making and Process (Boston: Allyn and Bacon, Inc., 1964), pp. 153-154.

Agreement was evident in the literature that the main function of the curriculum director was focused on the provision of leadership for the improvement of the instructional program and the enrichment of the quality of classroom teacher performance. Staff development was cited as one of the most fundamental ways of providing for change and professional and personal growth. It was also recognized in the literature that the curriculum leader functions within an organizational framework and that the climate of the organization brings influence to bear on his role performance.

In conclusion, many unresolved issues face the curriculum director in his efforts to provide competent leadership for the development of a professional teaching staff capable of implementing a quality educational program for the clients of his school district. As an agent for change, the perceptions of leader behavior held by the curriculum director are critical to his ability to develop and provide opportunities that will release the growth potential of others. In order to render dynamic leadership, the curriculum director in the local school setting must be able to call upon a large and varied repertoire of skills, understandings, perceptive insights and competencies. Further, he must continuously evaluate his approaches to leadership so that he can be a positive influence in changing those factors that can effect a higher degree of

staff performance and program quality. In this process of evaluation, the curriculum director must consider his professional stature, his perceptions of leadership, his role in the process of helping others grow, his openness and relationship with others, and the continuing need to strive for consistency and clarity in his role behavior and performance.

CHAPTER III

THE DESIGN OF THE STUDY

This study is basically exploratory in nature. It is designed to: (1) identify and describe the general characteristics of the K-12 curriculum director in Michigan public schools; and, (2) examine the self-perceptions he holds with respect to his role behavior in providing leadership for staff development. To pursue the objectives outlined in Chapter I, it was necessary to identify and describe the population, select, procure and prepare suitable instruments for data collection, develop and implement appropriate data collection procedures, and select proper techniques and methods for data analysis.

The Population

The population, as defined for the study, is that group of individuals in K-12 public school districts in Michigan, exclusive of the city of Detroit, having a specified responsibility for providing leadership with respect to curriculum development and instructional improvement. These individuals have been more specifically identified by such titles as "Assistant Superintendent," "Director," or "Curriculum Coordinator" for a K-12 public school

district in the state such that $N=89$. Only one such person has been identified per school district. No other limitations or restrictions of definition or identification are placed on the population. As the population numbers 89, it is used in total for collecting data.

The Instruments

A suitable instrument was needed in order to gather information with respect to the demographic characteristics of the curriculum director. A second instrument was needed to obtain his self-perceptions of leader behavior. In the first instance, a General Information Survey (GIS) was developed by the researcher; and in the second, the Leader Behavior Description Questionnaire (LBDQ) was selected.

The General Information Survey (GIS)

This instrument was designed and prepared by the researcher. Its purpose is to provide the basis for describing the curriculum director with respect to a set of four categories of general demographic characteristics. In reviewing the literature, these characteristics tended to emerge most frequently as factors of potential relatedness to the self-perceived leader behavior of the curriculum director and his role in the staff development process. The four categories of demographic characteristics are:

1. Professional-Experiential Background (i.e., years of professional education service and experience);
2. School District Data (i.e., class of district, K-12 enrollment, and number of K-12 teaching staff);
3. Professional Position Data (i.e., years the curriculum directorship has existed in the local district and general areas of responsibility associated with it); and,
4. Staff Development Data (i.e., different kinds and numbers of provisions made for staff development in the district).

This instrument was refined prior to implementation by field testing with professional colleagues and consultation with university specialists. Final modifications consisted of clarifying specific items, structuring the length of the instrument, and simplifying the format. In its implemented form, the GIS consisted of 20 items in the format of a checklist and a series of blanks calling for a single numerical response. Seven of the 20 items treated the area of respondent professional-experiential background, three were concerned with broad school district characteristics, and two with information about the curriculum director's position itself. The remaining eight items focused on the area of staff development. In addition, one open-ended opportunity for comment was provided the respondent. A copy of this instrument can be found in the Appendix (see Exhibit Three).

The Leader Behavior Description
Questionnaire (LBDQ)

According to Seeman, "One of the recurring problems in the study of leadership, . . ., is that of achieving an objective portrait of how the leader behaves . . ."¹ The purpose of this instrument is concerned with a method of describing leader behavior, or at least the behavior of persons placed in leadership positions. In developing the LBDQ it was hypothesized that performance in a leadership position was marked to a large degree by the demands and dimensions associated with the position.²

The original questionnaire as developed by the Personnel Research Board of The Ohio State University contained 150 items which evolved from an examination of some 1800 short, descriptive statements of ways in which leaders behave. Subsequent use of the questionnaire, particularly by Halpin, pared the original 150 item, nine-factor instrument to one of 30 items which provided measures for two of these factors: CONSIDERATION and INITIATING STRUCTURE.³

¹Melvin Seeman, "A Comparison of General and Specific Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement, ed. by Ralph M. Stogdill and Alvin E. Coons (Columbus: The Ohio State University, Bureau of Business Research Monographs, No. 88, 1957), p. 86.

²Carroll L. Shartle, "Introduction," in Leader Behavior: Its Description and Measurement, ed. by Ralph M. Stogdill and Alvin E. Coons (Columbus: The Ohio State University, Bureau of Business Research Monographs, No. 88, 1957), pp. 1-2.

³Andrew W. Halpin and B. James Winer, "A Factorial Study of the Leader Behavior Descriptions," in Leader Behavior: Its Description and Measurement, ed. by Ralph M. Stogdill and Alvin E. Coons (Columbus: The Ohio State University, Bureau of Business Research Monographs, No. 88, 1957), pp. 39-51.

On the basis of factor analysis, CONSIDERATION and INITIATING STRUCTURE accounted for 49.6 and 33.6 percent, respectively, of the common variance. As these two factors thus accounted for 83.2 percent of the common variance, the original 150 item LBDQ was revised to a 30 item form measuring them, with 15 items appearing for each category. The estimated reliabilities for CONSIDERATION and INITIATING STRUCTURE are .93 and .86, respectively.¹

In its present form, 40 items appear on the LBDQ: 15 for measuring CONSIDERATION; 15 for measuring INITIATING STRUCTURE; and 10 buffer items included for the purpose of maintaining instrument tone. The respondents to the questionnaire are asked to indicate the frequency of their behavior by marking one of five adverbs: "Always," "Often," "Occasionally," "Seldom," and "Never." This method of response is used with respect to the dimensions of "ideal-self" and "real-self" leader behavior perceptions of the respondent included within each of the two factors measured. Each item, excluding the ten buffer items, is scored on a scale from four to zero. Thus the possible range of scores for each of the two factors measured and their concomitant dimensions extends from zero to 60.²

¹Halpin, Theory and Research in Administration, op. cit., p. 88.

²A leader behavior score is defined as the average of all the descriptions of a respondent on a single dimension of leader behavior.

In summarizing the work of the Personnel Research Board with respect to the implementation of the LBDQ, Ramseyer says,

The staff of the Ohio State Leadership Studies, as a result of its investigations, found it was more meaningful to speak of the leader behavior of people rather than their leadership ability or capacity. Describing leader behavior permits one to speak of what people do when they are leading. When leadership is thought of in this way, attention is focused upon the interaction of people and the roles they play in a group situation, not upon the kinds of people in the situation and their personal attributes.¹

One limitation in the use of the LBDQ as a means of measuring self-perceptions of behavior is cited by Seeman. He suggests,

We are pointing here to the possibility that the description of leader behavior (by the leader himself) through the use of general items may increase respondent consistency at the cost of accuracy in description--that is, to the extent that the items do not direct the respondent's attention to fairly specific behavior to be described, he may build into his responses a consistency which reflects his own needs and attitudes more than it reflects the consistency of the leader's behavior.²

Campbell, in his studies of leadership, however, tends to dispel this fear of contamination. He suggests that self-descriptions are useable on several counts: (1) they are relatively more differentiated by topic and thus less subject to a "halo" effect; (2) they are unlikely to be contaminated by stereotyped attitudes; (3) that although

¹Ramseyer, op. cit., p. 55.

²Seeman, op. cit., p. 92.

they may tend to be somewhat more favorable to the respondent, they are also more discriminating; (4) they do not have to wait for an observable moment; and, (5) the bias that may be present in self-descriptions is much less systematic than that which tends to be present in one's behavior description by others.¹

The value of the LBDQ is that it can readily be adapted to a wide variety of situations without altering the meaning of the items or the intent of the instrument. The design is simply to describe the behavior of a leader as he perceives and believes himself to be functioning in a given context. It is for this reason that it was selected for use in this study. A copy of this instrument appears in the Appendix (see Exhibit Two).

The Factors of CONSIDERATION and INITIATING STRUCTURE

Evidence shows that effective leadership is characterized by high CONSIDERATION and high INITIATING STRUCTURE and that these two factors are representative of leader behavior fundamental and pertinent to the various aspects of leadership skill. From studies done by Halpin and others, it is clear that these factors are found to be

¹Campbell, op. cit., pp. 37-38.

highly rated in the behavior of effective leaders.¹ This is shown schematically in Figure 2.

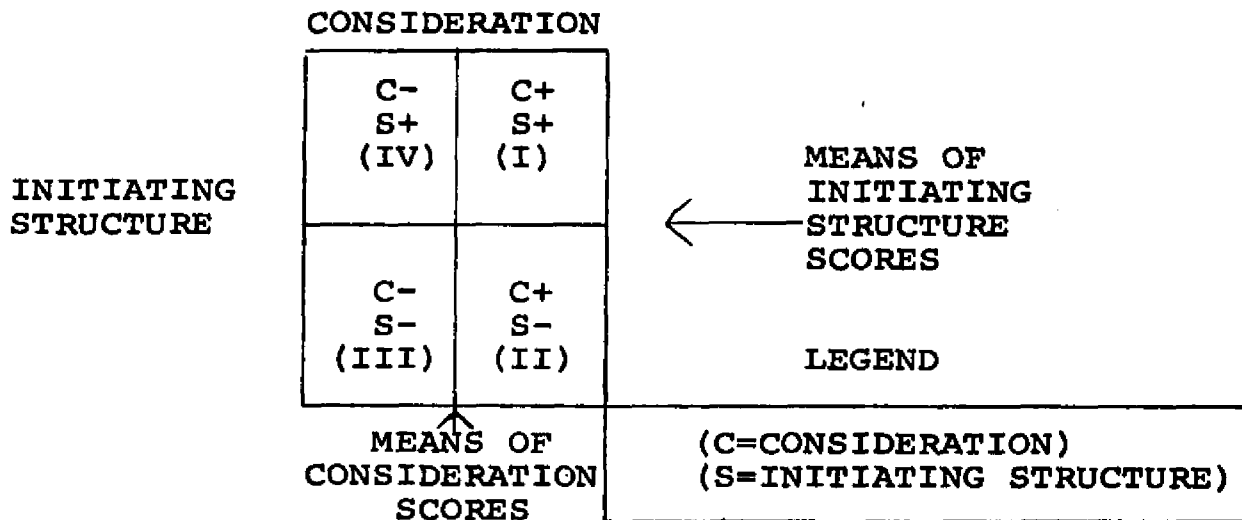


Figure 2.--A quadrant scheme for describing leader's behavior on the CONSIDERATION and INITIATING STRUCTURE factors.^a

^aFrom Andrew W. Halpin, "The Superintendent's Effectiveness as a Leader," Administrator's Notebook, Vol. 7, No. 2 (October, 1958).

What this figure indicates is that,

. . . the leaders who fall into Quadrant I are evaluated as highly effective. Those in Quadrant III, whose behavior is usually accompanied by group chaos, are evaluated as most ineffective. The leaders in

¹See Halpin, Theory and Research in Administration, op. cit., and the monographs in the leadership series of The Ohio State University studies in personnel (refer to the Bibliography for a complete listing of these monographs). See also, Hemphill, "Patterns of Leadership Behavior Associated with the Administrative Reputation of the Department of a College," op. cit.; Leonard L. Mitchell, "The Expressed Perceptions and Expectations of Selected Prospective Secondary School Teachers as They View the Leader Behavior of the Secondary School Principal," unpublished Ph.D. dissertation, Michigan State University, 1969; and Lond Durfee Rodman, "Relationship of Personal Variables to Real-Role and Ideal-Role Behavior Perceptions," unpublished Ph.D. dissertation, University of Wisconsin, 1968.

Quadrant IV are disciplinarians and "cold fish" who are so intent upon getting a job done they forget they are dealing with human beings. The leaders in Quadrant II are also ineffective and may be exceedingly benevolent, friendly, and gentle. This behavior of the leaders in Quadrant II contributes little to effective performance unless the behavior is accompanied by a required minimum of Initiating Structure.¹

In summary, the LBDQ is concerned with a way of describing leader behavior, or at least the behavior of people in leadership positions. It is a method designed to achieve some objective measure of how a leader perceives his behavior. This instrument assumes that the perceptions of a person in a leadership position will be associated with, and related to, the demands, dimensions, and factors pertinent to the position. Thus, because the LBDQ is designed to measure two dimensions of leader behavior ("ideal" and "real"), and because past research has shown the factors of CONSIDERATION and INITIATING STRUCTURE to be highly related to the behavior of effective leaders, it was selected for use as a data gathering instrument. As indicated in Chapter I, in cases where the LBDQ has been used to describe the behavior of a leader, a reference point has proven to be a helpful element in considering the dimensions and factors of the leader behavior being measured. Therefore, the point of reference in this study is staff development.

¹Mitchell, op. cit., pp. 41-42.

Procedure for Data Collection

Initially, 92 curriculum directors were contacted in writing. This correspondence served as the means for inviting participation in the study. Accompanying the communication of invitation was a copy of each of the questionnaires. For the convenience of the respondent, a return, self-addressed, stamped envelope was included to facilitate prompt completion and return of the instruments. A copy of the correspondence inviting participation can be found in the Appendix (see Exhibit One).

To simplify completion of the GIS, the statements were structured so that only a simple check or numerical response was required. On the LBDQ the "ideal-self" and "real-self" responses were paralleled on a single form. In this way, the respondent could address the statements of leader behavior individually and respond to each of the behavioral dimensions in turn, before moving on to the next item. Further, the instrument design allowed the respondent to simply and quickly indicate his response to each item by circling the adverb of frequency he perceived most appropriate. Thus, by attempting to simplify the means of response to the items on each of the instruments in the ways indicated, it was hoped a minimum time investment for the respondent could be achieved and a correspondingly high rate of response attained. As stated at the outset of this section, 92 packets of material were mailed

to initiate the data gathering process. Due to the discontinuance of the curriculum director's position in three cases, the final population for the study became N=89. From this population, a total of 71 returns were received. This represented a 79.8 percent response.

Objectives of the Study

Objective One: To describe the K-12 curriculum director in Michigan public schools on the basis of four general categories of demographic data and develop a characteristics profile from these data for the population.

Objective Two: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior of the K-12 curriculum director in Michigan public schools with respect to his role in staff development.

Objective Three: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

Objective Four: To examine the data obtained from the General Information Survey (GIS) and those obtained from the Leader Behavior Description Questionnaire (LBDQ) with respect to the curriculum director's leader behavior perceptions and his role in staff development to note any relationship between the variables of the respective instruments.

Procedure for Data Analysis

The GIS data gathered regarding the curriculum director's professional-experiential background, the nature of his school district, his job position in the district, and the area of staff development are presented in tabular form and analyzed descriptively. These demographic data are reported as frequency distributions, means, and simple percentages. They provide the basis for development of a characteristics profile of the population.

The data yielded from the LBDQ are presented and analyzed in statistical terms. To facilitate the statistical analysis of these data, a program requiring the use of the CDC 3600 computer and the services of the Michigan State University Computer Center was developed. The program design included a basic statistic routine (BASTAT) and a least squares routine (LS). During the run of the BASTAT portion of the computer program, three new variables were calculated to facilitate the analysis of the LBDQ data. These new variables were: the difference between the curriculum director's total scores for his "ideal-self" and "real-self" leader behavior perceptions, and total scores for the factors of CONSIDERATION and INITIATING STRUCTURE. These new variables were calculated by including a transformation procedure in the BASTAT routine.

The statistical analysis of the data collected also involves an examination of the relationship of the general

demographic characteristics of the curriculum director with his "ideal-self" and "real-self" leader behavior perceptions and the factors of CONSIDERATION and INITIATING STRUCTURE. This examination, to determine which of the general demographic characteristics tend to be most highly related to the curriculum director's self-perceptions of leader behavior with respect to his role in staff development, is accomplished by an analysis of variance procedure for overall regression performed during the LS routine.

With respect to the LBDQ data, numerical scores for each respondent are derived for the factors of CONSIDERATION and INITIATING STRUCTURE and the concomitant dimensions of "ideal-self" and "real-self" leader behavior perceptions. These scores are generated from the following scale developed by the Personnel Research Board of The Ohio State University:

four points for each "Always" response;
 three points for each "Often" response;
 two points for each "Occasionally" response;
 one point for each "Seldom" response; and,
 zero points for each "Never" response.

Thirty items on the LBDQ (15 for CONSIDERATION and 15 for INITIATING STRUCTURE) are scored on the basis of this point scale.¹ The ten buffer items retained in the LBDQ to maintain instrument tone are not scored. Thus, the possible

¹The construction and wording of the LBDQ required that three items treating the factor of CONSIDERATION be scored in inverse order.

range of scores for each of the two factors and their concomitant dimensions extends from zero to 60.

For the GIS, numerical values are assigned to the items scored within each of the four general sections of demographic data covered in the instrument. Scores were calculated for each of these four general categories by summing the values for individual items within each section and assigning the resulting amount as the total score for that section or part of a section.

Summary

The population under study consists of 89 K-12 curriculum directors in Michigan public schools excluding the city of Detroit. These individuals have been identified by title and defined to have a role responsibility in providing leadership for curriculum development and instructional improvement.

Two instruments are used to obtain data with respect to this population. These instruments are: (1) a 20-item General Information Survey (GIS) prepared by the researcher; and (2) the 40-item Leader Behavior Description Questionnaire (LBDQ) developed by the Personnel Research Board of The Ohio State University.

The data from the GIS are presented descriptively in tabular form and analyzed using frequency distributions, means, and simple percentages. A characteristics profile based on these data is developed for the population. The

LBDQ data are presented and analyzed in statistical terms. A computer program calling for a basic statistic routine (BASTAT) with a transformation is used for the statistical analysis of these data. To assist in this analysis, the transformation procedure calculates three new variables.

The data from both instruments are then statistically examined to determine the extent to which any relationships exist. A least squares routine (LS) providing an analysis of variance for overall regression is used for this purpose. Both the BASTAT and LS routines are run on a CDC 3600 computer.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

The data gathered are presented and analyzed in descriptive and statistical terms. The demographic data are presented and described in tabular form using frequency distributions, averages, and simple percentages. These data are also used as the basis for developing a characteristics profile of the population. Statistical measurements of the Leader Behavior Description Questionnaire (LBDQ) data are presented and analyzed with respect to: (1) differences in the curriculum director's "ideal-self" and "real-self" leader behavior perceptions of his role in staff development; and (2) differences in these perceptual dimensions within the factors of CONSIDERATION and INITIATING STRUCTURE.

Finally, the demographic data obtained from the General Information Survey (GIS) are examined in relationship to the dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions and the factors of CONSIDERATION and INITIATING STRUCTURE as measured by the LBDQ.

Examination of Objective One

To describe the K-12 curriculum director in Michigan public schools on the basis of four general categories of demographic data and develop a characteristics profile of the population from these data.

As an entree to a consideration of the curriculum director's leadership role in staff development, certain demographic data were gathered. These data were concerned with the curriculum director's professional-experiential background, his school district, his position, and the local district staff development program as he perceived it.

As indicated in Chapter III, the population under study consisted of 89 K-12 curriculum directors in the public schools of Michigan. Although identifiable by a variety of titles, all shared the common responsibility of providing leadership for curriculum development and instructional improvement. It is noteworthy that, at the inception of this study, these 89 people occupied all of the known K-12 curriculum directorships in the state excluding the city of Detroit. This population broadly represented the geographic regions of the state and the range of school district size existing in Michigan. An analysis of the data is reported below.

Category One: Professional-
Experiential Background

The most common title reported for the K-12 curriculum leader in Michigan was "Assistant Superintendent for Instruction." Some 15 other titles were reported (see Table 1.1).

TABLE 1.1.--Common titles associated with K-12 curriculum leaders in Michigan schools.

Title Reported	Number Responding (N=71)	Percent Response
Director of Curriculum	7	9.9
Director of Instruction	9	12.7
Director of Curriculum and Instruction	1	1.4
Assistant Superintendent for Curriculum	5	7.0
Assistant Superintendent for Instruction	22	31.0
Assistant Superintendent for Curriculum and Instruction	7	9.9
Curriculum Coordinator	7	9.9
Administrative Assistant for Curriculum and Public Relations	1	1.4
Director of Instructional Services	2	2.8
Deputy Superintendent for Instruction	2	2.8
Director of Curriculum and Guidance	1	1.4
Assistant Superintendent for Instruction and Personnel	1	1.4
Executive Director of Curriculum Services	1	1.4
Associate Superintendent for Instruction	2	2.8
Director of Curriculum and Personnel	2	2.8
Curriculum and Teacher Consultant	1	1.4

Of the 71 respondents, 53.5 percent reported they held a Master's degree; 25.4 percent a Specialist; and 21.1 percent a Doctorate. Since all respondents were beyond the level of the Bachelor's degree, the data tend to suggest that curriculum directors appear to see a need for advanced graduate study. It may also be that an advanced degree is held as a practical expectation for the potential incumbent to the curriculum directorship.

With respect to total years of experience, Tables 1.2 through 1.6 show various categories of data.

Observations.--By and large, the curriculum director is a veteran educator, having been in the field an average of more than 20 years (see Table 1.2). He is also not a newcomer to the school system where he is presently employed, enjoying a longevity period of more than 10 years, on the average (see Table 1.3).

The curriculum director has been in his present position in the district for a much shorter period of time however. The mean for this category of service is 4.2 years. In addition, it should be noted that 56.4 percent of the respondents have been in their present position three years or less, 26.8 percent four to six years, and 12.6 percent seven to ten years. Cumulatively, 83.2 percent of the respondents have been in the curriculum position in their district six years or less, and 95.8 percent, ten years or less. From these data it can also be seen.

TABLE 1.2.--Curriculum director total years in education.

Range of Years Reported	Number Reporting (N=71)	Percent Response	Cumulative Years Reported	Cumulative Number Reporting	Cumulative Percent of Response
0-5	0	0.0	5	0	0.0
6-10	2	2.8	10	2	2.8
11-15	10	14.1	15	12	16.9
16-20	26	36.4	20	38	53.3
21-25	18	25.4	25	56	78.7
26-30	7	9.9	30	63	88.6
31-35	2	2.8	35	65	91.4
36-41	6	8.6	41	71	100.0
	71	100.0			

Mean=21.6 years.

TABLE 1.3.--Curriculum director total years in present district (regardless of role).

Range of Years Reported	Number Reporting (N=71)	Percent Response	Cumulative Years Reported	Cumulative Number Reporting	Cumulative Percent of Response
0-5	17	23.9	5	17	23.9
6-10	14	19.7	10	31	43.6
11-15	16	22.5	15	47	66.1
16-20	13	18.3	20	60	84.4
21-25	8	11.3	25	68	95.7
26-30	3	4.3	30	71	100.0
	71	100.0			

Mean=12.0 years.

TABLE 1.4.--Curriculum director total years in current position in present district.

Number Years Reported	Number Reporting (N=71)	Percent Response	Cumulative Years Reported	Cumulative Number Reporting	Cumulative Percent of Response
1	9	12.8	1	9	12.8
2	14	19.7	2	23	32.5
3	17	23.9	3	40	56.4
4	7	9.9	4	47	66.3
5	7	9.9	5	54	76.2
6	5	7.0	6	59	83.2
7	2	2.8	7	61	86.0
9	5	7.0	9	66	93.0
10	2	2.8	10	68	95.8
11	1	1.4	11	69	97.2
15	2	2.8	15	71	100.0
	71	100.0			

Mean=4.2 years.

TABLE 1.5.--Curriculum director total years in current position in other districts.

Total Years Reported	Number Reporting (N=71)	Percent Response
0	64	90.1
3	1	1.4
4	3	4.3
6	2	2.8
10	1	1.4
	71	100.0

Mean=0.5 years.

TABLE 1.6.--Curriculum director total years of experience: a summary.

Category of Years of Experience	Mean in Years	Range in Years
Total years in education	21.6	8-41
Total years in present district	12.0	1-29
Total years in present position in current district	4.2	1-15
Total years in present position in other districts	0.5	0-10

that over 50 percent of the curriculum directors in Michigan came into their positions approximately three years ago, about two-thirds of them four years ago, and over 80 percent within the period 1965-70. These data strongly suggest the recent emergence and growth of the K-12 curriculum position across the state, particularly since the mid-60's (see Table 1.4). Noteworthy, also, is that when asked if they had held a curriculum directorship in a district previous to their present one, slightly over 90 percent of the respondents indicated they had not (see Table 1.5). These data strongly suggest that the curriculum director is a "home-bred animal" coming from within the ranks of the local district staff.

In summary, it is likely that the curriculum director has had a substantial number of years in education and a relatively long period of service in his district but, is a newcomer to his position having had no prior experience in it. Finally, the curriculum director in Michigan public schools tends to come from the ranks of the staff of his home district.

Category Two: School District Data

This category was concerned with the general areas of district class, total K-12 enrollment, and total number of teaching staff in the district.¹ With the exclusion of

¹Class of district is related to the number of school children ages 5-20 in a legally constituted Michigan school district. As defined by the Michigan General School

Detroit from the study, no Class I school district was reported. Of the 71 respondents, 7.0 percent were in Class II districts, 87.4 percent reported they were in Class III districts, and 5.6 percent were in Class IV districts. All 71 respondents reported the fourth Friday K-12 enrollment for their district for 1970-71, and 67 reported the number of K-12 teaching staff employed by the district for the same period. The range of enrollments ran from 992 to over 45,000, and the number of teaching staff from 44 to 2,000. The means were 9,200 students and 430 teachers respectively.

Category Three: Professional
Position Data

These data refer to the number of years the curriculum directorship has been in existence for those districts reporting and the general areas of responsibility cited by curriculum directors as most common to the position.

Observations.--From Table 1.7, it can be seen that some 45 percent of the curriculum directorships in Michigan were created about three years ago, two-thirds of them six years ago, and just under 85 percent of them within the ten

Laws, these classes are: Class I, more than 120,000 children; Class II, 30,000 to 119,000 children; Class III, 2,400 to 29,999 children; and Class IV, 75 to 2,399 children. Enrollment and size of staff figures were reported by the respondents and may be subject to local interpretation as to what constitutes a teacher, etc.

TABLE 1.7.--Years curriculum directorship has existed in Michigan school districts.

Range of Years Reported	Number Reporting (N=71)	Percent Response	Cumulative Years Reported	Cumulative Number Reporting	Cumulative Percent of Response
1	7	9.9	1	7	9.9
2	10	14.1	2	17	24.0
3	15	21.1	3	32	45.1
4	7	9.9	4	39	55.0
5	5	7.0	5	44	62.0
6	4	5.6	6	48	67.6
7	2	2.8	7	50	70.4
8	1	1.4	8	51	71.8
9	4	5.6	9	55	77.4
10	5	7.0	10	60	84.4
11-15	5	7.0	15	65	91.4
16-20	4	5.6	20	69	97.0
25-40	2	2.8	40	71	100.0
	71	100.0			

Mean=6.6 years.

year period since 1960. The average length of time the curriculum directorship has been in existence in school districts across the state is 6.6 years. These data strongly suggest the recent emergence of the K-12 curriculum position and its establishment in a growing number of school districts across the state.

In examining a set of 15 responsibilities drawn from the literature as those most frequently associated with the role of the curriculum leader, six emerged as the most common with respect to the population under study.¹ These responsibilities in rank order are:

1. program planning and curriculum development;
 2. providing for pre- and in-service programs for staff members;
 3. identifying and providing resources for staff;
 4. conducting general program evaluation on a district-wide basis;
 5. developing and coordinating federal programs;²
- and,
6. performing general administrative duties.

¹A complete rank ordering of the 15 responsibilities commonly associated with the curriculum directorship in Michigan can be found in the Appendix (see Table A).

²For a more detailed examination of the curriculum director's involvement in this area see: James William Perry, "A Study of the Role of the Curriculum Director in Federal Programs in Fourteen Selected School Districts in the State of Michigan," unpublished Ed.D. dissertation, Michigan State University, 1968.

It should also be noted that in those districts where a curriculum or instructional council exists, the curriculum director most frequently functions as chairman of that body. Of 71 respondents, 84.5 percent reported a council existed in their district. Of these same 71 respondents, 61.6 percent indicated they served in the role of chairman.

Curriculum directors were also asked to indicate the nature of the relationship they saw between the staff development program in the district and curriculum/instructional council activities. Fifty-six of the directors responded to this question. These responses are reported in Table 1.8.

Observations.--From Table 1.8, it appears that the council functions primarily as a discussion center with respect to staff development activities in the district, acting largely as a clearinghouse for ideas. These data tend to suggest that the council probably does not play a major role in the staff development program of the local district, but rather, a limited one.

Category Four: Staff Development Data

This section focuses on the general concept of staff development with respect to the different kinds and numbers of activities curriculum directors reported as provided in their districts.

TABLE 1.8.--Staff development: Curriculum/instructional council relationship.

Description of Staff Development: Curriculum/Instructional Council Relationship	Frequency and Percent of Response	
	Frequency	Percent
No relationship	6	10.7
Council acts as a clearinghouse for ideas	25	44.6
Council sets standards and criteria for staff development programs in the district	1	1.8
Council <u>plans</u> the staff development programs for the district	2	3.6
Council <u>implements</u> the staff development programs in the district	2	3.6
Council <u>evaluates</u> the staff develop- ment programs in the district	1	1.8
Council plans, and/or implements, and/or evaluates the staff development programs in the district	18	32.1
Council acts as an advisor to the Superintendent	1	1.8

Observations: Table 1.9 clearly indicates that curriculum directors feel avenues are available through which staff development can take place in the local district. A rank ordering of the specific staff development provisions cited by curriculum directors can be found in the Appendix (see Table B).

In summary, the K-12 curriculum director in Michigan public schools:

1. is most commonly identified by the title, "Assistant Superintendent for Instruction";

TABLE 1.9.--Types of general staff development provisions reported.

Type of Staff Development Provided	Frequency and Percent of Response			
	Yes	Percent	No	Percent
Pre- and in-service programs, staff orientation, and other professional growth activities	69	97.2	2	2.8
Teacher participation in planning and implementing staff development activities	69	97.2	2	2.8
One-to-one planning with staff members for their own growth	56	78.9	15	21.1
Curriculum or Instructional Council provided for	60	84.5	11	15.5

2. has a Master's degree or better;

3. is a veteran educator, averaging 21.6 years of service;

4. is a relatively long time employee of his school district having served there an average of 12.0 years.;

5. occupies a position which has been in existence in local districts across the state an average of 6.6 years;

6. has been in the curriculum directorship an average of 4.2 years;

7. tends to be "home-bred," coming to his present position from within the ranks of the local district staff where he has served in other roles; and,

8. is in a position recently emerging in the Michigan educational scene, being established or created largely within the decade of the 60's and primarily since 1965.

Examination of Objective Two

To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development.

Observations.--Respondents indicated (see Table 2) their perceptions for the dimensions of "ideal-self" and "real-self" leader behavior. A total score for each of these LBDQ dimensions was obtained for every respondent. A total score for each dimension was then computed for the population. The total mean score for the "ideal-self" dimension of the curriculum director's leader behavior perceptions exceeded that for the "real-self" dimension.

TABLE 2.--Correlation of LBDQ "ideal-self" and "real-self" leader behavior perceptions.

Leader Behavior Dimension	Curriculum Director		
	Total Mean Score	Standard Deviation	Significance of the Mean
"Ideal-self"	87.0	9.62	.0005
"Real-self"	77.0	8.72	.0005
	$r = .79$		

The correlation of these mean scores was .79. This high positive correlation suggests that the two dimensions of leader behavior perceptions of the population tend to be highly related. The total mean scores for both dimensions were found to be statistically significant at the .0005 level. These significance levels tend to suggest a rather high degree of likeness in the population. That is, a high level of similarity tends to be evident in the extent to which respondents agreed on their responses with respect to describing their "ideal-self" and "real-self" leader behavior perceptions.

In general, the "ideal-self" and "real-self" leader behavior perceptions of the curriculum director tend to be highly related and differences in the perceptions of individual directors tend to be relatively slight. More specifically, this population of curriculum directors tend to perceive little difference between how they believe they ought to behave in providing leadership for staff development, and how they believe they actually behave in performing this role function. With respect to the quadrant model suggested by Halpin (see Figure 2, Chapter III), it can be inferred that since a high degree of perceptual relatedness exists between dimensions, the population has tended to associate their behavior with that of effective leadership, and have responded in ways in which effective leaders might be expected to respond.

Examination of Objective Three

To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

Observations.--Respondents indicated (see Table 3) their perceptions for the dimensions of "ideal-self" and "real-self" leader behavior. In keeping with the design of the LBDQ, responses were categorized for scoring according to the factors of CONSIDERATION and INITIATING STRUCTURE. Scores for each dimension were obtained for every respondent with respect to each factor. Means for each of the respective dimensions were then computed for the population with respect to each factor.

TABLE 3.--Correlations of LBDQ "ideal-self" and "real-self" leader behavior perceptions WITHIN the factors of CONSIDERATION and INITIATING STRUCTURE.

Leader Behavior Dimension	Leader Behavior Factor					
	CONSIDERATION			INITIATING STRUCTURE		
	Mean Score	S.D.	Sig.	Mean Score	S.D.	Sig.
"ideal-self"	47.0	4.75	.0005	40.0	6.94	.0005
"real-self"	41.0	4.10	.0005	36.0	6.00	.0005
	r=.73			r=.80		

The respondents mean scores for the dimensions of the CONSIDERATION factor exceeded those for the INITIATING STRUCTURE factor. The within factor correlation of the mean scores for the perceptual dimensions of population leader behavior with respect to CONSIDERATION was .73. The within factor correlation of these mean scores with respect to INITIATING STRUCTURE was .80. These high positive correlations suggest that the dimensions of "ideal-self" and "real-self" leader behavior perceptions in the population tend to be highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. These correlations also suggest a rather high level of perceptual consistency in the population between the group members "ideal-self" and "real-self" leader behavior perceptions within each factor with respect to their role in staff development.

Means for the dimensions of each factor were found to be statistically significant at the .0005 level. As before, these significance levels tend to indicate a rather high degree of similarity among individuals in the population. This high level of similarity tends to be evidenced by the degree to which respondents agree on their responses in describing their leader behavior in staff development with respect to the factors of CONSIDERATION and INITIATING STRUCTURE.

In general, the population tend to perceive their "ideal-self" and "real-self" leader behavior with respect

to staff development as highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. Differences in these perceptions are relatively slight. More specifically, curriculum directors in the population tend to perceive little difference between their CONSIDERATION behavior and their INITIATING STRUCTURE behavior with respect to their role in providing leadership for staff development. Since earlier studies have found that the most effective leaders are those who characteristically tend to score high on both CONSIDERATION and INITIATING STRUCTURE, it can again be inferred that the population and its membership have tended to associate their leader behavior with that of effective leaders, and have responded in ways in which effective leaders might be expected to respond (see Figure 2, Chapter III).

Examination of Objective Four

To examine the data obtained from the General Information Survey (GIS) and those obtained from the Leader Behavior Description Questionnaire (LBDQ) with respect to the curriculum director's perceptions of his leader behavior role in staff development, to note any relationship between the variables of the respective instruments.

Observations.--From Table 4.1, the "curriculum director's total areas of responsibility" tends to emerge as the GIS characteristic most highly related to the LBDQ

TABLE 4.1.--Comparison of differences in the partial correlation coefficients BETWEEN the "ideal-self" and "real-self" dimensions of the LBDQ and six GIS characteristics.

<u>GIS</u> Characteristics	<u>LBDQ "Ideal-self"</u> Dimension			<u>LBDQ "Real-self"</u> Dimension		
	Part. Corr. Coef.	R ² Deletes	Sig.	Part. Corr. Coef.	R ² Deletes	Sig.
Curriculum Director total years in education	.15	.29	.231	.15	.14	.231
Total number of K-12 teaching staff in the district	-.17	.29	.186	-.17	.13	.186
Total years curriculum position has existed in the district	.04	.31	.779	.04	.16	.779
Curriculum Director's total areas of responsibility	.29	.24	.019	.29	.08	.019
Total provisions for staff development in the district	.04	.31	.772	.04	.16	.772
Director's total years in curriculum	-.08	.30	.552	-.08	.30	.522

dimensions measured. The correlation of this characteristic with each of the dimensions was .29. This low positive correlation tends to suggest that the different kinds and numbers of responsibilities the curriculum director has are more highly related to his "ideal-self" and "real-self" leader behavior perceptions than are any of the other GIS

characteristics considered. The correlation of this characteristic with each of the dimensions was found to be statistically significant at the .019 level. This significance level indicates the probability that this correlation would be unlikely to change over time.

From Table 4.2, the "total number of K-12 teaching staff in the district" emerges as the GIS characteristic

TABLE 4.2.--Comparison of differences in the partial correlation coefficients BETWEEN the LBDQ factors of CONSIDERATION and INITIATING STRUCTURE and six GIS characteristics.

GIS Characteristics	LBDQ Factors					
	CONSIDERATION			INITIATING STRUCTURE		
	Part. Corr. Coef.	R ² Deletes	Sig.	Part. Corr. Coef.	R ² Deletes	Sig.
Curriculum Director total years in education	.17	.14	.164	.11	.09	.400
Total number of K-12 teaching staff in the district	-.27	.10	.031	-.05	.10	.682
Total years curriculum position has existed in the district	.07	.16	.582	-.003	.11	.983
Curriculum Director's total areas of responsibility	.17	.14	.170	.30	.02	.016
Total provisions for staff development in the district	.11	.16	.376	-.02	.10	.859
Director's total years in curriculum	-.08	.16	.508	-.06	.10	.611

most highly related to the LBDQ factor of CONSIDERATION. The correlation of these variables was $-.27$. This low level correlation suggests that the curriculum director's CONSIDERATION behavior in providing leadership for staff development is more highly related to the number of teachers in the district than to any other of the GIS characteristics considered. Since this correlation is negative, however, it also suggests that as the number of teachers in the district tends to increase, the curriculum director's tendency toward this kind of behavior may be likely to decrease. The reverse would also be true. The correlation of these two variables was found to be statistically significant at the $.031$ level. This level of significance tends to indicate that the long run probability of this correlation occurring again is unlikely to change.

The "curriculum director's total areas of responsibility" emerges as the GIS characteristic most highly related to the factor of INITIATING STRUCTURE. The correlation of these variables was $.30$. This low level correlation suggests that the curriculum director's INITIATING STRUCTURE behavior in providing leadership for staff development is more highly related to the different kinds and numbers of responsibilities he has than to any other of the GIS characteristics considered. This correlation also suggests that as the different kinds and numbers of responsibilities the curriculum director has tend to increase, his tendency toward this kind of behavior is also

likely to increase. The reverse would also be true. The correlation of these variables was found to be statistically significant at the .016 level. This level of significance tends to indicate that the long run probability of this correlation occurring again is unlikely to change.

Observations.--The analysis of variance method is a statistical technique for simultaneously comparing several means in order to decide if some relationship exists between a set of independent variables (i.e., GIS characteristics) and a set of dependent variables (i.e., LBDQ dimensions and factors).¹ Bear in mind, the independent variable in this case stands for a numerical amount with respect to the measurement of GIS characteristics and the dependent variable stands for a numerical amount with respect to the measurement of the LBDQ dimensions and factors.

Table 4.3a describes the proportion of total variance (R^2) accounted for within the LBDQ variables by all of the GIS variables; the correlation (r) of the LBDQ variables with the GIS characteristics; the average coefficient of multiple determination ($R \text{ Bar}^2$); and, the average correlation coefficient ($R \text{ Bar}$). The F-ratio is simply used to draw inferences about variability.

In general, the self-perceptions and general characteristics of K-12 curriculum directors in Michigan are not

¹William L. Hays, Statistics (New York: Holt, Rinehart and Winston, 1963), p. 356.

TABLE 4.3a.--Multiple correlation coefficients of four LBDQ dependent variables.

<u>LBDQ</u> Dependent Variables	df	Sig. of the R Multiple	Multiple Correlation Coefficients				F Ratio
			R^2	R	R_{Bar}^2	R_{Bar}	
"Ideal-self" total	7	.001	.31	.55	.23	.48	4.00
"Real-self" total	7	.130	.16	.40	.06	.25	1.68
CONSIDERATION total	7	.097	.17	.41	.08	.28	1.83
INITIATING STRUCTURE total	7	.402	.11	.32	.01	.07	1.06

highly related. The data presented suggest that of the four dependent variables measured by the LBDQ, only the dimension of "ideal-self" perceptions tends to be a predictor of curriculum director leader behavior with respect to staff development. However, the original correlation between the "ideal-self" dimension and the GIS variables of .55, yields an R^2 value of .31. This suggests, that little is contributed to the value of the "ideal-self" dimension as a predictor of curriculum director leader behavior with respect to staff development by using demographic data. The r-multiple for predictability was found to be significant at the .001 level. This level of significance suggests that in the long run, the tendency of the "ideal-self" perceptions of the curriculum director to predict his leader

behavior with respect to staff development would be unlikely to change.

Table 4.3b describes the partial correlation coefficients (r) or, the degree to which some variable or variables may tend to influence other variables to either correlate or fail to correlate. The R^2 deletes indicate the amount of variance accounted for in the dependent variables by all independent variables excluding the one being considered at the moment. The level of significance is that achieved between each independent variable and each dependent variable and assumes that all other independent variables have been taken out in establishing this relationship.¹

Within this context, the GIS characteristic of "curriculum director total areas of responsibility" and the LBDQ dimension of "ideal-self" perceptions emerge as the most highly related variables with respect to curriculum director leader behavior in staff development. The correlation of these variables was .29. This low positive correlation, while indicating that these two variables are more highly related than any of the others considered in the study, suggests that the different kinds and numbers of curriculum director responsibilities are really only slightly related to his "ideal-self" leader behavior perceptions with respect to his role in staff development. This correlation was found to be statistically significant at the .02 level.

¹Ibid., pp. 574-576.

TABLE 4.3b.--Partial correlation coefficients for six GIS independent variables with respect to four LBDQ dependent variables.

GIS Independent Variables	LBDQ Dependent Variables											
	"Ideal-self"			"Real-self"			CONSIDERATION			INITIATING STRUCTURE		
	Total			Total			Total			Total		
	r	R ²	sig.	r	R ²	sig.	r	R ²	sig.	r	R ²	sig.
	deletes			deletes			deletes			deletes		
Curriculum direc- tor total years in education	.15	.29	.23	.15	.14	.23	.17	.14	.16	.11	.09	.40
Total number K-12 teaching staff in the district	-.17	.29	.19	-.17	.13	.19	-.27	.10	.03	-.05	.10	.68
Years curriculum position has existed in the district	.04	.31	.78	.04	.16	.78	.07	.16	.58	-.003	.11	.98
Curriculum direc- tor total areas of responsi- bility	.09	.24	.02	.29	.08	.02	.17	.14	.17	.30	.02	.02
Total provisions for staff de- velopment in the district	-.08	.31	.77	.04	.16	.77	.11	.16	.38	-.02	.10	.86
Director total years in curriculum	-.08	.30	.52	-.08	.15	.52	-.08	.16	.51	-.06	.10	.61

This level of significance suggests that, in the long run, the correlation between each independent variable with respect to any dependent variable to be considered after all the variance is taken out of both is unlikely to change.

In summary, the "ideal-self" dimension of the LBDQ tends to be the best predictor of the curriculum director's leader behavior with respect to staff development. Further, the "curriculum director's total areas of responsibility" tends to be the GIS characteristic most highly related to the predictability of his leader behavior perceptions with respect to staff development. Based on the evidence, however, both of these tendencies are slight on credibility.

Summary

The data gathered in the study have been presented and analyzed in descriptive and statistical terms. The major findings from these data are reviewed with respect to each objective.

Objective One was concerned with certain demographic characteristics of the curriculum director. These data were reported and analyzed descriptively. The results are present as a population profile. The K-12 curriculum director in Michigan public schools:

1. is most commonly titled, "Assistant Superintendent for Instruction";
2. holds a Master's degree or better;
3. is a veteran educator with an average of 21.6 years of service;

4. has served his present school district an average of 12.0 years;

5. is a relative newcomer to his position having been in it an average of 4.2 years;

6. is in a position recently established in many school systems, emerging in the Michigan educational scene largely in the last ten years and more specifically since 1965;

7. tends to have had little or no comparable experience in this position prior to entering it;

8. tends to be "home-bred," coming from within the staff ranks of his present district; and,

9. is responsible for at least six major areas of school district activity.

Objective Two was concerned with the LBDQ dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions with respect to staff development. These dimensions were measured, and statistically reported and analyzed with the following results:

1. The dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions were found to be highly related and positively correlated at the .79 level.

2. The means for each of these LBDQ dimensions were found to be statistically significant at the .0005 level.

3. Curriculum directors, both individually and as a population, tended to perceive little difference between their "ideal-self" and "real-self" leader behavior perceptions with respect to staff development.

Objective Three treated the LBDQ dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions of his role in staff development with respect to the factors of CONSIDERATION and INITIATING STRUCTURE. These variables were measured, and statistically reported and analyzed with the following results:

1. The dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions with respect to staff development were found to be highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. They were highly and positively correlated at the .73 and .80 levels respectively.

2. The means for each of these LBDQ dimensions within the respective factors were found to be statistically significant at the .0005 level.

3. Curriculum directors, both individually and as a population, tend to perceive little difference between their "ideal-self" and their "real-self" leader behavior perceptions with respect to staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

4. Based on the evidence, the population, as individuals and as a group, have tended to associate their

perceptions with effective leadership behavior by responding in ways in which effective leaders might be expected to respond.

Objective Four examined the relationship of the GIS data with that of the LBDQ. The variables from both instruments were reported and analyzed statistically with the following results:

1. The "curriculum director's total areas of responsibility" tended to be the GIS characteristic most highly related to the LBDQ dimensions of "ideal-self" and "real-self" leader behavior perceptions with respect to staff development. This characteristic had a low positive correlation with each dimension of .29. This correlation was found to be statistically significant at the .019 level for each dimension.

2. The "total number of K-12 teaching staff in the district" tended to be the GIS characteristic most highly related to the LBDQ factor of CONSIDERATION. These variables had a low negative correlation of $-.27$. This correlation was found to be statistically significant at the .031 level.

3. The "curriculum director's total areas of responsibility" tended to be the GIS characteristic most highly related to the LBDQ factor of INITIATING STRUCTURE. These variables had a low positive correlation of .30. This correlation was found to be statistically significant at the .016 level.

4. In general, the demographic characteristics of K-12 curriculum directors in Michigan public schools are not highly related to their self-perceptions with respect to their role in providing leadership for staff development.

5. While the "ideal-self" dimension of the LBDQ tends to be the best predictor of curriculum director leader behavior perceptions with respect to their role in staff development, its ability to predict was marginal at best. Further, the use of demographic data tends to do little to enhance the power of prediction or contribute to the dimension as a predictor. The r -multiple for predictability was found to be statistically significant at the .001 level.

6. The GIS characteristic of "curriculum director total areas of responsibility" and the LBDQ dimension of "ideal-self" leader behavior perceptions tend to be more highly related than any of the other variables considered in the study. Their correlation was .29. This correlation was found to be statistically significant at the .02 level. However, the different kinds and numbers of responsibilities the curriculum director has tend to be only slightly related to his "ideal-self" perceptions of leader behavior with respect to his role in staff development.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS FOR FUTURE RESEARCH

This summary of the study includes a review of the purpose, design, and objectives, and a presentation of the major findings. Conclusions are drawn based on a discussion of the findings. Finally, recommendations for future research are presented and a concluding statement is made.

The Purpose of the Study

The purpose of the study was largely exploratory. Its focus centered on:

1. A description of the K-12 curriculum director in Michigan public schools with respect to four general categories of demographic data. These data further provided the basis for developing a characteristics profile of the population.
2. The identification and description of the self-perceptions of curriculum director leader behavior with respect to staff development.
3. The relationship between these two sets of data.

The Design of the Study

The Population

The population for this study was defined as that group of individuals in K-12 public school districts in Michigan, exclusive of the city of Detroit, having a specified responsibility in providing leadership for curriculum development and instructional improvement. These individuals were specifically identified by such titles as "Assistant Superintendent," "Director," or "Curriculum Coordinator," for K-12 public school districts in the state, exclusive of Detroit, such that N=89. Only one such person was identified per school district. No other limitations or restrictions of definition or identification were placed on the population. Further, as the population was such that N=89, the total constituency was used for data gathering purposes.

The Instruments

An instrument was necessary in order to gather the desired demographic data about the curriculum director. For this purpose, a General Information Survey (GIS) was developed by the researcher. This 20-item instrument treated four general categories of information: Professional-Experiential Background, School District Data, Professional Position Data, and Staff Development Data.

A second instrument was needed in order to gain a measurement of the curriculum director's self-perceptions

of leader behavior with respect to staff development. The Leader Behavior Description Questionnaire (LBDQ), developed by the Personnel Research Board of The Ohio State University, was selected for this purpose. This 40-item instrument provided measurements with respect to the dimensions of curriculum director "ideal-self" and "real-self" leader behavior perceptions and the factors of CONSIDERATION and INITIATING STRUCTURE.

Procedure for Data Collection and Analysis

Each member of the population identified received a packet of material containing: (1) a letter explaining the nature of the study and inviting participation in it; and (2) a copy of each of the data gathering instruments. Seventy-one returns were received from the population. This represented a 79.8 percent response.

The demographic data were analyzed and presented separately in tabular form. A characteristics profile based on these data was developed for the population.

The LBDQ data collected were analyzed statistically. A basic statistic (BASTAT) computer program was used for the analysis of these data. The data from both instruments were also treated statistically to note any relationship between them. This program involved a least squares (LS) routine. Both the BASTAT program and the LS routine were run on a CDC 3600 computer.

The Objectives of the Study

Objective One: To describe the K-12 curriculum director in Michigan public schools with respect to four general categories of demographic data and develop a characteristics profile from these data for the population.

Objective Two: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development.

Objective Three: To identify and describe the differences in the "ideal-self" and "real-self" leader behavior perceptions of the K-12 curriculum director in Michigan public schools with respect to his role in staff development within the factors of CONSIDERATION and INITIATING STRUCTURE.

Objective Four: To examine the data obtained from the General Information Survey (GIS) and those obtained from the Leader Behavior Description Questionnaire (LBDQ) with respect to the curriculum director's leader behavior perceptions for staff development to note any relationship between the variables of the respective instruments.

Major Findings

1. The K-12 curriculum directorship in Michigan public schools is a relatively recent phenomenon, the majority of such positions being created within the last ten years, with a significant number new since 1965.

2. The curriculum director is most likely a "first-timer" in his position having had little or no comparable experience prior to entering the position. He is likely, however, to be a veteran educator with several years experience.

3. The curriculum director is most likely "home-bred," coming to his position from within the staff ranks of his present district. In addition, he is also likely to have served the district in other roles for a number of years prior to his entering the curriculum directorship.

4. In general, the "ideal-self" and "real-self" leader behavior perceptions of the curriculum director tended to be highly related. Differences in the perceptions of curriculum directors, individually and as a group, tended to be relatively slight. That is, this population of curriculum directors tended to perceive little difference between how they believed they ought to behave and how they believed they actually behaved with respect to providing leadership for staff development.

5. In general, the population and its constituent members tended to perceive their "ideal-self" and "real-self" leader behavior with respect to staff development as highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. Differences in these perceptions tended to be relatively slight. That is, the curriculum directors tended to perceive little difference between

how they believed they ought to behave and how they believed they actually behaved in providing leadership for staff development with respect to the factors of CONSIDERATION and INITIATING STRUCTURE.

6. The high degree of perceptual relatedness between dimensions and within factors suggests that members of the population have tended to associate their behavior with effective leadership and have responded in ways in which effective leaders might be expected to respond.

7. In general, the characteristics of K-12 curriculum directors in Michigan public schools are not highly related to their self-perceptions with respect to their role in providing leadership for staff development.

8. While the "ideal-self" dimension of the LBDQ tended to be the best predictor of curriculum director leader behavior with respect to staff development, this dimension's value as a predictor was marginal. In addition, the use of demographic data tended to contribute little in being able to predict the curriculum director's perceptions with respect to his role in providing leadership for staff development.

9. The general characteristic of "curriculum director total areas of responsibility" and the LBDQ dimension of "ideal-self" leader behavior perceptions tended to be more highly related than any of the other variables considered. However, this relationship tended to be low.

Discussion and Conclusions

The demographic characteristics of the curriculum director give rise to several conclusions.

First, the curriculum directorship is a fairly recent development in Michigan public school districts emerging primarily within the last six to ten years.

Second, while the curriculum directorship is most likely staffed by an individual with several years of service to both education at large and his district in particular, he is a relative newcomer to the job having been in it a short period of time. In short, the curriculum director is very likely a "first-timer" in his job, coming to it with little or no prior experience in such a position.

Third, the curriculum director is most likely "home-bred" coming from the staff ranks of his current district.

Finally, by the curriculum director's own admission, the curriculum or instructional council does not appear to play a very major role in the staff development program of the local district. This is especially interesting since the council is usually chaired by the curriculum director and one of his main charges has been identified as the provision of leadership for staff development.

The curriculum director's total "ideal-self" and total "real-self" leader behavior perceptions with respect

to staff development were found to be highly related. On the basis of this relationship it can be said the curriculum director is quite consistent in his leader behavior perceptions with respect to staff development and tends to see little difference between how he believes he ought to behave and how he believes he actually does behave. However, it is also possible that he is failing, or unwilling, to recognize and acknowledge that what he perceives he should do with respect to providing leadership for staff development is in fact different from that which he perceives he actually does. It could also be that he possesses a low tolerance level for recognizing differences in his "ideal-self" and "real-self" leader behavior perceptions. Thus, when the curriculum director engages in any leadership activity with respect to staff development, he may have to be particularly careful about how he proceeds because he may have built into his perceptions an element of consistency which reflects his own needs disposition and attitudes more than it reflects the consistency of his leader behavior.

The curriculum director's "ideal-self" and "real-self" leader behavior perceptions on the LBDQ were also highly related within the factors of CONSIDERATION and INITIATING STRUCTURE. Again, it may be that the curriculum director tends to be consistent in his leader behavior perceptions or, that he is unable or unwilling to acknowledge differences in his professed "ideal" and "real" behavior

or, that he has a low tolerance level for perceiving differences, thus reflecting his own needs disposition rather than a consistency in his leader behavior.

On the surface, it appears that the curriculum director is attempting to maintain some perceptual-behavioral equilibrium with respect to his role in providing leadership for staff development. What in fact may be happening however, is the emergence of a reluctance on his part to reveal his perceptions to some critical self-examination and thus have to face the challenge, and perhaps threat, of changing his behavior. If this observation is correct, personal anxiety and staff conflict are likely results.

In general, the self-perceptions and demographic characteristics of the K-12 curriculum director in Michigan public schools are not highly related with respect to his behavior in providing leadership for staff development. From this, it appears that such things as the general setting the curriculum director is in and his length of service time in education, district and position, actually contribute little to his self-perceptions of leader behavior. It has been concluded by others that, in the final analysis, variables of this kind apparently do not affect leadership behavior significantly.¹

¹See T. B. Greenfield, "Research on the Behavior of Educational Leaders: Critique of a Tradition," Alberta Journal of Educational Research, Vol. 14, No. 1 (March, 1968), 55-76 for a further analysis of this kind of relationship.

In view of the evidence, five major conclusions can be drawn:

One, by virtue of the high level of relatedness achieved, curriculum directors appear to be internally consistent in their perceptions of "ideal" and "real" leader behavior. However, if it is that the curriculum director is unaware of discrepancies in his perceptions or, knowing they exist is unwilling to acknowledge them, then he is likely to harbor dissonant beliefs and exhibit inconsistent behavior with respect to his role in providing effective leadership for staff development.

Two, it is quite evident there is a high degree of similarity among curriculum directors in the population about how they perceive their leader behavior with respect to staff development. But, these individuals may also be tending to avoid critical self-examination of their behavior, especially about less favorable kinds of leader behavior. Paradoxically, it also appears that the curriculum director places a high value on what constitutes "good" leadership.

Three, the curriculum director, by associating his leader behavior perceptions with a high level of leadership effectiveness, seems to be acknowledging staff development as a major function of his role. In order to render effective staff leadership and avoid potential conflict, he will have to weigh carefully his priorities with respect

to the individual and collective needs of staff members as opposed to the organizational needs of the school system. That is, he must determine if his behavior is to be people oriented or thing oriented.

Four, the curriculum director in Michigan education is a relatively new breed. With his acknowledgement of the need to provide effective leadership for staff growth as a major function of his role, he has the potential of being able to make a contribution toward producing a more effective teaching-learning climate. However, he must continually meet the challenge of honest self-examination and recognize the need for continuous improvement in the quality of instructional leadership he is providing the staff of the school district.

Finally, in a period of great turmoil in education, the curriculum leader in the local school setting is being challenged to become an effective initiator of change and a leader for constructive program and staff improvement. His acceptance of this challenge may well depend on whether the perceptions he holds with respect to his leadership role are merely symptomatic of effective behavior or can, in fact, be literally transferred into dynamic action.

Recommendations for Future Research

1. The curriculum director's leader behavior perceptions with respect to staff development should be examined in relationship to perceptions held of his leader

behavior in this area by other school district personnel such as teachers, principals and the superintendent.

2. An investigation of the curriculum director's CONSIDERATION behavior and INITIATING STRUCTURE behavior should be conducted to determine what variables in role expectation, organizational factors, and personal characteristics tend to account for these behaviors most. If conflict is evidenced in the behavior of the curriculum director with respect to these factors, the consequences for the director's role performance in providing leadership in the school setting should also be investigated.

3. A study should be conducted on the effect of curriculum director "in-breeding" with respect to the school district's staff development program and the implications this phenomenon holds for behavioral change in the curriculum director and the professional staff. For example, as a product of the system in which he works, the curriculum director might be vulnerable to the possibility of ingraining his thinking to the system per se, thus restricting the potential for change from outside.

4. The number of K-12 curriculum directorships in Michigan has increased dramatically since 1965. This increase should be examined in relationship to the enactment of Public Act 379 which, in 1965, provided collective bargaining rights for teachers, to see what effect it has had with respect to curriculum development and instructional improvement.

5. The role of the curriculum director should be examined with respect to his effectiveness as a change agent in providing leadership for staff development and facilitating improvement in the instructional program. This examination should take place in the light of how other district personnel see him functioning in this capacity.

Concluding Statement

A body of knowledge has been developing about the nature of curriculum leadership. This study has been an attempt to examine the general characteristics and self-perceptions of K-12 curriculum directors in the public schools of Michigan and report on them with respect to staff development as one arena of the curriculum worker's involvement. Hopefully, it has contributed to the development of a framework which can serve as a vehicle to help move toward a more comprehensive examination of the broad spectrum of activity and responsibility associated with curriculum leadership in Michigan schools.

A critical literature is also developing about the role of the curriculum leader and the responsibility he has for the improvement of the instructional program in the local school setting. This literature clearly demonstrates that those in positions of curriculum leadership have the potential to make a difference in producing a more effective teaching-learning climate. The goal of this study has been

an attempt to bring a portion of this potential to the light of objective description and analysis.

Finally, a word about the preparation of curriculum leaders is in order. John Gardner has said,

I'm convinced that 20 years from now we'll look back at our school system today and ask ourselves how we could have tolerated anything as primitive as education today. I think the pieces of an educational revolution are lying around unassembled, and I think we're going to pull them together in the next few years.

Clearly, Gardner's insight proposes a seriousness of purpose and scope which ought to be evident in a comprehensive program of preparation for those interested in assuming roles as curriculum leaders. Within the context of this seriousness of purpose and scope, the preparation program of the future curriculum leaders ought to provide for a cooperatively planned sequence of learning experiences. These experiences should do more than develop knowledge and understanding, they should also provide for the experience of applying the skills of leadership to practical, every-day, real world situations. Some greater effort should be made to involve the potential curriculum worker in the on-site activities of local school districts. This kind of first-hand experience would provide opportunity for him not only to practice his skills of leadership, but to come to a greater practical sense of just what it is curriculum leadership is about. The possibility of creating a Curriculum Leadership Center should also be investigated whereby

the elements of theory, research and practice can be brought into focus. This could be of particular help to the curriculum director in the local district as an in-service component as it appears the job tends to precede preparation for it. That is, people don't prepare and then seek the job, rather, the job comes first and thus creates the need for an on-the-job type of preparation.

Society is experiencing a rapid rate of change. In light of this phenomenon, the role of education, as one of society's major institutions, is not only being subjected to criticism and analysis, but is also being required to expand. As a part of this expansion, the need for the curriculum leader to continue his professional development throughout his career is imperative. Therefore, colleges and universities engaged in the preparation of curriculum leaders should give consideration to the development of a continuing program of education to accommodate more opportunity for feedback between the curriculum personnel of institutions of higher education and their counterparts in the local school district. The establishment of this kind of opportunity for sustained dialogue would seem to take on a particular aire of importance in light of the finding that the curriculum director is "home-bred" and is therefore likely to be vulnerable to the possibility of ingraining his thinking to the system per se and thus restrict the potential for change from outside agents or agencies.

As a means of facilitating this dialogue, consideration should be given to the creation of an on-going series of leadership conferences, localized seminars or planning experiences, or an externship opportunity for present as well as future curriculum leaders. Such a series of activities may well be jointly sponsored by the Michigan Association for Supervision and Curriculum Development and the various major colleges and universities in the state specifically engaged in the preparation of curriculum leaders.

Finally, leadership in education is too crucial to be left in the hands of those ill-equipped to provide it, at whatever level. The type of role the curriculum leader may be called upon to play in the context of contemporary education necessitates that he possess a high level of professional competency. Therefore opportunities for some sort of curriculum internship should be established with selective placement of the intern in a situation where his talents can best be displayed and the process of his preparation more carefully observed and evaluated with appropriate counsel and guidance given where necessary.

Ideas such as those suggested here, may provide the basis upon which the role of the curriculum leader can assume an even more prominent position in the challenging years which lie ahead for education.

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APPENDICES

EXHIBIT ONE:

LETTER TO CURRICULUM DIRECTORS

308 Erickson Hall
Michigan State University
East Lansing, Michigan 48823
November __, 1970

This letter is an invitation to participate in a research study examining the leader behavior of curriculum personnel in Michigan public schools with respect to their responsibility for staff development. This invitation is being extended to some 84 curriculum leaders in K-12 school districts across the state. Leadership to provide growth opportunities for the instructional staff in the local setting has come to be vested in the person charged with curriculum responsibilities. The ultimate goal of this effort is directed toward the achievement of quality educational programs implemented by a competent staff. This study seeks a deeper understanding of the role of providing leadership for staff development. It is for this reason that your assistance is being sought.

The data gathering phase of the study is scheduled for completion by December __, 1970. Your willingness to participate through the investment of a few minutes of your time will be greatly appreciated. Enclosed for your convenience, find copies of the two data gathering instruments and an envelope for their return. Directions for completing the instruments are indicated on each.

Your contribution to this study will be highly valued and lend significantly to its outcome. Your identity and that of your school district will be held in confidence at all times in considering the data. A coded mailing list known only to the researcher will be retained in order that the results of the study can be forwarded to all who request them.

Because of deadlines faced by the researcher, it is hoped that you will return the data requested by December __, 1970. Thank you.

Sincerely,

Michael J. Homes

Charles A. Blackman
Department of Secondary Education
and Curriculum

EXHIBIT TWO:

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE

Developed by Staff Members of the
Ohio State Leadership Studies
Personnel Research Board
Ohio State University
Columbus, Ohio

DESCRIPTION: On the following pages is a list of 40 items that are being used to describe your behavior as a leader with respect to the area of staff development as you perceive it to be in your school district. Each item describes a specific kind of behavior engaged in by leaders. The items do not ask you to make a value judgment as to the desirability or undesirability of the behavior described. You are simply being asked to describe your behavior as a person with leadership responsibility in an area of the school program on the basis of two dimensions: "IDEAL-SELF" and "REAL-SELF". That is, you are to indicate your behavior as you would ideally like to perform your role as a leader in the area of staff development, and as you actually believe yourself to be performing your role as a leader in the area of staff development.

DIRECTIONS:

1. READ each item carefully.
2. THINK about how frequently you engage in the behavior described by each item on the basis of your "IDEAL-SELF" and "REAL-SELF" perceptions.
3. Record your decision on whether you act as described by the item on the following frequency scale: a. ALWAYS b. OFTEN c. OCCASIONALLY d. SELDOM e. NEVER
4. Draw a circle around ONE of the five letters following each item to show the response you have selected. Do this for BOTH the "IDEAL-SELF" and "REAL-SELF" dimensions.
5. RESPONSE KEY:
 - a. ALWAYS
 - b. OFTEN
 - c. OCCASIONALLY
 - d. SELDOM
 - e. NEVER

IN THE PROCESS OF STAFF DEVELOPMENT:

	<u>"IDEAL-SELF"</u>	<u>"REAL-SELF"</u>
1. I do personal favors for staff members.	A B C D E	A B C D E
2. I make my attitudes clear to the staff.	A B C D E	A B C D E
3. I do little things to make it pleasant to be a member of the staff.	A B C D E	A B C D E
4. I try out new ideas with the staff.	A B C D E	A B C D E
5. I act as the real leader of the staff.	A B C D E	A B C D E
6. I am easy to understand.	A B C D E	A B C D E
7. I rule with an iron hand.	A B C D E	A B C D E
8. I find time to listen to staff members.	A B C D E	A B C D E
9. I criticize poor work.	A B C D E	A B C D E
10. I give advance notice of changes.	A B C D E	A B C D E
11. I speak in a manner not to be questioned.	A B C D E	A B C D E
12. I keep to myself.	A B C D E	A B C D E
13. I look out for the personal welfare of individual staff members.	A B C D E	A B C D E
14. I assign staff members to particular tasks.	A B C D E	A B C D E
15. I am the spokesman of the staff.	A B C D E	A B C D E
16. I work without a plan.	A B C D E	A B C D E
17. I maintain definite standards of performance.	A B C D E	A B C D E
18. I refuse to explain my actions.	A B C D E	A B C D E
19. I keep the staff informed.	A B C D E	A B C D E

22.	I emphasize the meeting of deadlines.	A B C D E	A B C D E
23.	I treat all staff members as my equals.	A B C D E	A B C D E
24.	I encourage the use of uniform procedures.	A B C D E	A B C D E
25.	I get what I ask for from my superiors.	A B C D E	A B C D E
26.	I am willing to make changes.	A B C D E	A B C D E
27.	I make sure that my part in the organization is understood by staff members.	A B C D E	A B C D E
28.	I am friendly and approachable.	A B C D E	A B C D E
29.	I ask that staff members follow standard rules and operating procedures.	A B C D E	A B C D E
30.	I fail to take necessary action.	A B C D E	A B C D E
31.	I make staff members feel at ease when talking with them.	A B C D E	A B C D E
32.	I let staff members know what is expected of them.	A B C D E	A B C D E
33.	I speak as the representative of the staff.	A B C D E	A B C D E
34.	I put suggestions made by the staff into operation.	A B C D E	A B C D E
35.	I see to it that staff members are working up to capacity.	A B C D E	A B C D E
36.	I let other people take away my leadership in the staff.	A B C D E	A B C D E
37.	I get my superiors to act for the welfare of staff members.	A B C D E	A B C D E
38.	I get staff approval on important matters before going ahead.	A B C D E	A B C D E
39.	I see to it that the work of staff members is coordinated.	A B C D E	A B C D E

EXHIBIT THREE:
GENERAL INFORMATION SURVEY

GENERAL INFORMATION SURVEY

Directions: Please respond to each of the following general information items by checking the appropriate response or by filling in the required numerical data.

The purpose of this instrument is to gather some general data about your professional-experiential background, the composition of your school district, the concept held of your position in the district, and the broad view of staff development present in your district.

CODE NUMBER _____

PART A: Professional-Experiential Background

1. Title of Your Position:

_____ Director of Curriculum
_____ Director of Instruction
_____ Director of Curriculum and Instruction
_____ Assistant Superintendent for Curriculum
_____ Assistant Superintendent for Instruction
_____ Assistant Superintendent for Curriculum and Instruction
_____ Curriculum Coordinator
_____ Other (Please Specify) _____

2. Highest Degree Held:

_____ Bachelors
_____ Masters
_____ Specialist
_____ Doctorate

3. Total Years in Present District: _____

4. Total Years in Present Position in This District: _____

5. Total Years in This Position in Other Districts: _____

6. Total Years in Education: _____

7. Experiential Background: (Indicate by number of years)

_____ Elementary teacher
_____ Junior high teacher
_____ Middle school teacher
_____ High school teacher
_____ Elementary principal
_____ Junior high principal
_____ Middle school principal
_____ High school principal
_____ Central office (Please specify) _____
_____ Other (Please specify) _____

PART B: School District Data

1. Class of District:

_____ Class I (more than 120,000 children ages 5-20)
_____ Class II (30,000 - 119,000 children ages 5-20)
_____ Class III (2400 - 29,999 children ages 5-20)
_____ Class IV (75 - 2399 children ages 5-20)

2. Total K-12 Enrollment in your District as of the Fourth Friday Count for the 1970-71 school year: _____

3. Total Teaching Staff in your School District as Contracted for the 1970-71 School Year: _____

PART C: Professional Position Data

1. My Position in the District was created _____ years ago.
2. Please Indicate the Degree of Responsibility You Have in the Areas Listed Below Using the Following Key:

KEY: 1. Major Responsibility
 2. Some Responsibility
 3. Little or No Responsibility

AREAS OF CONSIDERATION:

_____ Program Planning and Curriculum Development
_____ Instructional Supervision
_____ Identifying and/or Providing Resources for Staff
_____ Program Evaluation
_____ Staff Evaluation
_____ Pre-Service and In-Service Training or Professional
_____ Growth Development
_____ Contract Negotiations
_____ Teacher Education
_____ Administration
_____ Personnel Functions
_____ Research
_____ School-Community Relations
_____ Federal Programs
_____ Finance and Budgeting
_____ Building and Site Planning and Development
_____ Other (Please Specify) _____

PART D: Staff Development Data

1. Does Your District Provide Pre-Service, In-Service, Orientation or Other Professional Growth Opportunities for Staff:
_____ Yes _____ No
2. Do Teachers in Your District Participate in the Planning and Implementation of Staff Development Activities in the District:
_____ Yes _____ No
3. Is There Any One-To-One Planning with Individual Staff Members with Respect to Their Professional Growth Activities:
_____ Yes _____ No

4. If You Responded "Yes" to Number 3 Above, Indicate In What Way This Individualized Planning Takes Place:
Through Teacher Consultation Initiated by and with:

☐ You
☐ The Building Principal

Through Regular or Periodic Evaluation Sessions Stipulated by District Procedure Involving:

☐ You
☐ The Building Principal
☐ Professional Colleagues
☐ Professional Staff Committees

Through Teacher Initiative or Evaluation With or By:

☐ You
☐ The Building Principal
☐ Professional Colleagues
☐ Professional Staff Committees

5. Is There an Instructional or Curriculum Council or Its Equivalent in the District? ☐ Yes ☐ No
6. If You Answered "Yes" in Number 5 Above Please Indicate Which of the Following Best Describes Your Role in That Body:

☐ Chairman
☐ Member, Full Voting
☐ Resource Person, Consultant, Advisor
☐ Member, Ex Officio
☐ Other (Please Specify) _____

7. Which ONE of the Following Best Describes the Staff Development - Instructional/Curriculum Council Relationship in Your District:

☐ None
☐ The Council acts as a clearing house for ideas.
☐ The Council sets the standards and criteria for staff development and/or professional growth in the district.
☐ The Council plans the staff development process and/or professional growth activities.
☐ The Council implements the staff development process and/or professional growth activities.
☐ The Council evaluates the staff development process and/or professional growth activities.
☐ The Council plans and/or implements and/or evaluates.
☐ Other (Please Specify) _____

8. What Specific Provisions are made by Your District for Staff Development Opportunities and Activities: (please check only those which apply directly)

☐ Study Committees
☐ Released Time for Teacher Planning
☐ Summer or Extended Year Opportunities for Staff
☐ Contract Negotiated
☐ Staff Meetings for Staff Development Purposes on a Regular or Periodic Basis
☐ Outside Consultants
☐ Conference Attendance at District Expense
☐ Out of District Visitations at District Expense
☐ In District Visitations at District Expense
☐ Sabbatical Leave
☐ Other (Please Specify) _____

PART E: Would you like a copy of the findings of this study?

☐ Yes

☐ No

PART F: If you have any further comments you would wish to make about the nature of the staff development process and/or the professional growth activities in your district please feel free to do so.

EXHIBIT FOUR:

TABLE A

TABLE B

TABLE A.--Rank order of responsibilities commonly associated with the K-12 curriculum director in Michigan.

Area of Responsibility	Rank Order	Total Number Responding	Degree of Importance		
			Major	Some	Little
Program planning and curriculum development	1	71	67	5	0
Providing pre- and in-service training programs for staff	2	71	50	19	2
Identifying and providing resources for staff	3	71	49	22	1
Conducting general program evaluation on a district-wide basis	4	71	48	21	1
Developing and coordinating federal programs	5	70	39	24	7
Performing general administrative duties	6	70	36	29	5
Instructional supervision	7	71	27	31	13
Research	8	70	22	38	10
School-community relations	9	71	11	55	5
Teacher education	10	68	19	35	13
Personnel	11	70	19	25	26
Building and site planning and development	12	70	8	38	24
Staff evaluation	13	70	8	33	29
Finance and budgeting	14	71	6	32	33
Contract negotiations	15	71	6	27	38

TABLE B.--Rank order of specific provisions for staff development activities most frequently mentioned by K-12 curriculum directors in Michigan.

Provision Specified	Frequency of Mention
Conference attendance at district expense	69
Study committees	65
Outside consultants	60
Out-of-district visits at district cost	55
Staff meetings for staff development purposes (both individual building and district-wide)	52
Released time for teacher planning	47
In-district visits at district expense	46
Sabbatical leave	40
Contract negotiated	36
Summer or other extended year opportunities	30
Released time for in-service education	2
Saturday workshops with pay	2
Full time K-12 curriculum consultants	1
Travel credit	1
Professional library provided	1
Orientation camp	1
Associate teacher supervision	1