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The primary objectives of the study were to develop a model for a National Academy for School Executives (NASE), to determine the receptivity of school administrators to such a program, and to determine the feasibility of implementing the model within the near future. Four academic task forces studied the structural elements, fiscal requirements, program characteristics, and feasibility of the model. Curriculum writing consultants specified program content, methods, and staff. An opinionnaire was circulated to test administrators' attitudes towards the model. Three presession programs were conducted to test the reactions of administrators to program content, staff, methods, sites and facilities, fees, and amounts of time involved. It was concluded that (1) school administrators showed considerable interest in the model; (2) NASE should offer programs at several levels, including short term clinics and seminars and longer residential sessions; (3) it is fiscally feasible to launch the short term seminars and clinics but more development is needed on the other levels; (4) the probability of attendance by administrators at short term programs is primarily related to the program content, length of the program, and the fee charged; and (5) NASE should be sponsored and implemented by the AASA. (Author/DE)

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FINAL REPORT

Project No. 8-0215

Grant No. OEC-3-8-080215-0006 (010)

THE DEVELOPMENT AND TESTING OF A MODEL FOR A
NATIONALLY BASED VEHICLE DEDICATED TO THE
CONTINUING PROFESSIONAL GROWTH OF SCHOOL ADMINISTRATORS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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SUMMARY

The problem under investigation in this grant was to
examine the needs for and feasibility of developing a
nationally based effort for the continuing inservice growth
of practicing school administrators. The primary objectives
were to develop a model for a national academy to assist
school executives, to determine school administrators'
receptivity to such a plan, and to determine the possibilities
of implementing the model within the near future.

Several methods were used: a) four academy task forces,
representing practitioners and scholars, studied the structural
elements, the fiscal requirements, the program characteristics,
and the feasibility of the National Academy for School
Executives (NASE) model; b)curriculum writing consultants
were engaged to specify program content, methods and staff;
c) an opinionnaire designed to test attitudes towards the
NASE model was circulated to a ten percent sample of the
members of the American Association of School Administrators;
and d) three presession programs were conducted to field-test
the reactions of administrators to program content, staff,
methods, sites and facilities, fees and amounts of time
involved.

Task force deliberations led to several conclusions
and recommendations regarding the model. It was felt that
NASE should operate as a quasi-autonomous body of the American
Association of School Administrators, limiting its activities
to programs of continuing inservice development. An adequate
staff and headquarters facility were described. The Program
Task Force defined the model as consisting of three levels of
operation: short-term programs designed to meet the current
needs of administrators; three to four month residential
sessions intended to develop higher levels of leadership skills;
and an Academy center for creative explorations in school
administration. Sixteen of the short-term programs were
specified as being of high priority. The fourth task force,
examining the work of the other three, concluded that the
model was feasible within the near future.

The opinionnaire established that the NASE model would
receive substantial support from school administrators, and
that it would, in their opinion, have substantial impact upon

their professional growth and upon their school systems.
Respondents' rankings of the sixteen high priority programs
were obtained, in terms of the programs' essentiality, present
availability, the level of knowledge already possessed by
the respondent about each program topic, and the satisfaction
of the respondent with his present level of knowledge about
the program topic.

Evaluation of the presessions by participants and observers
indicated that content of the programs, the instructional
staff, and the physical facilities were very well received.
The participants were generally younger and holders of higher
degrees than the average of all members of the American
Association of School Administrators. It was also concluded
that geographic location of the presession programs was a
less important factor than program content.

Several conclusions were drawn from this investigation.
First, there is considerable interest among school adminis-
trators in the National Academy model. Second, a national
academy should offer programs at several levels, including
short-term clinics and seminars, longer residential sessions,
and a center for creative explorations. Third, it is feasible
from a fiscal point of view to launch the first dimension,
that is, the short-term seminars and clinics. Fourth, more
development work is needed on the second and third dimensions
before it is practical to operate these phases. Fifth, the
probability of attendance by administrators at short-term
programs is related primarily to the program content, the
length of the program and, within limits, the fee charged.
Finally, it was concluded that the National Academy for
School Executives should be sponsored and implemented by the
American Association of School Administrators.

It was recommended that the first dimension of the
NASE model should go into operation in 1969, and that there
should be further development of the remaining dimensions of
the Academy.

CHAPTER I

INTRODUCTION AND METHODS

INTRODUCTION

The primary missions of this planning grant were to generate a model for a nationally based vehicle for the continuing professional growth of practicing school administrators in the United States and to determine the feasibility of implementing the model within the near future. The project had its origins in a proposal submitted to the U.S. Office of Education on October 18, 1967, with grant approval acquired on January 31, 1968. The total sum of the grant was $49,970 to cover the period from February 1, 1968 to August 30, 1968. A request for an extension, without any increase in funds, was filed on July 11, 1968. Approval was registered and the grant extended through December 31, 1968.

The grant was filed in behalf of the American Association of School Administrators through its Committee for the Advancement of School Administration hereinafter to be referred to as CASA. It was CASA which sensed the need for a national approach to inservice education of school administrators and started the early explorations which culminated in this special study. CASA served as the supervising agency of the staff and task force efforts which focused on the development and testing of the model. The limited staff consisted of a project director, who devoted one-fourth of his time, and an associate director, who was employed full-time for a period of approximately 6 months. Following extension of the grant and the departure of the full-time associate director, the project director increased his involvement to almost two-thirds of his professional time.

METHODS

Identifying the key variables in a given situation and specifying the relationship between such variables is an exercise in creativity. The prime factors in a project dedicated to generating and testing a model are human. The major emphasis was placed on the identification, attraction, and organization of human factors with experience, insights, and skills related to the field of school administration. Thirteen educators from as many states and representing practicing school administrators, professors, deans, and university presidents were selected and organized into what were called four academy task forces. A list of the persons serving on each of the four task forces can be found in Appendix A.

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The task force was the basic unit for exploration, design, and analysis of the various dimensions of the model. Three task forces focused on generation of the model: one studied its structural elements, a second its possible program thrusts, and a third its resource requirements. An independent fourth task force became more active in the later stages of the project and examined the feasibility of the model. The activities of various task forces were coordinated by a fifth unit known as the "executive planning committee." This group consisted of the chairman of each of the four task forces and the national project director. The various pieces of the model were put together at this level.

The task forces deliberated together as a total group and as individual units. They visited analogs such as the national in-service executive development vehicles operated by the American Management Association, National War College, and the Federal Executive Seminars. Other methods went beyond deliberations and observations and included the surveying and statistical analysis of attitudes of practitioners toward various dimensions of the model such as its programs, its operational procedures, and support system. Field testing of three proposed programs was yet another method pursued in the project.

Curriculum writing consultants were involved midway through the project to generate specific substantive content, suggest in-structional personnel, outline instructional strategies and de-velop relevant bibliographies. A list of curriculum consultants employed in the project is presented in Appendix B along with the general guidelines submitted to them. Twelve of the 15 pro-duced curriculum content and instructional strategies that were later adapted to either the presession programs for 1968 or in proposed academy seminars and clinics to be offered during 1969. The remainder failed to deliver a completed syllabus.

The number of task force meetings, as well as their timing during the project, varied with the group. All thirteen members convened in Washington, D.C. early in February 1968 at a session which launched the project activities. The Structure Task Force met twice more, the Program Task Force on three other occasions, the Resource Task Force held two additional sessions; and the Feasibility and Evaluation Task Force was convened on three other occasions. In addition, there were three Executive Planning Committee sessions held separately from other task force meetings. The Executive Planning Committee met with CASA three different times during 1968, the first being February 5, 1968, in Washing-ton, D.C. and the last on December 5, 1968 in Atlanta, Georgia. In short, there were 15 deliberative and action sessions of the task forces, the Academy Executive Planning Committee, and CASA

during a period of eleven months. The meetings typically lasted two days. The number of people, sessions, days and hours translated into man-hours of effort would yield the rough estimate that over one thousand man-hours were dedicated to the generation of the model, exclusive of those devoted by the project director, the associate director, and the curriclum writing consultants. If the time of project personnel consultants were included, the total would be almost 4000 man-hours of concentrated effort.

Dissemination of progress reports on the development of the model was accomplished through mailing to the approximately 17,000 members of the American Association of School Administrators, through special meetings at the National Convention of the AASA, with 20,000 in attendance, through presentations at five AASA-sponsored "Drive-in Conference" and through articles in publications such as the Phi Delta Kappan, the AASA Convention Reporter and the American Education magazine.

An opinionnaire was designed to determine AASA member attitudes toward the Academy model. It was mailed in May 1968 to a sample of 10% of the superintendents who were members of the American Association of School Administrators. A return of about 60% was obtained initially. Subsequent prodding raised the total to 67% of those who received the opinionnaire.

Methods of evaluation of the field tests were based on the written responses from presession participants, evaluations submitted by members of the Evaluation and Feasibility Task Force who attended each of the three presessions, and general responses from instructors used during the presessions.

CHAPTER II

DESCRIPTION OF THE MODEL

Key factors in a model of a nationally based vehicle dedicated to the continuing professional development of school administrators were: motivation of administrators to pursue continuous growth programs; time available; relevant program experiences; resources available for development programs; and credibility attached to the agency seeking to provide inservice experiences.

Single dimension models were less likely to meet the test of adequacy than more complex ones. A multidimensional model was generated by members of the task forces and the project staff, and was identified as the National Academy for School Executives (NASE). The first dimension focused on specific skills and insights required by an administrator to perform adequately the demands placed upon his position. It recognized that most administrators could be removed from the decision demands of their position for only relatively short periods of time, defined as one to four weeks. It is possible to develop specialized skills and insights in periods of this duration. The broader and more strategic concerns of education and its administration were best attacked through longer term study defined as at least three months in a residential center. These were identified as the concerns of the second dimension of Academy model. To keep the NASE programs at the cutting edge, a third dimension was envisioned. Its prime concern was the generation and development of new ideas.

The primary thrust of continuous professional development programs as perceived in this project was not to help persons with less than adequate preservice preparation to gain full, as opposed to an emergency, school administrator's credential standing. Existing institutions of higher learning with well designed administrator preservice preparation programs could best meet these needs. The NASE model was perceived as meeting the professional growth needs of well-prepared and fully credentialed school administrators living in a period of continuous change. In this sense the NASE model would not duplicate existing administrator program experiences available in the majority of universities but would sponsor unique programs that grow out of the need to meet the emerging challenges confronting school administrators.

The demands for quality professional development experiences for school administrators are so great that any new thrust would complement rather than compete with the inservice thrust of institutions concerned primarily with preservice education.

The NASE model would be structured best by being independent

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of existing institutions of higher learning. There are many advantages inherent in structuring the NASE within an existing national professional society for school administration such as the American Association of School Administrators. To operate effectively within this relationship pattern NASE should be a quasi-autonomous subdivision of AASA and limit its activities sharply to programs of continuing professional development. The Academy Task Force on Structure recommended such status and relationship to AASA, to give NASE the freedom of expression and the privilege to explore new approaches without recrimination for failures that may accompany innovations.

The operating structure of the NASE model should allow a high degree of flexibility to enable the nationally based vehicle to respond quickly to new demands placed on administrators. It is neither prudent nor practical for the AASA Executive Committee, which sets policy for all association activity, to assume responsibility for detailed operation of the NASE. A governing board of 15, only two of whom were ex officio, was recommended to formulate policy and supervise operations. Further details on the structure and environmental relationships for the NASE model are described in the final report of the Academy Task Force on Structure placed in Appendix D1.

The quality of the program is a prime motivating factor that spurs administrator interest in professional development efforts. It is not important to have inservice education tied to university credit and degrees if alternatives are available. The relationship between the NASE model and the AASA enables the Academy to use the prestige of the national professional society to develop a system of meaningful awards. A system of awards not connected with examinations, marks, and degrees can be used to motivate to some degree administrator interest in professional development. The NASE model includes awards such as certificates of achievement, professional development awards, Diplomates of the Academy, and Fellow of the Academy as meaningful motivations. The substantive content for a series of programs aimed at administrator improvement should: 1) make education more relevant; 2) facilitate application of new technology to education; 3) help the administrator deal with dissent and disruption; 4) develop administrative team effectiveness; and 5) help obtain appropriate support and control for education. With the help of curriculum consultants program content for high priority clinics and seminars was developed. Identification of these programs and more detailed recommendations can be found in the final report of the Academy Task Force on Program as shown in Appendix D2.

The implementation of the National Academy model within the policy framework determined by its Board of Directors would require such resources as a permanent professional headquarters staff with adequate secretarial assistance, space for planning and for program operations, and a source of income. Not all dimensions of the model could be planned in sufficient detail to become operational by the termination of the present project. Resources must be allocated to the continued development of each dimension, lest the growth of the total operational configuration be arrested at a pedestrian level. The first few years may be of deficit financing. At least some dimensions should be self supporting through a system of instructional fees by the end of the fourth year of operation. The financing of the first dimension of a variety of short-term clinics and seminars should not present any unusually difficult problems. To be self-supporting, that is, to be sure the expenditures of planning, development and operation of seminars and clinics are equal to or smaller than the income from program participants, the instructional fee per week eventually must equal $250. This sum was derived from a cost analysis of human, physical, and fiscal factors involved. An average of one program per week during the year would be the minimum required if each had an average enrollment of 30 participants. Fees ranging from $130 to $185 were assessed at the Academy pre-session programs and no objections were registered to this scale by the sample of the administrator population represented. Escalations of fees from this base were recommended.

Achieving self-support for the second Academy dimension or the extended residential center could be realized with greater difficulty. It was estimated that four months of instruction would require at least $1000 in tuition fees exclusive of room and board costs. By far the most difficult aspect of the Academy to finance would be what was called its "Center for Creative Explorations in School Administration" or the "Think Tank". This phase has no built-in device for obtaining support revenues from clients served. The proposed financing plan for the third dimension called for contributions from various classes of contributing members to the National Academy, corporations, affiliated educational organizations and possibly foundations. Space requirements, the budget, and estimated unit costs for various aspects of the Academy are described in greater detail in the final report of the Academy Task Force on Resources which can be found in Appendix D3.

The findings of the Evaluation and Feasibility Task Force are described in detail in Appendix D4. The fundamental mission of this group was to evaluate the capabilities of the Academy model to meet the stated objectives within the time constraints.

Data gathered from the opinionnaire sent to a 10% sample of AASA membership revealed that 99% were of the opinion that the National Academy model was a good or very good idea. 94% indicated the Academy was practical and worthy of support by members. About 97% of the superintendents agreed with the statement, "My school board would be eager to have me attend sessions." In reviewing the capabilities of AASA to sponsor the Academy model, 81% of the sample of the superintendents agreed and 19% disagreed with the statement, "Only AASA will be able to make something like this work." A fourth check was included by using a negatively stated idea: "The Academy idea probably cannot be implemented by AASA." 94% disagreed with this statement. Similarly it was declared: "The Academy should be affiliated with and operated by universities." This received a 71% vote of disagreement, to further reinforce the acceptance of AASA as the sponsoring organization for the National Academy model. The evidence was conclusive that the superintendents sampled believed that the national professional society can and should play an important role in the operation of any nationally based vehicle dedicated to the continuing professional growth of administrators.

Eighty-seven % of the superintendents agreed that the Academy would have a direct impact on professional development; a similar percentage felt that it would be a real source of innovation in the schools. The sample surveyed was asked to assess the importance of various types of programs such as those related to instructional technology, staff negotiations, operational responses to dissent and disruption of various types and other proposed programs. These responses are analyzed in greater detail in the chapter that follows. The majority of superintendents indicated that tuition rates would not be a factor in determining attendance, and there appeared to be some relationship between the preparation and their reaction to tuition rates. Thus, 44% of the respondents with a master's degree stated that the amount of tuition would be a factor. Only 24% of those with doctorates indicated that the rate of tuition would be a substantial factor.

The analysis of experiences with the field tests or three Academy presessions is described in greater detail in chapter 4.

One measure of reception accorded the Academy idea is the number of written resolutions endorsing it. In October 1968 the following endorsement was received from the National School Boards Association.

"The Board of Directors of the National School Boards Association strongly endorses the National Academy of School Executives. It encourages its member state associations and

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their local boards of education to support and encourage their administrators to participate in the programs of NASE. The NSBA Board of Directors believes the Academy will serve to strengthen school administrators in their responsibility for educational leadership within local school districts and thereby strengthen the board of education in its responsibility to provide an effective educational program."

At its annual convention in Atlantic City in February 1969 the following Resolution was approved by the membership of the American Association of School Administrators:

"We commend the Committee for the Advancement of School Administration and the Executive Committee of AASA for the designing and establishment of the National Academy for School Executives, which will make such continual opportunity available to school administrators throughout the nation. We believe that the Academy, by developing and disseminating ideas and information through its institutes, seminars, laboratories, and clinics, will have widespread and positive impact on the quality of school administration, and thus on the quality of education provided. We urge all administrators to utilize to the fullest the programs of the Academy available to them. Further, we urge boards of education to encourage their administrators to participate in Academy programs and to reimburse them for expenses incurred."

A further measure of interest on the part of the national professional society is the series of actions taken in 1968. In April 1968 the AASA Executive Committee, at a regularly scheduled meeting, approved the expenditure of up to $100,000 from its reserve funds to launch the National Academy for School Executives. At a subsequent meeting in November 1968 the AASA Executive Committee formally established the National Academy for School Executives following many of the recommendations submitted by the various Academy Task Forces. It can be reported that as of January 1, 1969, the National Academy for School Executives became an operational unit within AASA. A fifteen-member Board of Directors had its historic first meeting in Washington, D.C. on March 28, and 29, 1969. A series of 25 seminars and clinics are being offered in 1969.

It can be said that a model for a nationally based vehicle dedicated to the continuing professional growth of school administrators was not only generated during the period of the planning grant, which terminated December 31, 1968, but it was

field tested and the first dimension, namely the seminars and clinics, were developed in sufficient detail to permit them to become operational during 1969. Considerable development work will be necessary before it will be feasible to launch the residential phase and the "Center for Creative Exploration."

EXPENDITURE REPORT

Actual expenditures incurred during the project period February 1, 1968 through December 31, 1968 total $53,531.86. This is $3,561.86 more than the maximum of $49,970 indicated in the initial budget submitted to USOE. The expenditures in excess of the amount budgeted for federal support were absorbed by the American Association of School Administrators. The actual AASA expenditures totaled $26,417.34 beyond the $3,561.86. These sums are significantly greater than the $17,560 anticipated as AASA expenditures when the grant was approved initially.

A more detailed summary of amounts budgeted and those actually expended can be found in Appendix E.

CHAPTER III

STATISTICAL ANALYSIS OF THE OPINIONNAIRE

Purpose of the Opinionnaire

The opinionnaire was designed to gather information essential to the planning and implementing of the National Academy for School Executives. Specifically, data were collected on the importance of sixteen high priority programs defined by the NASE Task Force on Program, the amount of time school administrators felt they could dedicate to inservice activities, the effect of location of programs on attendance and the general reactions to the NASE model. This survey provided information important to the determination of the feasibility of the planned model.

Data were gathered by means of an eight-page opinionnaire shown in Appendix C. This opinionnaire was mailed to 10 percent of the AASA membership to gather their reactions to approximately 100 variables. Included were items to reflect the usefulness, the current level of knowledge, feelings about adequacy of present knowledge, and the availability of each of the 16 high priority programs identified by the NASE Task Force on Program. In addition, variables were included to gather data about time, location, financial constraints, the amount of information respondents had about NASE, the importance or impact of NASE, general support, and respondent background (e.g., age, degree held, financial capacity and size, etc. of his district).

Sampling

The sample was a serial one and was selected by taking every tenth name from the AASA membership roster when ordered by ZIP Codes. Retired members, institutional members and non-educator members were removed. The ZIP Code ordering base was selected to insure regional distribution. The first name was selected by lot to approximate random sampling.

The opinionnaire was mailed to 1,379 superintendents, assistant superintendents, professors, deans, etc., along with a cover letter signed by Dr. Forrest E. Conner and Dr. Stephen J. Knezevich requesting completion of the opinionnaire. Duplicate tapes were made, and as responses were received, attempt was made to associate them with a name on the master list. In this way, a current tabulation was always maintained of those in the original sample who had and had not returned opinionnaires. Approximately 3 weeks after the original mailing a follow-up request was sent to those from whom returns had not been received.

By the cut-off date (June 27, 1968), 839 opinionnaires had been returned. This is a return of 60.84 percent. The statistical analyses were based on this sample size even though additional returns kept coming in for about three months.

The information from the opinionnaire was transferred to data cards and results tabulated by computer. ZIP Code analysis of the returns indicates that, with the exception of California, Arizona, and Nevada, the returns were representative of the nation as a whole. With the exception of these three states, the return rate approximated 60 percent in each ZIP Code region. For California, Arizona, and Nevada, of the 80 opinionnaires mailed only 29 were received for a rate of response slightly over 36 percent. The grouping of states into 12 regions is shown in Table 3-1.

Comparison of the number of opinionnaires mailed to each of 12 geographical regions with the AASA 1967 membership for each region indicated that the original sample was a defensible one. In each region an amount equal to between 7.5 percent and 9.5 percent of the recorded 1967 AASA membership for the region was sampled. Given the fact that institutional and retired members were removed from the sample, as were architects and noneducational affiliates, a reliable sample was achieved. The distribution of the opinionnaire sample by region and the percent return is presented in Table 3-2.

TABLE 3-1

GROUPING OF STATES INTO GEOGRAPHICAL REGIONS
FOR PURPOSES OF DATA ANALYSIS

Region No.	States Included		
Region 1	Connecticut Maine	Massachusetts New Hampshire	Rhode Island Vermont
Region 2	New Jersey New York	Pennsylvania	
Region 3	Delaware Dist.of Columbia Maryland	North Carolina South Carolina Tennessee (East Half)	Virginia
Region 4	Alabama	Florida	Georgia
Region 5	Illinois Indiana Kentucky	Michigan Ohio West Virginia	Wisconsin
Region 6	Arkansas Louisiana	Mississippi Tennessee (West Half)	
Region 7	Iowa Kansas	Missouri Nebraska	
Region 8	New Mexico	Oklahoma	Texas

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Table 3-1 (continued)

Region No.	States Included		
Region 9	Minnesota Montana (East Half)		North Dakota South Dakota
Region 10	Colorado	Utah	Wyoming
Region 11	Arizona	California	Nevada
Region 12	Idaho Montana (West Half)		Oregon Washington

TABLE 3-2

DISTRIBUTION BY REGION OF OPINIONNAIRES
MAILED AND RETURNED

Region (A)	No. of Opinion-naires Mailed (B)	No. of Opinion-naires Returned (C)	Percent Return (D)	Opinion-naires Mailed Times 10 [1] (E)	1967 AASA Membership for Each Region [2] (F)	Per-Cent Ratio (E-F)
1	126	76	60.32	1,260	1,324	95.17
2	273	168	61.54	2,730	3,371	80.98
3	98	61	62.24	980	1,325	73.96
4	41	22	53.66	410	493	83.16
5	376	218	57.98	3,760	4,009	93.79
6	39	26	66.67	390	489	79.75
7	114	88	77.19	1,140	1,265	90.19
8	85	49	57.65	850	1,072	79.29
9	70	51	72.86	700	813	86.10
10	30	17	56.67	300	364	82.42
11	80	29	36.25	800	979	81.72
12	52	32	61.54	520	608	85.53
TOTALS	1,384	835	$\bar{x}$=60.38	13,840	16,112	

1. Each member of the sample represents 10 AASA members. Number in sample times 10 should approximate actual membership.
2. 1967 figures were the latest available. These figures represent the amount at the close of the membership year. The numbers of members in any region will be less at any time before that.

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Initial Analysis of Data

The responses for the 91 items on the opinionnaire were processed according to the following plan. Scores were calculated for the total sample on each item after which there was further analysis by the position of the respondent, by the highest degree held, and by the region. In this cutting of the data each of the 839 respondents was accounted for or his response reflected in four separate scores: 1) in the total sample; 2) in one of the three positional breakdowns (superintendent, central office, or other); 3) in one of the four highest degree categories (bachelor, masters, education specialists, or doctorate); and 4) in one of the 12 regions. Superintendents accounted for 598 or about 72 percent of the sample response.

In the first data run it was not possible to separate the effect of non-practicing school administrators (i.e., deans, professors, and others) from the regional totals or from the highest degree figures. To provide a reading for superintendents only, the cards were sorted to remove all but superintendents from the deck and the superintendent deck was then run using the original program. The second output, therefore, reflected only the responses of superintendents.

Finally, the data obtained from superintendent respondents was computed to provide two intercorrelation matrices. The first, a 64x64 matrix, compared individual responses for each of the four items under each of the 16 programs on which opinions were sought. The second, a 40x40 matrix, computed correlations between the usefulness response for each of the 16 programs and for selected other items from the opinionnaire.

In addition to the computer calculations certain hand calculations were undertaken to determine significant differences between the proportions represented by various groups in their response to certain items and to determine the approximate correlations between responses to programs by various groups. The method selected for this computation was that of rank order correlation. The results discussed herein reflect the input from these various computations and treatments of data.

Results of Data Analysis

Data from the opinionnaire indicated that respondents had little knowledge of NASE prior to completing the opinionnaire. Of the total sample, 30 percent stated that they heard nothing at all and 62 percent replied that they knew very little about the planned National Academy. Combining these responses would lead to the conclusion that 92 percent of the AASA members knew very little of NASE. Of those who related they knew something about the Academy, over half declared that the source of this meager information was a meeting or conversation at the AASA Atlantic City Convention or an article about it in the AASA publication The School Administrator or Education U.S.A. About 18 percent of the

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group with some knowledge of the Academy indicated they had received information through personal contact.

The major purpose of the survey was to obtain member reactions to a series of high priority programs for the NASE. Utilizing the response data from the four items about each, the programs were rank ordered. Correlations (rho) were calculated for selected pairs of ranks. The programs were ranked by response to the first item under each program, "How Useful Would This Offering Be to You Professionally"? These rankings are presented in Table 3-3. In this case the percent from "Essential to Me" item was selected to create the ranks. Table 3-4 shows the programs as they are ranked by the mean response of the total sample to the first item under each program. Though these two ranks, each of which may be said to reflect the usefulness or importance of the program, vary somewhat in their ordering of programs, as may be seen on Table 3-9. The two ranks are highly correlated with a rho of .806. Table 3-5 organizes responses to programs as ranked by the percent of superintendents only who indicated the program was "Essential to Me."

In addition to ranking the programs according to usefulness or importance, the seminars and clinics were classified by information derived from responses to each of the other three items. Table 3-6 presents program responses ranked in accordance to their current availability to the respondent through sources other than the proposed Academy. In this instance, the percent indicating the program was "Readily Available to Me" and the percent indicating that the program was "Available to Me" were summed to yield a "total availability percent." It is significant that 75 percent of the planned programs were already available to 50 percent or more of the AASA members.

TABLE 3-3

PLANNED HIGH PRIORITY ACADEMY PROGRAMS
RANKED BY PERCENT RESPONSE FOR "ESSENTIAL TO ME"
(Total Sample)

Rank	Name of Seminar or Clinic	Percent of Respondents Checking "Essential to me"
1.	J. THE POLITICS OF SCHOOL FINANCE	36%
2.	N. NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF	34%
3.	B. STAFF NEGOTIATIONS	33%
4.	O. SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS	30%
5.	F. PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS AN INDIVIDUAL	

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TABLE 3-3 (continued)

Rank	Name of Seminar or Clinic	Percent of Respondents Checking "Essential to Me"
6.	M. HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT	28%
7.	P. PHYSICAL AND MENTAL HEALTH OF THE ADMINIS-TRATOR	28%
8.	E. IDENTIFYING INFORMATION CRUCIAL TO ADMINIS-TRATIVE DECISION-MAKING	26%
9.	I. INTRODUCTION TO DECISION-MAKING IN CONFLICT SITUATIONS	26%
10.	G. POWER STRUCTURE AND LEADERSHIP ANALYSIS	26%
11.	L. RELATIONS WITH LOCAL GOVERNMENT AGENCIES	25%
12.	D. OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNATIONS, AND SANCTIONS	20%
13.	H. THE NATURE OF DISSENT AND DISRUPTION IN EDUCATIONAL INSTITUTIONS	20%
14.	C. OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND RIOTS	16%
15.	K. URBAN CRISES AND EDUCATION	14%
16.	A. INSTRUCTIONAL TECHNOLOGY	14%

TABLE 3-4

PLANNED HIGH PRIORITY ACADEMY PROGRAMS RANKED BY MEAN USEFULNESS RESPONSE
(Total Sample)

Rank	Name of Seminar or Clinic	Mean Usefulness Response[1]
1.	N. NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF	4.07
2.	F. PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS AN INDIVIDUAL	3.93
3.	J. THE POLITICS OF SCHOOL FINANCE	3.87
4.	O. SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS	3.86
5.	B. STAFF NEGOTIATIONS	3.84
6.	I. INTRODUCTION TO DECISION-MAKING IN CONFLICT SITUATIONS	3.83
7.	E. IDENTIFYING INFORMATION CRUCIAL TO ADMINIS-TRATIVE DECISION-MAKING	3.83
8.	G. POWER STRUCTURE AND LEADERSHIP ANALYSIS	3.78

Table 3-4 (continued)

Rank	Name of Seminar or Clinic	Mean Usefulness Response[1]
9.	L. RELATIONS WITH LOCAL GOVERNMENT AGENCIES	3.71
10.	P. PHYSICAL AND MENTAL HEALTH OF THE ADMINIS- TRATOR	3.61
11.	H. THE NATURE OF DISSENT AND DISRUPTION IN EDUCATIONAL INSTITUTIONS	3.56
12.	A. INSTRUCTIONAL TECHNOLOGY	3.53
13.	D. OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNATIONS, AND SANCTIONS	3.51
14.	M. HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT	3.50
15.	C. OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND RIOTS	3.25
16.	K. URBAN CRISES AND EDUCATION	3.00

1/ The following response scale was used with numerical ratings as shown.

Essential to Me	= 5	Little Use to Me	= 2
Very Helpful to Me	= 4	No Use to Me	= 1
Helpful to Me	= 3		

TABLE 3-5

PLANNED HIGH PRIORITY ACADEMY PROGRAMS
RANKED BY PERCENT OF SUPERINTENDENTS RESPONDING
"ESSENTIAL TO ME"

Rank	Name of Seminar or Clinic	Percent of Supts. Checking "Essential to Me"
1.	J. THE POLITICS OF SCHOOL FINANCE	37%
2.	N. NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF	34%
3.	B. STAFF NEGOTIATIONS	32%
4.	F. PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS AN INDIVIDUAL	30%
5.	O. SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS	29%
6.	P. PHYSICAL AND MENTAL HEALTH OF THE ADMINISTRATOR	29%
7.	M. HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT	27%
8.	I. INTRODUCTION TO DECISION-MAKING IN CONFLICT SITUATIONS	24%

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Table 3-5 (continued)

Rank	Name of Seminar or Clinic	Percent of Supts.Check-ing "Essen-tial to Me"
9.	G. POWER STRUCTURE AND LEADERSHIP ANALYSIS	24%
10.	L. RELATIONS WITH LOCAL GOVERNMENT AGENCIES	24%
11.	E. IDENTIFYING INFORMATION CRUCIAL TO ADMINIS-TRATIVE DECISION-MAKING	24%
12.	D. OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNATIONS, AND SANCTIONS	21%
13.	H. THE NATURE OF DISSENT AND DISRUPTION IN EDUCATIONAL INSTITUTIONS	16%
14.	C. OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND RIOTS	15%
15.	A. INSTRUCTIONAL TECHNOLOGY	13%
16.	K. URBAN CRISES AND EDUCATION	10%

TABLE 3-6

PLANNED HIGH PRIORITY ACADEMY PROGRAMS RANKED BY AVAILABILITY
(PERCENT "READILY AVAILABLE" PLUS PERCENT "AVAILABLE")

Rank	Name of Seminar or Clinic	Percent of Re-spondents In-dicating Pro-gram Available
1.	B. STAFF NEGOTIATIONS	89%
2.	F. PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS AN INDIVIDUAL	84%
3.	J. THE POLITICS OF SCHOOL FINANCE	79%
4.	A. INSTRUCTIONAL TECHNOLOGY	79%
5.	M. HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT	71%
6.	L. RELATIONS WITH LOCAL GOVERNMENT AGENCIES	69%
7.	N. NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF	65%
8.	E. IDENTIFYING INFORMATION CRUCIAL TO ADMINIS-TRATIVE DECISION-MAKING	64%
9.	G. POWER STRUCTURE AND LEADERSHIP ANALYSIS	59%
10.	O. SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS	54%
11.	I. INFORMATION TO DECISION-MAKING IN CONFLICT SITUATIONS	52%
12.	K. URBAN CRISES AND EDUCATION	51%
13.	P. PHYSICAL AND MENTAL HEALTH OF THE ADMINISTRATOR	50%
14.	D. OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNATIONS, AND SANCTIONS	47%
15.	H. THE NATURE OF DISSENT AND DISRUPTION IN EDUCA-TIONAL INSTITUTIONS	42%
16.	C. OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND RIOTS	40%

The mean responses for each program item as to its usefulness, amount of knowledge possessed by the respondent, adequacy of his knowledge, and availability are summarized in Table 3.7. Also shown are percentages for each program for those indicating "Essential to Me," "little" knowledge, "Very Adequate" and "Sufficient to Function Comfortably," and "Readily Available" and "Available to Me." The rank order for each program based on translation of mean and percent scores on the various items into ranks, is presented in Table 3.8.

Table 3.9 shows rank order correlation coefficients when the ranks created are compared statistically. In most instances, rho is sizable and in many cases exceeds .9. The relationship between most ranks, therefore, is considerable.

An estimate of the percent of variation associated with two compared ranks may be obtained by squaring the rank order correlation coefficient. Thus, in the comparison of the "Essential to Me" and mean usefulness ranks, the rho of .806 suggests that about 64 percent of the variance in either rank is associated with a variance in the other. Almost 90 percent of the variance for the amount of knowledge response is associated with variance in the response to adequacy of knowledge.

Graph 3-1 depicts visually the relationship between the percent response ranking by "the program is 'Essential to Me'" for each of the programs and the associated percentages for each of these programs indicating "the program is 'Not Available to Me'" and "my information is 'Totally Inadequate' to function in this area." A slight negative correlation is suggested betweeen "Essential to Me" and "Totally Inadequate", and "Essential to Me" to "Not Available to Me". The conclusion drawn from such data would be that the less available the program, the less essential it is believed to be and that the more inadequate the respondent believes his knowledge about the program to be, the less essential he is likely to believe it to be.

Such data is somewhat confounding. It may suggest that other agencies have done a more adequate job of appraising the need market and responding with the program than first thought, or it may alternately suggest that unless an administrator has some introductory knowledge to the program area, he is less likely to believe it to be essential. It may support the truism that what we know is what we consider important.

To get some idea of the relationship between the way respondents with masters degrees and those with doctors degrees viewed the program offerings, ranks were created using responses

TABLE 3-7

MEAN AND PERCENT RESPONSES TO THE VARIOUS PROGRAM ITEMS

Program	X̄ Usefulness (Total Sample)	X̄ Knowledge (Total Sample)	X̄ Adequacy of Knowledge (Total Sample)	X̄ Availability (Total Sample)	"Essential to Me" percent	Percent check-ing "Little" Knowledge	Percent indi-cation either "Very Adequate" or "Sufficient to Function Comfortably"	Percent indi-cating "Readily Available" or "Available"
A	3.53	1.87	2.22	1.90	14%	19%	34%	79%
B	3.84	2.13	2.52	2.09	33%	9%	56%	89%
C	3.25	1.46	1.78	1.43	16%	54%	18%	40%
D	3.51	1.56	1.84	1.49	20%	47%	21%	47%
E	3.83	1.81	2.30	1.72	26%	25%	43%	64%
F	3.93	2.08	2.71	1.99	29%	7%	67%	84%
G	3.78	1.92	2.48	1.67	26%	21%	50%	59%
H	3.56	1.62	2.04	1.44	20%	41%	25%	42%
I	3.83	1.77	2.27	1.55	26%	27%	39%	52%
J	3.87	2.11	2.70	1.96	36%	8%	66%	79%
K	3.00	1.59	2.04	1.55	14%	45%	28%	51%
L	3.71	2.02	2.67	1.76	25%	11%	65%	69%
M	3.50	1.98	2.57	1.78	28%	13%	57%	71%
N	4.07	1.90	2.46	1.71	34%	16%	49%	65%
O	3.86	1.81	2.37	2.13	30%	27%	47%	54%
p	3.61	1.78	2.34	1.55	28%	28%	49%	50%

TABLE 3-8

RANK ORDER OF EACH PROGRAM FOR EACH OF THE RESPONSE CATEGORIES

| Program	Rank by "Essential to me" Response (Total Sample)	Rank by $\bar{X}$ Usefulness (Total Sample)	Rank by $\bar{X}$ Usefulness (Superintendent)	Rank by $\bar{X}$ Usefulness (Doctorate)	Rank by $\bar{X}$ Usefulness (Masters)	Rank by "Little" Knowledge (inverted)	Rank by $\bar{X}$ Knowledge	Rank by "Adequate" and "Sufficient"	Rank by $\bar{X}$ Adequacy of Knowledge	Rank by "Readily Available" and "Available"	Rank by $\bar{X}$ Availability
A	15	12	14	14	12	7	8	12	12	4	5
B	3	5	4	4	4	3	1	5	5	1	2
C	14	15	15	15	15	16	16	16	16	16	16
D	12	13	13	12	13	15	15	15	15	14	14
E	8	7	5	3	5	9	10	10	10	8	8
F	5	2	3	8	2	1	3	1	1	2	3
G	10	8	11	6	10	8	6	6	6	9	10
H	13	11	9	9	14	13	13	14	13	15	15
I	9	6	6	10	8	11	12	11	11	11	13
J	1	3	2	5	1	2	2	2	2	3	4
K	16	16	16	16	16	14	14	13	14	12	11
L	11	9	10	11	9	4	4	3	3	6	7
M	6	14	8	7	7	5	5	4	4	5	6
N	2	1	1	1	11	6	7	8	7	7	9
O	4	4	12	2	3	10	9	9	8	10	1
P	7	10	7	13	6	12	11	7	9	13	12

TABLE 3-9

SELECTED RANK ORDER CORRELATION COEFFICIENTS

	Most Essential Programs as ranked by percents from Item 4	Percent Checking "Essential to me"	X̄ Usefulness response	Percent Checking "Little" Knowledge	X̄ Knowledge response	Percent Checking "Very Adequate" and "Sufficient to function comfortably"	X̄ Adequacy of knowledge response	Percent Checking "Readily Available" and "Available"	X̄ Availability response
Item 4	1.00								
"Essential to Me"	.588	1.00							
X̄ Usefulness	.808	.806	1.00						
"Little"	.635			1.00					
X̄ Knowledge			.618		1.00				
"Very Adequate" and "Sufficient"	.694			.952		1.00			
X̄ Adequacy			.643		.936		1.00		
"Readily Available" and "Available"	.545			.953		.979		1.00	
X̄ Availability			.260		.812		.729		1.00

5 percent level of significance = .506

1 percent level of significance = .665

GRAPH 3-1

SUPERINTENDENT'S RESPONSES TO EACH PROGRAM
(PROGRAMS)

J N B F O P M I G L E D H C A K

Rank by "Essential to Me"
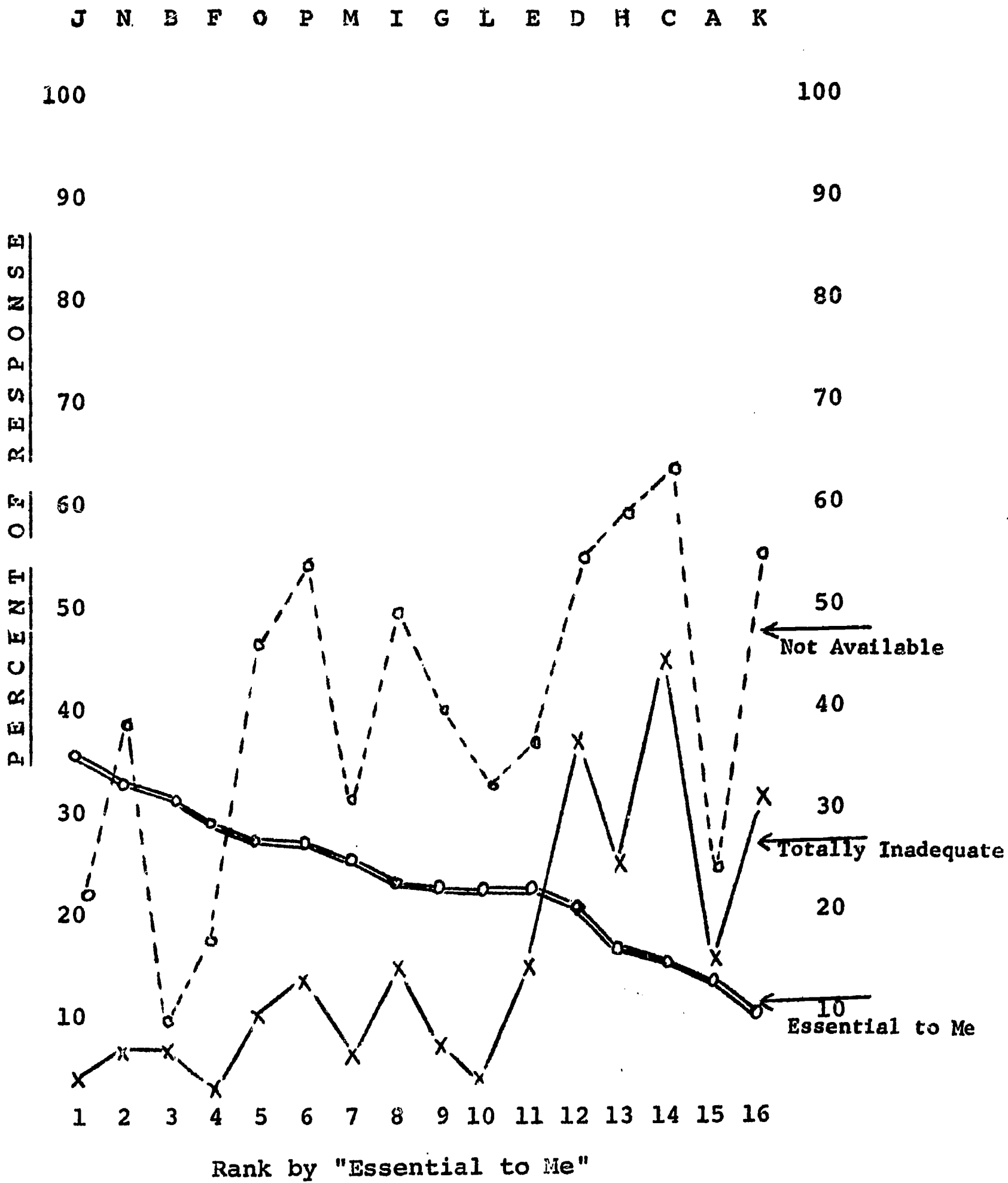
from only those in the two categories. The correlation coeffi-
cients which resulted from comparison of doctorate rankings and
masters rankings are shown in Table 3-10.

Though this provides information about how groups distribute
scores and to some extent how priorities are assigned to the
various programs, rank orders and statistics associated with them
obscure differences between scores. The difference between the
percentage which results in Rank 1 and the percentage resulting
in rank order 2 may be small or may be very sizable. The same
situation exists all the way down the rank. In another case one
group may assign consistently higher scores to each program cate-
gory yet not reflect a different rank ordering. Ten percent, for
instance, could be added to each of the "Essential to Me" re-
sponses for each program and the rank order would be undisturbed.
Those with a doctors degree may consistently rate programs as
more essential than those who have only a masters degree yet the
rank order correlation coefficients may be very high.

Summary of Responses To Individual Programs

A second important part in analyzing the data for the
opinionnaire is the examination of the responses to each program
item in turn for differences which show up in the way various
groups and regions respond to the program. To avoid interjecting
additional variables in this stage of the analysis, the compara-
tive data for this phase of the analysis will be that taken from
superintendent responses only.

A. Instructional Technology: This program is consistently
ranked near the bottom in essentiality. With 13 percent of the
superintendents rating this program "Essential to Me" it is ranked
number 15 out of 16 though the proportionate difference between
it and program C is not statistically significant (C is the ranked
number 14). Those with masters degrees and those with doctors
degrees differ significantly in the essentiality they ascribed
to this program. Eleven percent of those with masters indicated
that the program is "Essential" and 35 percent indicated "Very
Helpful to Me." Nineteen percent of the doctorate respondents
indicated the program is "Essential to Me" and 36 percent indica-
ted "Very Helpful." Regions 3 and 12 have the highest percentage
of "Essential to Me" responses with 21 percent and 19 percent
respectively. Regions 8 and 10 have the lowest, being respective-
ly 2 percent and 0 percent. Master and doctor respondents dif-
fered significantly in the amount of knowledge they possess about
this program. Those with doctorates indicated a greater amount

TABLE 3-10

RANK ORDER CORRELATION COEFFICIENTS FOR RANKS CREATED BY RESPONSES

OF THOSE WITH A DOCTORATE AND THOSE WITH A MASTERS DEGREE

1. rho for comparison of ranks created from percent responses of

    those with a doctorate and those with a masters degree indicating:

    a. "Essential to Me"   .761

    b. "Little" knowledge   .924

    c. "Very Adequate" and "Sufficient to Function

        Comfortably"   .959

    d. "Readily Available to Me" and "Available to Me"   .965

2. rho when ranks created from mean doctorate usefulness

    response and mean masters usefulness response compared   .618

        5% Level of Significance = .506

        1% Level of Significance = .665

of the knowledge. Twenty percent of the master respondents indicated they had little knowledge about the topic, whereas only 15 percent of the doctorate respondents indicate "little" knowledge. With 20 percent of all superintendents indicating that they had little knowledge about the topic, this program ranks seventh in terms of the amount of knowledge possessed by the respondents. It does not differ significantly, however, from program G which is ranked number 8. With 30 percent of the respondents indicating that their level of knowledge is either "Very Adequate" or "Sufficient to Function Comfortably" this program ranks twelfth according to the amount of adequacy in knowledge felt by the respondents.

Seventy-five percent of the superintendents responding indicated that the information about this topic is available to them giving this program an availability ranking of 4. Instructional technology is among the most widely available of the 16 programs, therefore. Eighty-six percent of the respondents with doctors degrees indicated information was available to them, whereas only 72 percent of those with masters degrees indicated this material was available already. If "Not Now Available to Me" is taken as the indication, regions 6 and 7 are the least saturated, with 43 percent and 35 percent respectively indicating the topic is not now available to them.

B. <u>Staff Negotiations</u>: Responses to this program were interesting in that they ranked it among the most "Essential" yet among those for which respondents have the most information and feel most adequate with the amount of information they have. According to the respondents, it is the most currently available of all the 16 program offerings. There was a very sizable difference between the number of masters and doctorate respondents who indicated the program was essential. Twenty-six percent of the masters checked "Essential to Me," whereas 47 percent of the doctorate respondents did likewise. This program also elicited wide regional differences in response. Regions 1, 2, 3, 5, 11, and 12 indicated between 33 percent and 50 percent response for "Essential to Me." Region 6 on the other hand, indicated only 5 percent essential and region 7, 16 percent essential. This information, of course, is consistent with what is known about the status of professional staff relations in these regions.

The data indicate that information on this topic is most available in regions 1, 2, 5, 10, 11, and 12, a low of 2 percent and a high of 10 percent indicating that they did not have access to such material. On the other hand, region 6 indicated the least amount of available information with 38 percent indicating

they had no access to such information. Combined with the fact that those in region 6 indicate no desire or need for such information, however, this may not be surprising.

C. <u>Operational Responses to Pickets, Boycotts, Demonstrations and Riots</u>: Though subsequent correlation analysis revealed that responses to programs B, C, and D were significantly related, this program received a very low ranking on essentiality. Only 15 percent of the superintendents indicating they believed this program "Essential to Me," a rank of 14 out of the 16 programs. On the other hand, 58 percent of the respondents indicated they knew little about the topic making it the least known subject out of the 16. Likewise, only 17 percent considered their present information adequate to function in this area. This program subsequently ranks 16 in terms of adequacy of knowledge. With 37 percent indicating that information was available, this program was reported to be the least available of all the programs.

The fact that superintendents consider their knowledge in this area very inadequate and over 60 percent indicated they have no other source of information about the topic seems inconsistent with the very low essentiality ranking of this program. It would appear that though they are not prepared for these difficulties, the majority feel they have other more pressing deficiencies. Doctorate respondents indicated a considerably higher "essentiality" percentage than did master respondents. Of the twelve regions, superintendents in region 11 indicated the highest "essentiality" with 35 percent checking "Essential to Me." For this program superintendents in regions 7 and 9 indicated the lowest need with 7 percent indicating the program was "essential." In regions 1, 7, 9, and 12 over half of the superintendents indicated their knowledge was totally inadequate to function in this area. On the other hand, 81 percent of those in region 4 indicated that their knowledge was at least enough to get by. In every area at least half the superintendent respondents indicated information about this topic was not now available to them, with as many as 77 percent in region 1 indicating this.

D. <u>Operational Responses to Strikes, Work Stoppages, Mass Resignations, and Sanctions</u>: This program virtually duplicates the pattern indicated by program C. It had a low essentiality ranking (14th), a low knowledge (15th), and adequacy (15th), and availability (14th) ranking. Nearly twice as many respondents with doctors degrees called this program "essential" as did those with a masters degree. Seventeen percent of the master respondents checked "Essential to Me" and 33 percent of the doctorate responses checked the same. Regions 10 and 11 considered this

program to be the most essential with 33 percent and 35 percent respectively. Region 9 was low with a 9 percent essential rating.

E. **Identifying Information Crucial to Administrative Decision-Making:** With 24 percent indicating "Essential to Me," this program ranked 11th in "essentiality." Twenty-six percent indicated they had little knowledge about the topic and 42 percent indicated the knowledge they possessed was adequate to function. Sixty-two percent indicated that information was available. The respective rankings for these categories are 9, 9, and 8. Superintendents in regions 9 and 12 believed this program most essential with 38 percent and 44 percent response respectively. Regions 6, 8, and 10 were low.

F. **Public Relations Techniques and Styles of the Administrator As An Individual:** With 30 percent of the superintendents checking "Essential to Me" this program was ranked 4th in "essentiality" with 7 percent indicating little knowledge and 66 percent indicating their information was "Very Adequate" or "Sufficient to Function Comfortably." This program ranked, respectively, 1 and 2 in terms of knowledge and adequacy of knowledge. Eighty-three percent of the respondents indicated that this information was available from another source making it the second most available of the 16 programs. This again is a case of a topic with high availability and high confidence in adequacy among respondents that is considered also to be an "essential" offering. We can only speculate about this phenomenon. It may be that the superintendents responding to the opinionnaire consider this program so vital that they are willing to pursue it to the exclusion of other areas in which they are admittedly less well prepared and informed.

G. **Power Structure and Leadership Analysis:** Twenty-four percent of the superintendents checked "Essential to Me" for this program giving it an "essential rank" of 9. Twenty-two percent indicated that they had "little" knowledge (rank 8), 50 percent indicated the information they had was "Very Adequate" or "Sufficient to Function Comfortably" (rank 6), and 59 percent indicated that information was available from another source (rank 9). The data places this program in the middle categories reflecting neither an urgent, essential need nor a lack of interest. Forty-six percent of the superintendents from the Pacific Northwest indicated such a program would be essential to them making it by far the most "essential" responding region.

H. **The Nature of Dissent and Disruption in Educational Institutions:** This program has a low priority for "essentiality."

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With 16 percent of the superintendents indicating "Essential to Me" it is ranked 13th. The southwest region (California, Arizona, Nevada) reflects the highest percentage of "essential" votes with 30 percent of the superintendents there checking "Essential to Me." The general amount of knowledge for this topic is among the lowest of the programs with a rank of 13. Forty-four percent of the superintendents indicated they had little knowledge in the area. The program also ranks 13 in the degree of adequacy felt by the respondents with their knowledge. Twenty-three percent indicated that their information was "Very Adequate" or "Sufficient to Function Comfortably." Forty-one percent indicated the program was available resulting in rank 15 in availability, i.e., among the least available. In every region except 10, 50 percent or more of the administrators indicated that information on this topic was not now available to them. This program seems to repeat the pattern of low priority in terms of essential need, coupled with little and inadequate knowledge, and relative inavailability. This topic is apparently not yet of concern to the bulk of superintendents.

I. <u>Introduction to Decision-Making in Conflict Situations</u>: Twenty-four percent of the superintendent sample indicated this program was essential, giving it a rank of 8. Regional differences in essentiality were extremely varied on this program ranging from a low for region 10 of 11 percent to highs of 50 percent in regions 4 and 11. Regions 6, 7, 8, and 10 registered 16 percent or less believing the program to be "essential" whereas regions 4, 11, and 12 reflected 46 percent or higher. In amount of information and adequacy of information this program offering ranked 11 in both categories with 29 percent indicating they had little knowledge and 37 percent indicating their information was adequate. It also ranked 11 in availability with 50 percent indicating the information was available from other sources.

J. <u>The Politics of School Finance</u>: Thirty-seven percent of the superintendents indicated by their response they believed this program to be essential making it the most essential program by rank order. As might be expected a high percent of superintendents indicated the program to be "essential" in each of the twelve regions, though in 7 and 8, only 25 percent indicated the program "essential." In regions 11 and 12, 55 percent and 65 percent respectively indicated the program was "essential." Along with its number 1 rank in "essentiality" this program ranks number 2 in the amount of knowledge and number 1 in adequacy of knowledge. Ninety-three percent of the superintendents indicated they had at least some or much knowledge about this

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topic and 69 percent indicated satisfaction with their knowledge. With 79 percent indicating the program available, the topic was the third most available. This program fits the pattern of an offering which is quite available and for which respondents have high confidence in the adequacy of their knowledge yet at the same time is judged to be most essential.

K. <u>Urban Crises in Education:</u> This program ranked near the bottom in all categories. Ten percent of the administrators believed it to be essential. This was the lowest ranked program in "essentiality." Forty-nine percent of the administrators indicated "little" knowledge and 22 percent indicated their knowledge was adequate, with 46 percent indicating the program information was available elsewhere. These three constitute rankings of 14, 14, and 13. Again, this program fits the pattern of low knowledge, confidence in knowledge, and availability in conjunction with a low rating in essentiality.

More than twice the percentage of respondents with doctorates believed this program essential to them than did those with masters degrees, with 20 percent and 6 percent indicated respectively. Regional variations were consistent with the urban-rural distribution of the region and ranged from a high 25 percent essential in region 4 to a low of 0 percent in region 6, 2 percent in region 9, and 7 percent in region 8. Subsequent correlation analysis revealed no substantial relationship between either the size of the school system or the size of the community and responses to this topic.

L. <u>Relations With Local Government Agencies:</u> Twenty-four percent of the superintendents believed this program to be "essential" to them. This made it the tenth most essential program out of the 16. Its ranking is 4 in the amount of knowledge, 12 percent indicating "little" knowledge. This was an area in which superintendents seemed to be fairly well informed with 65 percent indicating their level of functional knowledge to be adequate (rank 3). Sixty-six percent indicated this information was available to them elsewhere giving it a rank of 6 in availability. Regional variations in the essentiality of this program were quite large. Regions 11 and 12 indicated 40 percent and 35 percent essential respectively. Regions 7, 8, and 10 indicated 12 percent, 15 percent, and 11 percent essential.

M. <u>Human Relations in the School Environment:</u> Twenty-seven percent of the superintendents indicated they believe this program to be essential (rank 7), 15 percent indicated they had "little" knowledge making its rank in amount of knowledge

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5. Fifty-four percent were satisfied with their functional knowledge (rank 5) and 69 percent (rank 5) indicated information was available elsewhere. Regional differences were again marked with regions 11 and 12 reflecting 50 percent and 40 percent essential scores. Region 7 reflected a low of 16 percent.

N. <u>New Roles, Productivity, and Evaluation of Professional Staff</u>: This program was considered to be the second most essential of the 16 with 34 percent of the superintendents checking "Essential to Me." Nearly twice as many doctorate respondents indicated essential as did master respondents. Nearly 50 percent of the superintendents with doctorates considered this program "Essential to Me." Regional differences were again sizable with regions 11 and 12 reflecting highs of 45 percent and 46 percent respectively and regions 6 and 10 reflecting lows of 18 percent and 11 percent essential. With 17 percent of the superintendents indicating little knowledge about the topic this program ranked 6 in amount of knowledge. The 46 percent who indicated satisfaction with the amount of knowledge gave it a rank of 9 in this category and the 62 percent who indicated the program information was available elsewhere gave it a rank of 7 here.

O. <u>Sensitivity Training for School Administrators</u>: Twenty-nine percent of the superintendents indicated this program was "Essential to Me" (rank 5); 28 percent indicated "little" knowledge. This program ranks tenth in amount of knowledge, therefore. Forty-six percent felt adequate with their current level of knowledge (rank 8) and 53 percent (rank 10) indicated the information was available elsewhere. Regional differences were sizable with the administrators in region 4 believing the program to be much less essential than those in regions 11 and 12. Availability also varied greatly according to region. Sixty-four, 66, and 65 percent of the superintendents in regions 6, 7, and 12 respectively indicated this information was "not now available" to them, whereas of the superintendents in region 11, 25 percent indicated they had no access to this information.

P. <u>Physical and Mental Health of the Administrator</u>: This program ranked 6 in essentiality with 29 percent indicating "Essential to Me." It was twelfth in the amount of knowledge with 30 percent indicating they had "little" knowledge, seventh in the adequacy of current knowledge level with 46 percent indicating satisfaction, and twelfth in availability with 47 percent indicating such information now available to them. The administrators in region 11 again, considered this program to be the most essential with those in 4 and 12 believing it to be the least essential with 19 percent response.

The percentage breakdowns yielded several general patterns which were consistent throughout the data.

1) For every program, those with a doctorate considered the program significantly more essential than did those with masters degrees. These percent differences ranged from 4 percent on programs F and L to 17 percent on program K. In some instances, the doctorate percentage was nearly double that of the masters degree holders who believed the program to be essential.

2) Regional response patterns are evident in the data. Generally regions 6, 7, 8, and 10 reflect consistently lower percentages on "essential," "adequacy," "availability," and higher percentages on "little" knowledge. Regions 1, 2, 3, 4, 11, and 12 are generally higher with perhaps 11 and 12 reflecting the most consistent highs.

3) The data breakdown further confirms earlier indications that programs viewed as most essential were also those most likely to be currently available and in which the respondents have more knowledge.

Intercorrelation Matrices

The data were examined to see if responses to programs were relatively independent. To test this independence an intercorrelation matrix was computed. The outputs of this computation are included below as Table 3-11.

TABLE 3-11

INTERCORRELATION MATRIX OF RESPONSES TO PROGRAMS

	A1	B1	C1	D1	E1	F1	G1	H1	I1	J1	K1	L1	M1	N1	O1	P1
A1	1000															
B1	257	1000														
C1	270	445	1000													
D1	263	538	727	1000												
E1	299	330	299	342	1000											
F1	225	332	228	297	470	1000										
G1	265	382	390	434	508	578	1000									
H1	251	328	450	462	415	423	580	1000								
I1	284	343	383	438	545	522	629	579	1000							
J1	191	364	271	306	383	534	527	378	487	1000						
K1	169	231	407	396	310	253	378	397	358	234	1000					
L1	218	221	221	264	368	467	516	374	470	496	303	1000				
M1	225	233	283	306	385	421	475	429	534	390	342	490	1000			
N1	292	332	282	355	445	440	449	397	484	425	253	459	420	1000		
O1	240	320	216	291	436	492	474	378	477	391	245	409	464	513	1000	
P1	166	263	216	278	344	416	374	373	434	402	214	460	372	442	524	1000

Examination of this matrix reveals that there is substantial relationship between responses in the usefulness category for each program. The correlation coefficients range from a low of .166 to a high of .727 between programs C and D. In most cases the coefficients reflect a .4 to .6 relationship. What is suggested by these correlations is that there is some tendency for a respondent who marks one program high to mark others high and conversely for those marking one low in essentiality to mark others similarly. To some extent, therefore, a generally higher, or generally lower response pattern emerges. Respondents reacted generally more favorably or more negatively to all the programs.

To further examine the relationship between the four items for each program (i.e., usefulness, amount of knowledge, adequacy of knowledge, and availability) each of the four responses for each program was compared statistically by means of a 64x64 intercorrelation matrix. The correlation coefficients reflecting intercorrelations for the four items to each program have been extracted from this matrix and are shown in Table 3-12. This table reveals that usefulness responses are not related generally to responses about knowledge, adequacy, or availability. On the other hand, a sizable relationship exists between responses to the amount of knowledge and the adequacy of that knowledge reflected by each respondent. Likewise, sizable correlations exist between adequacy of knowledge and availability of the topics and between knowledge and availability. Responses to these correlated categories cannot be said to be the same, however, and responses for how much is known cannot be taken to be the equal of those for adequacy or availability (in most cases the percent of association is no greater than 25 to 40 percent). Nonetheless, these coefficients seem to indicate that when the information is available, superintendents will avail themselves of it and increase their knowledge. Also the more knowledge they have, the more adequate they believe their knowledge to be.

Somewhat surprisingly the amount of knowledge, the adequacy of knowledge, or the availability of the topic bear no strong relationship in most cases to the adjudged usefulness of the topic. This information is somewhat contradictory to that obtained from the rank order correlations and examination of the percentage data. These differences may result from differences in the way these correlations are computed. In the case of rank orders, the correlation is derived from grouped data. In the case of correlation matrix, correlations are computed on the basis of individual responses. Therefore, though the superintendents as a group may tend to reflect high percentage usefulness scores for the same programs they rate high in availability,

TABLE 3-12

CORRELATION COEFFICIENTS FOR PROGRAM ITEM RESPONSES AS

EXTRACTED FROM A 64 x 64 INTERCORRELATION MATRIX

	*1-2	2-3	3-4	1-3	1-4	2-4
A	.103	.437	.416	NS	NS	.364
B	NS	.532	.507	-.149	-.104	.491
C	NS	.596	.599	NS	NS	.532
D	NS	.640	.591	NS	NS	.565
E	.148	.663	.615	NS	NS	.574
F	-.115	.542	.514	-.164	-.164	.474
G	NS	.673	.643	NS	NS	.563
H	.132	.612	.572	NS	NS	.542
I	NS	.608	.592	NS	NS	.505
J	NS	.592	.584	-.116	-.146	.562
K	.381	.655	.577	.302	.246	.553
L	.139	.624	.584	NS	NS	.470
M	.289	.607	.570	NS	NS	.502
N	NS	.596	.583	NS	-.122	.471
O	NS	.637	.552	NS	-.116	.520
P	-.157	.643	.585	-.214	-.214	.527

* 1. Responses to "How Useful Would This Offering Be to You Professionally"

2. Responses to "How Much Do You Know About This Topic"

3. Responses to "How Adequate is Your Present Skill and Knowledge to Function In This Area"

4. Responses to "Is Information About This Topic Available to You From Other Sources?

the individual who indicates a high essential response does not consistently reflect high knowledge or high availability responses to the same program.

Analysis of Time, Tuition and Location Variables

Of particular interest is the amount of time and money that will be allocated for attendance at NASE offerings. From the responses to question number 7, a demand curve based on the length of program offering was computed. Graph 3-2 shows this demand curve. To produce this curve, the mean of each of the probability of attendance responses for the time periods was computed. This was charted using the mid-point of the time period as reference. For example, the 5 to 10 day category mid-point would be about the eighth day. There is no way of knowing whether respondents to the question "If The Offering Were 10 to 15 Days in Length" tended to average the time or considered the maximum or minimum in determining their response. This accounts for the selection of mid-point. The demand curve so derived is quite inelastic with a very sharp downward slope. From it can be determined that as courses are lengthened in time the probability of attendance falls off sharply.
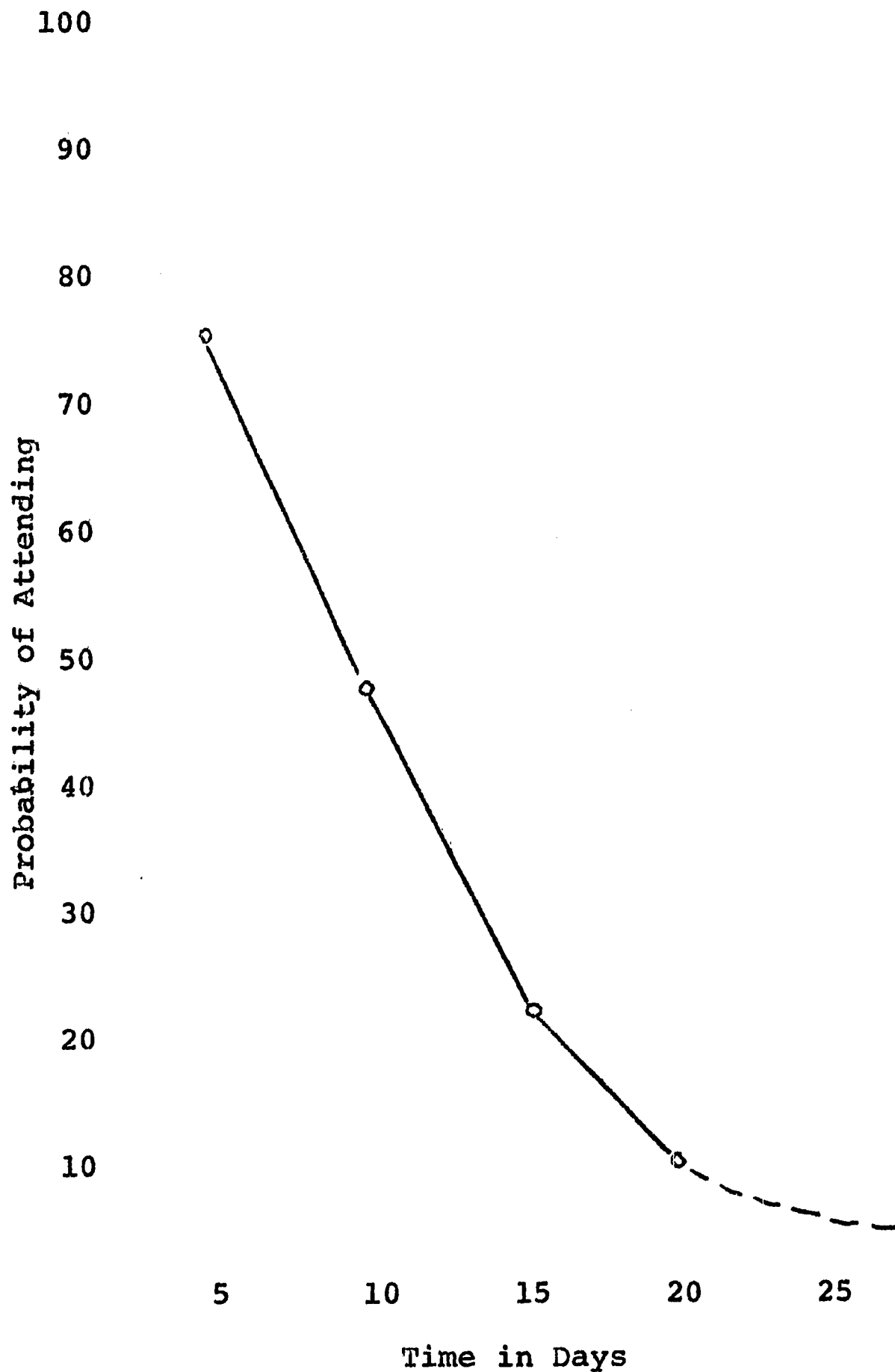
Graph 3-3 presents a demand curve for course offerings at various tuition rates. These curves were computed from responses to question 12 on the opinionnaire. Three curves are reflected in the graph. One shows superintendents with a doctorate, one superintendents with a masters degree, and finally a solid line showing the responses of all superintendents. It can be seen clearly that: 1) all of the curves are quite inelastic and reflect a very sharp downward slope; and 2) the demand curve for those with doctorates has shifted outwardly in a marked way.

At any given percentage of attendance greater fees would·be paid by the group with a doctorate than with a masters. At the same tuition level, a considerably larger percentage of those with doctorates would attend any course offering than those with a masters degree.

The effect of centralizing programs vs. regionalizing them is more difficult to determine from the data. In the regional question it was suggested that the central locations might be Washington, D.C. and Santa Barbara, California. It would be expected, therefore, that those in the proximity of these sites would be less likely to be affected by the centralizing. To some extent the regional data supports such a contention. But the data does not reveal as strong a tendency in this direction
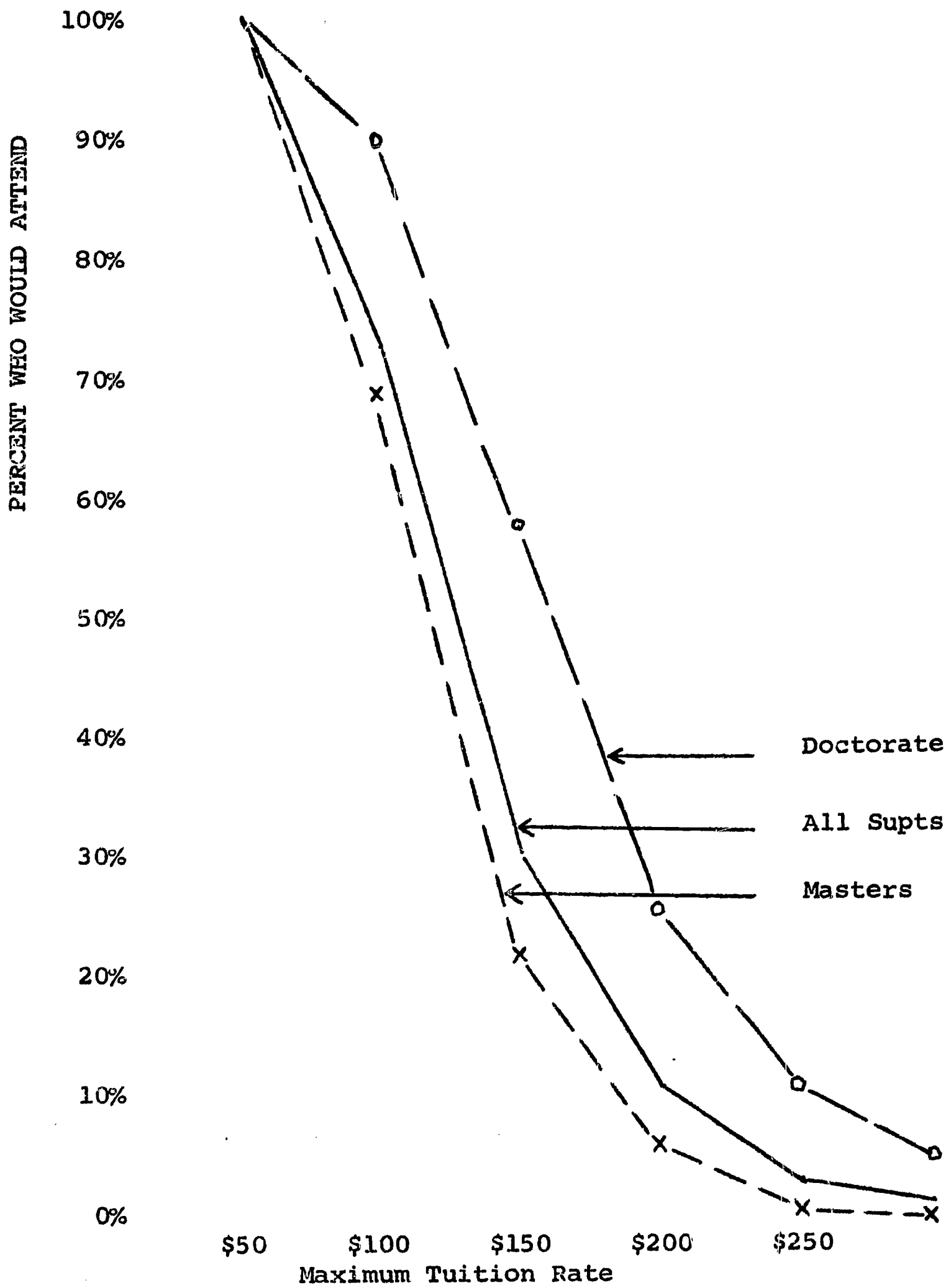
GRAPH 3-2

DEMAND CURVE - TIME
(DATA FROM TOTAL SAMPLE)

GRAPH 3-3

DEMAND FOR OFFERINGS AT VARIOUS TUITION RATES
(DATA FOR SUPERINTENDENTS ONLY

PERCENT WHO WOULD ATTEND

100%
90%
80%
70%
60%
50%
40% ← Doctorate
30% ← All Supts
    ← Masters
20%
10%
0%

$50 $100 $150 $200 $250

Maximum Tuition Rate

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as one would expect. If it is assumed that regionalizing the
programs would increase the likelihood of attendance then it
must conversely be assumed that centralizing them (that is, giv-
ing them in one or two locations) would decrease the likelihood
of attendance. In 6 of the 12 regions less than 50 percent of the
superintendents reported that they would be less likely to attend
an offering in Santa Barbara or Washington, D.C. These regions
were 1, 2, 3, 4, 5, 6, and 11. With the exception of California,
Arizona, and Nevada, however, the western half of the United
States seemed to favor regionalizing programs. The percentages
of responses in regions 7, 8, 9, 10, and 12 went from 57 percent,
who indicated that they would be less likely to attend in region
8, to 64 percent less likely to attend in region 12.

Those having masters degrees would seem more likely to
resist centralization than those with doctorates. Fifty-one
percent of the masters respondents stated the chances would be
less of their attending if the course were centralized. Only
30 percent of those with a doctorate would be less inclined to
attend if the offering was centralized. On the other hand, 16
percent of those with a masters reported that the chances would
be higher if the course was centralized whereas 30 percent
of the doctorate respondents indicated they would be more likely
to attend a centralized offering. This would be supported by
answers to question 9. Sixty-eight percent of the masters re-
spondents declared that location was a substantial factor in
their decision to attend, whereas only 46 percent of the doctor-
ate respondents indicated location as a substantial factor.

In effect of tuition rate there is the same relationship
between superintendents with a masters and superintendents with
a doctorate as in the effect of location. Forty-four percent of
the respondents with a masters degree indicated that a substantial
factor in their decision to attend would be the amount of tuition.
Only 24 percent of those with a doctorate, however, indicated
that a substantial factor in their decision would be the amount
of tuition charged.

What seems to emerge from this data is the fact that those
who hold a doctorate are willing to travel more extensively and
to spend larger amounts of money if necessary to satisfy their
inservice development needs. It might also be inferred from
the data that those with doctorates are more likely to be in-
fluenced by the substantive nature of the offering in making
up their mind than those with lesser degrees.

Nature of the Respondents

Considerable background data was collected for each respondent such as age, years of experience, size of the district in which he serves as administrator, and so forth. In an attempt to ascertain the relationship of these background variables with responses to the other opinionnaire items, correlations were analyzed by means of a 40x40 intercorrelation matrix. With the exception of inter-item correlations (the four parts to item 7 and the 10 parts to item 13) large correlations were not revealed in the matrix. Surprisingly, the size of the district and the size of the community in which the district was located (an indication of the urbanness of the area) had virtually no relationship with any of the programs or with any of the other variables. The only correlation obtained for these two was an intercorrelation between them of .971.

The probability of attending a session for any given time period (question 7) was slightly related to the responses to the usefulness of the program, with the probability of response for less than 5 days being the most highly related. These correlation coefficients, however, did not exceed .3.

The probability of attendance in a given time period was related to the amount of time which would be allotted to attend Academy offerings (question 16). The relationships here were approximately .4.

Not surprisingly, the degree of school board support for attendance anticipated was related to both the amounts of money and the amount of time which would be allowed for Academy offerings. Correlations in this group were in the .3 to .4 range.

Somewhat surprisingly, the years of training as evidenced by a degree of the respondent were only slightly related to responses on each program. The strongest relationship between the degree and another variable was discovered with regard to the tuition maximum that would be paid. The coefficient in this case was .337 indicating that there is some tendency for higher tuition limits to be associated with higher degrees.

Belief that the Academy would have an impact on professional development (question 13E) revealed a number of correlations above the .3 level both for responses to individual programs and to the amount of time and money which could be

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allocated to Academy events. The amount of money budgeted (question 17) and the amount of tuition and time evidenced relationships to the extent of about .4. There is some tendency to allocate time and money proportionately to Academy events.

Reactions to The Academy Idea and Its Relationship to AASA

The Academy seemed to draw sizable support generally from superintendents. About 99 percent of the superintendents sampled felt that the Academy was either a good or a very good idea. Ninety-four percent indicated that they believed the Academy was "Practical and Worthy of Support" by members. About 79 percent of the superintendents sampled agreed with the statement "My School Board Will be Eager to Have Me Attend Sessions."

AASA's relationship to the Academy was also seemingly endorsed by results from the sample. To the item "Only AASA Will be Able to Make Something Like This Work," 81 percent of the superintendents sampled agreed, 19 percent disagreed. To the item "The Academy Idea Probably Can Not be Implemented by AASA," 94 percent disagreed, and finally to the item "The Academy Should be Affiliated With and Operated by a University," 71 percent expressed their disagreement.

The superintendents seemed to believe that the Academy can, in fact, have a sizable impact on their professional development and on schools in general. Eighty-six percent of the responding superintendents agreed with the statement, "The Academy Will be a Real Source of Innovation in the Schools." Eighty-seven percent agreed with the statement "The Academy Will Have a Direct Impact on My Professional Development." Eighty-nine percent agreed with the statement "The Existence of the Academy Will Prompt Me to Reassess How I Provide for My Professional Development." Seventy-two percent of those superintendents responding believed the Academy could have tremendous or appreciable impact on schools.

CHAPTER IV

ANALYSIS OF ACADEMY PRESESSIONS

HELD DURING OCTOBER 28, 1968

THROUGH NOVEMBER 25, 1968

The idea and the title of Academy Presessions originated with the Academy Task Force on Evaluation and Feasibility. This Task Force recognized the need for field testing not only the content of programs suggested by the Task Force on Program, but also the reactions of administrators to fees, the willingness of administrators to enroll in seminars and clinics of a duration of 5 days or more, and the operational problems encountered in sponsoring and planning Academy programs in various sections of the nation. The decision to embark on the field tests was made by the Task Force late in July, 1968. The title of "Presessions" was selected to minimize consideration of the programs as the official beginning of the Academy. Expenditures for the Presessions were financed in part out of the U.S.O.E. grant and in part by AASA. No deficits were contemplated at the initiation of planning and none developed.

Only three Academy Presessions could be planned to meet the time constraints of the project. Program content had to be translated into daily sessions with Academy Professors employed and desirable instructional facilities located on relatively short notice. All this had to be done before announcements could be printed and mailed and before students could be recruited. The timing of the seminar or clinic was often determined by the availability of a desirable motel or hotel.

The first Academy program, a Clinic on "Politics and Power Structure Analysis for the School Executive," was held in Kansas City, Missouri during October 28-November 1. S. J. Knezevich was Clinic Director and was assisted by Dr. W. R. Lane of the University of Iowa. Twenty-nine were in attendance. The second program was the Academy seminar on "Negotiation and the School Administrator" held in Detroit, Michigan during November 6-14, 1968. The Academy was fortunate to recruit the services of Dr. George B. Redfern as the Seminar Director who was assisted by Dr. Harry Randles of Syracuse University. This longest and most expensive program proved to be the most popular. Forty-six were in attendance. About 15 applicants were turned down because of a lack of space. The third program was a Clinic entitled "PR Challenges of the School Executive" and was held in Santa Barbara during November 19-25, 1968. S. J. Knezevich was Clinic Director and was

assisted by Dr. William Monahan of the University of Iowa. Thirty were in attendance.

The only unusual problem was the cancellation of enrollments. About 15 to 30 percent who enrolled subsequently found reasons to cancel their enrollments. To illustrate, there were at one time 49 registered for the Kansas City Clinic. By October 28, the number dropped to 35 enrollments and only 29 showed up. The number of expected participants in Detroit was 55 but only 46 appeared. Only one or two failed to appear in Santa Barbara.

Presession announcements were mailed at the very time schools opened in early September -- a most inopportune time -- but there was no other alternative. Furthermore, all seminars and clinics were scheduled for completion prior to Thanksgiving. This meant that administrators had very little lead time to fit Academy Presessions into crowded calendars.

Stated another way, it can be said that the Academy programs constituted a severe test which revealed how quickly seminars and clinics could be planned and launched, the ability of NASE programs to attract administrators on very short notice, and the willingness of the membership to pay substantial fees to attend. Fees for the Presessions ranged from $130 to $185 for AASA members with a $50 additional charge for non-members. Less than ten of the approximately 103 enrolled in all programs paid the non-member fee.

Each student was given a specially designed notebook (approximate cost $1.78 each) filled with material pertinent to the clinic or seminar. A unique certificate design was developed. The Academy "Certificate of Achievement" was placed on a small masonite board and then laminated. On the back of the board is an attachment which allows the mounted and laminated certificate to be hung on a wall or to be placed free-standing atop a desk or shelf. The total cost of the 5" x 7" masonite, lamination of certificate, and display attachment is about $.85 per certificate. Certificate printing cost about one dollar a piece. The certificate was designed with a calendar date 1968 being clearly visible.

THE PROFESSORS

Forty men were recruited as National Academy Professors for the Presessions. The Professors represented practitioners, academicians in educational administration and in other relevant fields, officials in governmental agencies, and laymen from private enterprise as well as the professional association. The

number in each category is shown in Table 4-1. It is evident that the instructional staff represents the collaboration of individuals from many facets of our society. This balance in the instructional staff distinguishes the Presessions from many inservice programs for educators. Furthermore few inservice programs provide the breadth of background which is characteristic of the National Academy Professors as a group for the Presessions.

TABLE 4-1

NATIONAL ACADEMY PROFESSORS FOR PRESESSIONS

BY CURRENT POSITION

Current Position	Presession			
	Kansas City	Detroit	Santa Barbara	Total
School Administrator	2	3	5	10
Professor-- Educational Admin.	3	1	3	7
Professor-- Other Disciplines	4	1	1	6
Governmental Agency	3	1	1	5
Layman	2	0	7	9
Professional Assoc.	1	1	2	4
TOTAL	15	7	19	41*

* Includes one duplication

THE PARTICIPANTS

Interest in the Academy Presessions surpassed expectations. Over 700 inquiries were received. At one time more than 150 persons were enrolled and as stated earlier some had to be turned

down for the Negotiations Seminar. As a result of subsequent con-
flicts in schedules the number actually registered totaled 105.

Age

The Presessions attracted a relatively young group of edu-
cators as can be seen in Table 4-2. Eighty-three percent of the
participants were between the ages of 35 and 54. Approximately 10
percent were less than 35 years of age and only 6.6 percent were
55 years old or older. In other words 60 percent of the partici-
pants could look forward to 20 years or more of service prior to
retirement. In fact, 93 percent could expect a minimum of ten
years of service prior to retirement.

The age distribution of Presession participants can be com-
pared with that of the AASA membership as a whole. Those who at-
tended the initial Academy programs were the younger members of
the Association.

TABLE 4-2

DISTRIBUTION OF PRESESSION PARTICIPANTS

BY AGE

Age	Percent	
	of Presession Participants	of AASA Membership*
Less than 35	10%	3%
35-44	50%	33%
45-54	33%	33%
55 or more	7%	30%
Total	100%	99%

*Source of Data: AASA-NASE Opinionnaire Survey

Degrees

The Academy is in fact a post-graduate institution as in-
dicated by the earned degrees of participants. (See Table 4-3.)
All participants had at least a master's degree and nearly one-
half held either the Educational Specialist or an earned doctorate.

There was a tendency for the participants to hold higher degrees than the AASA membership in general. It is of interest to note, however, that at the Detroit seminar on Negotiations and the Santa Barbara clinic on Public Relations the percentage of participants holding the M.A. Degree (63 percent and 53 percent, respectively) was greater than the percentage with the doctorate (30 percent and 34 percent, respectively). These figures reflect the pattern for the general membership. On the other hand at the Kansas City clinic on Politics only 24 percent held the M.A. degree and 62 percent held the doctorate.

It is evident that the clinic on Politics attracted participants with a more extensive academic background than was true of the other Presessions. It may be concluded, therefore, that academic background was a factor in determining participation in the Presessions.

TABLE 4-3

DISTRIBUTION OF PRESESSION PARTICIPANTS

BY HIGHEST DEGREE HELD

Degree	Percent	
	of Presession Participants	of AASA Membership
A.B.	–	1%
M.A.	49.5%	60%
Specialist	5.7%	6%
Doctorate	42.9%	34%
Not given	1.9%	–
Total	99.9	101%

*Source of data: AASA-NASE Opinionnaire Survey

Position of Participants

The majority of the participants were Superintendents (62.9 percent) or Assistant Superintendents (9.5 percent) which together accounted for 72.4 percent of all participants. In other words

nearly three-fourths of the participants were either the chief administrative officer or the second-in-command in an elementary, secondary or unified school district. The remainder of the participants were central office staff members (11.5 percent), principals (4.8 percent) and other (5.7 percent), most of whom were university personnel such as Deans or professors.

A similar distribution of positions was noted for two Presessions. A different one prevailed at the Detroit seminar on Negotiations. This topic appeared to have greater appeal for assistant superintendents who accounted for 18.6 percent of Detroit participants, and less appeal for professors or deans (none). On the other hand approximately ten percent of the participants at both the Kansas City clinic on Politics and the Santa Barbara clinic on Public Relations were professors or deans. It is apparent that the content of the Presession was related to the rate of participation for the various positions represented.

Geographic Representation

The Presessions had a national flavor. Thirty-two states were represented by the participants. Aside from the fact that neither Alaska nor Hawaii were represented there was no discernible pattern of participation. This is in itself an important finding. Apparently geographic proximity was not a significant factor in determining participation in the Presessions. This conclusion was confirmed by an analysis of participation on a regional basis. Therefore, it is concluded that the impact of the Academy Presessions was national in scope.

General Implications

The Academy Presessions attracted a younger group of participants than the age pattern in AASA membership would indicate. Because of this appeal to relatively young administrators it is evident that there is ample opportunity for long range benefits from the Presessions.

There is evidence that program content was a factor determining the attractiveness of a program to AASA members. This was apparently true in relation to both the amount of education and positions held by the participants. It may be hypothesized that political analysis was regarded as being somewhat more sophisti-

cated than the other two topics and could have been reasonably expected to attract those with broader educational experiences. An alternative view may be that political analysis was perceived as having less direct application and therefore less appealing to those whose educational experience was more limited. One may speculate that the size of the district represented by the participant may have been a significant factor in this phenomenon, to the extent that possession of a doctorate and membership on the staff of a large school district are positively correlated.

With reference to positions held, the Detroit seminar on Negotiation included relatively fewer superintendents, substantially more assistant superintendents, and fewer professors or deans than the other Presessions. This pattern could have been anticipated to the extent that assistant superintendents have significant responsibilities for negotiations. Whatever the underlying reasons, it must be concluded that the program content was differentially related to both the positions and degrees held by the participants in the Presessions.

The impact of the Academy Presessions was national in scope as evidenced by the fact that two-thirds of the states and each of twelve regions were represented by the participants at the Presessions. It can be concluded that the geographic location of the Presession was not a significant factor in determining the rate of participation.

The patterns of participation examined here confirm that the Presessions are consistent with the image of the Academy as a nationally based post-graduate institution dedicated to the professional development of school administrators.

THE PARTICIPANT REACTION

It is evident that the Presessions were very well received by the participants. In fact the enthusiasm of the participants went beyond all expectations. The feeling that the Presessions were substantially superior to the previous inservice experiences of the participants pervades the evaluations.

The Response

Seventy percent of the participants completed evaluation forms. The pattern of the response is shown in Table 4-4. The relatively low response for the Santa Barbara Clinic places some limitation on the interpretation of the data.

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TABLE 4-4

RESPONSE OF PARTICIPANTS TO REQUEST FOR EVALUATION

Presession	No. of Participants	No. Responding	Percent Response
Kansas City	29	22	75.9%
Detroit	46	35	83.3%
Santa Barbara	30	17	59.4%
Total	105	74	70.5%

General Appraisal

The number of favorable general appraisals exceeded the number of negative appraisals by a ratio of nearly 12 to 1. The comments ranged from "The seminar has been effective but could be better," to "Excellent...the best I've attended," and "This conference was the first of its type that really got to the roots of the problem that the modern administrator has to deal with."

The extremely favorable response to the Presessions might be interpreted by some as evidence of a biased evaluation if it were not for the very wide range and the general candor of the responses which provide some evidence of their objectivity. The participants did not hesitate, for example, to criticize admittedly inadequate facilities.[1] A small number of participants also had very specific suggestions for improving the programs.

For the Kansas City clinic on Politics 86.3 percent of the respondents gave a positive general appraisal of the clinic. The Santa Barbara clinic on Public Relations was given a positive general appraisal by 94.1 percent of the respondents. The Detroit seminar on Negotiations was given a positive appraisal by 51.4 percent of the respondents. It is evident that both the Kansas City and Santa Barbara clinics were very well received by the

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1 At the Detroit seminar on Negotiations, thirteen participants criticized one or more aspects of the facilities and twenty-one felt that the seminar was too long, yet eighteen respondents gave a positive general appraisal.

respondents. The relatively less favorable reception of the Detroit seminar can be attributed to two factors; the inadequate facilities and the length of the seminar.

Program

While many factors contributed to the success of the Presessions the instructional program, per se, is of primary concern.

Conceptual Information.--The conceptual information provided by the Presessions was regarded as being very valuable by the respondents. For each of the clinics the mean response in the "Very Valuable" category (Response A) exceeded the mean response for the three lowest categories (Responses C, D, and E).[2] Furthermore two-thirds or more of the responses in the evaluation of conceptual information were in the positive category for each of the clinics.[3]

The response on individual items was more variable. For the Kansas City clinic only two of the 15 items received a negative response by as many as one-third of the respondents. Four of the nine items were rated negatively by one-third or more of the Detroit respondents. Six of the nineteen items were rated negatively by the Santa Barbara respondents.

The evidence presented above indicates that although the respondents generally responded positively in their evaluation of the conceptual information presented that specific items were perceived as being inappropriate or inadequately presented. This would appear to indicate that the participants were quite discriminating in their evaluation of this aspect of the Presessions and that they expected a high quality of information to be presented.

Activities.--The seminar and clinic activities were generally perceived as making a positive contribution to the Presessions. For each of the clinics two-thirds or more of the responses in

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2   Five response categories were provided: (A) Very Valuable, (B) Helpful, (C) Marginally Helpful, (D) Weak, and (E) Not Useful.

3   For purposes of comparison the five responses were dichotomized: A and B responses (Very Valuable and Helpful) were classified as positive responses and C, D, and E responses (Marginally Helpful, Weak, and Not Useful) were classified as negative responses.

the evaluation of seminar or clinic activities were in the positive category.

With reference to specific activities, only one of the six activities in the Kansas City clinic, two of the six activities of the Detroit seminar, and two of the eight activities of the Santa Barbara clinic were rated negatively by one-third or more of the respondents. It is interesting to note that five of the eight activities for the Santa Barbara clinic were given a positive rating by 88 percent or more of the respondents.

As in the case of conceptual information, the participants were quite discriminating in the evaluation of Presession activities. It is evident that they expected high quality in these activities.

The Academy Professors.--The majority of the Professors were evidently regarded as meeting the expectations of the participants. The procedures used for evaluating the Academy Professors permitted an identification of only the extremes.[4] In each Presession four to five instructors were rated as one of the "top consultants" by 40 percent or more of the respondents and two or three instructors were rated "marginally effective" by 40 percent or more of the respondents.

The fact that the respondents were free to rate as many instructors as they wished as "Marginally effective" but were instructed to select only the top four consultants evidently was regarded as a constraint. Several participants wrote down the names of more than four "top consultants" or commented that it was difficult to pick only four. Conversely the mean number of negatively rated consultants was fewer than three for each of the Presessions. The responses indicate, therefore, a high appraisal of the instructional staff in general but also serve to indicate that only highly competent staff members can meet the expectations of the participants.

---

4   The participants of the Santa Barbara clinic and the Kansas City seminar were asked to select the four most effective instructors and to list the ineffective instructors. The Detroit participants were requested to rate the consultants in one of four categories: A, Outstanding; B, Effective; C, Marginal, and D, Weak. The latter were dichotomized for purposes of analysis. Those receiving an A or B evaluation were assigned a positive rating and those receiving a C or D evaluation were assigned a negative rating.

Facilities

The facilities for the Kansas City and Santa Barbara clinics were judged very acceptable by the respondents. In fact, all factors were rated "Good" or better (C, B, or A) by 81.8 percent of the respondents at these two clinics.

A specific evaluation of facilities was not requested for the Detroit seminar but one-third of the respondents made specific criticisms of one or more aspects of the facilities. The poor location of the motel with its isolation and lack of adequate transportation were mentioned most frequently.

Suggestions By Participants

Evidence of the satisfaction of the participants with the Presessions is provided by lack of agreement among the respondents for suggested improvements. Only one suggestion found support among more than 10 percent of all the respondents. This suggestion was relevant only to the Detroit seminar for which 48.6 percent of the participants suggested a shorter session. While over two dozen other suggestions were made, no other single suggestion was mentioned by as many as 10 percent of the respondents.

Summary

The Presessions were very well received by the participants. In general, the various factors of the Presessions were perceived as making a positive contribution to the Presessions. One or more items related to conceptual information, activities, and facilities and one or more staff members in each of the Presessions was negatively rated by as many as one-third of the participants. These ratings do point out specific weaknesses of the Presessions but they also emphasize the magnitude of the positive responses and establish a degree of objectivity for the evaluations. The lack of general agreement on suggestions for improving the Presessions provide further evidence of the satisfaction of the participants.

To summarize, the evaluation responses present a picture of highly satisfied participants. Although there were specific criticisms of one or more elements of the individual Presessions there were no areas of uniform weakness apparent in the Presessions as a group.

CONCLUSIONS

The Presessions demonstrate that there is a demand for in-service experiences provided by a nationally based post-graduate institution which is concerned exclusively with the professional development of school administrators. Beyond this there are certain general conclusions which emerge from an analysis of the Presessions.

1) The Presessions attracted relatively younger participants than the AASA membership in general.

2) The geographic location of the Presessions was not a significant factor in determining participation.

3) The program content of the Presessions was a factor in determining participation.

4) The Presessions were perceived as being valuable by the overwhelming majority of the participants.

5) The program content including conceptual information and activities, the instructional staff, and physical facilities were all important factors which determined the total effectiveness of the Presessions.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

There is considerable interest among school administrators in the National Academy model as evidenced by the opinionnaire survey and presession attendance. Assuming relevant programs, instructional periods of one or two weeks, and instructional fees of no more than $200 per week, school administrators will pursue professional development programs. The support of the National School Boards Association and the American Association of School Administrators is evident from the written endorsements for NASE.

The NASE model can be implemented as a nationally based professional development vehicle. It is feasible from a fiscal point of view to launch the first dimension, that is, the short term seminars and clinics. More development work is needed on the second and third dimensions before it is practical to operate these phases. There are several advantages in establishing a structural relationship between the proposed NASE and the AASA. This relationship will give the NASE national visibility, greater and quicker acceptance among school administrators, a way to attach greater credibility to its system of awards for professional development, and a measure of financial stability during its early years of operation. It can be concluded that a decisive majority of AASA members feel that AASA can implement the NASE with success.

The system of awards can be used to stimulate further the interest in professional development started by relevant program content. Survey data on what types of program content are most useful and, therefore, the most attractive to administrators are confusing. Responses from the opinionnaire lead to the conclusion that the amount of knowledge on a topic possessed by the administrator, the adequacy of this knowledge, or the availability of programs for gaining such knowledge bears little relationship in most cases to those programs judged to be most "useful" by administrators.

The typical superintendent who attended Academy presessions was likely to be in his forties and better prepared than the typical AASA member. It appears that the more one learns, the more he desires to learn. Those who hold a doctorate are willing to travel more extensively and expend larger amounts of money if necessary to satisfy inservice development needs.

The probability of an administrator attending an inservice development session was related slightly to the perceived usefulness of the program. The longer the period of instruction the lower the probability of attendance with the probability dropping sharply after five days. The higher the tuition rate, the lower the percentage of administrators likely to attend. A very sharp drop of interest appears to occur as the instructional fee per week moves from $100 to $150.

RECOMMENDATIONS

(1) The National Academy should be sponsored and implemented by the American Association of School Administrators.

(2) There should be further development of the remaining dimensions of the Academy.

APPENDIX A

AASA NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

TASK FORCES

ON PROGRAM

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 Educational Administration
School of Education
University of Wisconsin
502 State Street
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Superintendent of Schools
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(Phone: 412 682-1700)

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ON RESOURCES

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Robert L. Chisholm
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ON STRUCTURE

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(Phone: 304 293-5531)

Richard C. Lonsdale, Head
Division of Administration &
    Supervision
School of Education
New York University
Washington Square
New York, N. Y. 10003
(Phone: 212 598-2920)

Raymond O. Shelton
Superintendent of Public
    Instruction
Hillsborough County Public
    Schools
County Courthouse
P. O. Box 3408
Tampa, Florida 33601
(Phone: 813 223-2311)

ON EVALUATION AND FEASIBILITY

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Superintendent
Union High School System
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Kenneth E. Oberholtzer
(Retired Superintendent)
3244 S. Gregg Ct.
Denver, Colorado 80210
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Harold L. Wenaas
Superintendent
Great Falls Public Schools
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NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

Program Writing Consultants

1. Dr. Nathan Brown
   Executive Deputy Superintendent
   New York City School Board of Education

   OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNA-
   TIONS, AND SANCTIONS: Examine strategies appropriate to resolve
   critical issues and operations during various stages of mili-
   tant actions by professional or noncertified personnel. (Clinic)

2. Dr. Glen G. Eye
   Professor of Educational Administration
   University of Wisconsin

   INSTRUCTIONAL TECHNOLOGY: An analysis of hardware and software
   available to promote learning in the schools, e.g. program
   instruction, computer-assisted instruction. (Clinic)

3. Dr. Robert S. Fox
   Professor of Education
   The University of Michigan

   THE NATURE OF DISSENT AND DISRUPTION IN EDUCATIONAL INSTITU-
   TIONS: To identify sources of discontent, to discuss policies
   and strategies for coping with disruptive forces. (Seminar)

4. Dr. Samuel Goldman
   Chairman, Department of Educational Administration
   Syracuse University

   RELATIONS WITH LOCAL GOVERNMENT AGENCIES: Identify local gov-
   ernment agencies which have an impact on education and examine
   practical strategies for cooperating with these agencies for
   the improvement of education. (Clinic)

5. Dr. Ralph B. Kimbrough
   Chairman, Department of Educational Administration
   University of Florida

   POWER STRUCTURE AND LEADERSHIP ANALYSIS: Review and discuss
   power-structure studies, community leadership efforts, tech-
   niques for sensing shifting power alignments. (Seminar)

6. Dr. Erick L. Lindman
   Professor of Education
   University of California

   IDENTIFYING INFORMATION CRUCIAL TO ADMINISTRATIVE DECISION-
   MAKING: Develop an understanding of information networks and
   how to retrieve supportive information for use and team
   decision-making. (Clinic)

   THE POLITICS OF SCHOOL FINANCE: Analyze the political dimen-
   sions of financing public schools and review strategies needed
   for building support for schools. (Seminar)

7. Dr. Richard C. Lonsdale
   Head, Division of Administration and Supervision
   New York University

   NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF:
   Examine new roles of professional staff as they relate to
   instructional and productivity needs. (Seminar)

8. Dr. Sidney P. Marland, Jr.
   Superintendent of Schools
   Pittsburgh, Pennsylvania

   OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND
   RIOTS: Explore operational responses which the school adminis-
   trator can apply in a turbulent environment. (Clinic)

9. Mrs. Dorothy Mial
   National Training Labs

   HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT: To analyze conflict-
   ing value patterns, minority problems, and options for
   improving human relations. (Seminar)

10. Dr. George Redfern
    Associate Secretary
    American Association of School Administrators

    STAFF NEGOTIATIONS: To develop understanding of negotiations
    with staff members, to plan for negotiations, and to develop
    skills in coping with confrontations and impasses. (Seminar)

11. Dr. Wilson C. Riles
    Associate Superintendent and Chief of Compensatory Education
    California State Department of Education

    URBAN CRISES AND EDUCATION: Analyze the major problems which
    retard educational progress in the urban setting and discuss
    application of alternate designs and approaches for promoting
    better education. (Seminar)

12. Dr. Stonewall Stickney
    Psychiatrist
    Pittsburgh Public Schools

    PHYSICAL AND MENTAL HEALTH OF THE ADMINISTRATOR: To provide a
    situation where mental and physical health of the administrator
    can be assessed carefully and to provide opportunities for him
    to develop perspectives on personal and professional habits
    which will enable him to function more efficiently as an
    individual. (Laboratory)

13. Dr. Francis M. Trusty
    Head, Department of Educational Administration and Supervision
    University of Tennessee

    SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS: To learn group
    dynamics, how to identify concerns of others as expressed in
    verbal and nonverbal signals, and one's own motives in dealing
    with others. (Laboratory)

14. Mr. Roy Wilson
    Executive Director
    National School Public Relations Association

    PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS
    AN INDIVIDUAL: Provide an opportunity for the administrator to
    examine his administrative techniques, approaches and styles
    and improve his ability to work with various groups and media.
    (Clinic)

15. Dr. Donald Wolfe
    Associate Professor of Organizational Behavior
    CASE Institute of Technology

    INTRODUCTION TO DECISION-MAKING IN CONFLICT SITUATIONS:
    Develop understanding of basic concepts and skill necessary for
    coping with complex dimensions of decision-making in conflict
    situations. (Laboratory)

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GENERAL GUIDELINES FOR
CURRICULUM WRITING CONSULTANTS

I. **General Conditions**

A. Consultants are requested to submit on or before July 1, 1968 a 20-30 page "Plan for Learning Experience" as described below. Fifteen copies of this proposal should be submitted to the NASE Task Force on Program via:

> Dr. Stephen J. Knezevich
> Associate Secretary, AASA,
> and Project Director, NASE
> 1201 - 16th Street, N.W.
> Washington, D. C. 20036

B. The "Plans for Learning Experiences" will be evaluated by the NASE Task Force on Program or their representatives on the basis of:

1. relevance to the needs of practicing school administrators;
2. consistency with stated goals of NASE; and
3. feasibility of implementing the projected activity.

C. The "Plans" submitted become the property of AASA-NASE and may be revised and implemented at the discretion of AASA-NASE.

D. With a decision to operationalize the instructional activity outlined in the "Plans for Learning Experience," the consultant-writer may be invited to assist in the implementation, though such participation is not a contract condition.

II. **Plan for Learning Experience**

Using the course title, description and suggested duration as a point of departure, prepare a 20-30 page "Plan for Learning Experience" which includes but is not limited to the following:

A. Define the administrator's problem(s) to which this learning activity (e.g., seminar, clinic, laboratory) will be directed, and state the objectives of the proposed learning activity as a response to this problem(s).

B. Identify and describe fully the major conceptual content of the learning activity necessary to accomplish the objectives set forth in "A" above.

C. Describe the learning sequence to be followed (i.e., develop a learning sequential plan on a daily basis indicating activities for morning and afternoon sessions.)

D. Describe instructional methods and procedures that might be appropriate to the learning activity.

E. Identify instructional materials, audio visual aids, etc. appropriate to the activity.

F. Prepare a selected bibliography of texts, readings, and references.

G. Identify and list persons qualified to: 1) conduct the learning activity were it to be offered on a regional basis; 2) serve as resource experts, speakers, etc.

H. Suggest a time duration (i.e., 1 to 4 weeks) for the proposed learning activity.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS

NATIONAL ACADEMY FOR SCHOOL EXECUTIVES

Washington, D. C.

PROGRAM PLANNING OPINIONNAIRE

We appreciate your time and effort in completing this opinionnaire. Every item is intended to yield valuable information. Please read the instructions for each question carefully.

Be frank. The information you give us will be held in strictest confidence. Data will be reported anonymously and only utilized in compiled form, not as individual statistics.

Please return your completed opinionnaire as soon as possible to:

American Association of School Administrators
National Academy for School Executives
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

Thank you.

1. Had you heard about the National Academy for School Executives before receiving this opinionnaire? (check one)

___No, I have heard nothing at all   ___Yes, I know quite a bit about it

___Yes, though I have very little information

2. What have been your sources of information about the Academy? (check all appropriate sources)

___personal contacts   ___The School Administrator   ___AASA Atlantic City Meeting

___Education U. S. A.   ___other (specify)_____

3. Sixteen possible topics for initial Academy seminars, clinics, etc. are listed below. Please give us your candid opinion about their usefulness to you by checking the most appropriate responses for each item.

A. INSTRUCTIONAL TECHNOLOGY: An analysis of hardware and software available to promote learning in the schools, e. g., program instruction, computer-assisted instruction.

How useful would this offering be to you profession-ally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments:_____

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B. STAFF NEGOTIATIONS: Understandings essential to successful negotiations with staff members, plans for negotiating, and skills for coping with confrontations and impasses will be emphasized.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments: _____

C. OPERATIONAL RESPONSES TO PICKETS, BOYCOTTS, DEMONSTRATIONS AND RIOTS: Operational response alternatives which the school administrator can apply in a turbulent environment.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments: _____

D. OPERATIONAL RESPONSES TO STRIKES, WORK STOPPAGES, MASS RESIGNATIONS, AND SANCTIONS: Strategies for resolving critical issues and problems arising from militant staff behaviors in educational institutions.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments: _____

E. IDENTIFYING INFORMATION CRUCIAL TO ADMINISTRATIVE DECISION-MAKING: Information networks, and information retrieval systems for effective individual and team decision-making.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments: _____

F. PUBLIC RELATIONS TECHNIQUES AND STYLES OF THE ADMINISTRATOR AS AN INDIVIDUAL: Opportunity for self-analysis of administrative techniques, approaches, and styles. Emphasis on improving ability to work with various groups and media.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments: _____

G. POWER STRUCTURE AND LEADERSHIP ANALYSIS: Power-structure studies, community leadership efforts, and techniques for sensing shifting power alignments.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments: _____

H. THE NATURE OF DISSENT AND DISRUPTION IN EDUCATIONAL INSTITUTIONS: Sources of discontent; policies and strategies for coping with disruptive forces.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments: _____

I. INTRODUCTION TO DECISION-MAKING IN CONFLICT SITUATIONS: Basic concepts and skills necessary for coping with complex dimensions of decision-making in conflict situations.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments: _____

J. THE POLITICS OF SCHOOL FINANCE: Political dimensions of financing public schools. Strategies needed for building adequate support for schools.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments:_____

K. URBAN CRISES AND EDUCATION: Major problems which retard educational progress in urban settings. Alternate designs and approaches for promoting better urban education.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments:_____

L. RELATIONS WITH LOCAL GOVERNMENT AGENCIES: Practical strategies for improving relations with local agencies which have an impact on education.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments:_____

M. HUMAN RELATIONS IN THE SCHOOL ENVIRONMENT: Analysis of conflicting value patterns, minority problems; options for improving human relations.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me ___Very helpful to me ___Helpful to me ___Little use to me ___No use to me	___Much ___Some ___Little	___Very adequate ___Sufficient to function comfortably ___Just enough to get by ___Totally inadequate	___Readily available to me ___Available to me ___Not now available to me

Comments:_____

N. **NEW ROLES, PRODUCTIVITY, AND EVALUATION OF PROFESSIONAL STAFF**: New roles of professional staff as they relate to instructional and productivity needs.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very Helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments:_____

O. **SENSITIVITY TRAINING FOR SCHOOL ADMINISTRATORS**: Dynamics of inter-personal relations, identifying concerns of others as expressed in verbal and nonverbal signals, and one's own motives in dealing with others.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments:_____

P. **PHYSICAL AND MENTAL HEALTH OF THE ADMINISTRATOR**: An opportunity for careful self-assessment of mental and physical health of the administrator. New perspectives on personal and professional habits to allow more efficient functioning as an individual.

How useful would this offering be to you professionally? (check one)	How much do you know about this topic? (check one)	How adequate is your present skill and knowledge to function in this area? (check one)	Is information about this topic available to you from other sources? (check one)
___Essential to me	___Much	___Very adequate	___Readily available to me
___Very helpful to me	___Some	___Sufficient to function comfortably	___Available to me
___Helpful to me	___Little	___Just enough to get by	___Not now available to me
___Little use to me		___Totally inadequate	
___No use to me			

Comments:_____

4. Looking back over the titles of tentative Academy offerings, which two or three seem to you to be absolutely necessary if the Academy is to really meet the needs of school administrators? (for example, 3A, 3B, etc.)_____

5. Looking back over the titles, are there two or three offerings which seem to you to be completely unnecessary? (for example, 3A, 3B, etc.)_____

6. Are there titles which do not appear which you believe are absolutely essential if the Academy is to meet the real needs of administrators? If so, please take a minute to indicate them to us.

_____

_____

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7. If the Academy programs were offered on a regional basis, each topic being given in six or eight cities across the country, what is the probability you could attend?

	Probability of Attending					
	0%	20%	40%	60%	80%	100%
A. If the offering were less than 5 days in length						
B. If the offering were 5-10 days in length						
C. If the offering were 10-15 days in length						
D. If the offering were over 15 days in length						

8. Would the probability of your attending a 5-10 day session be changed if it were given only in Washington, D. C. or Santa Barbara, California and the instructor were the nationally acclaimed authority on the topic? Please check the appropriate response.

___No   ___Yes, it would be lower

___Yes, it would be much higher   ___Yes, it would be much lower

___Yes, it would be higher

9. How much of a factor in your decision to attend is the location of the offering? (check one)

___Substantial factor   ___Minor factor   ___No factor

10. The Academy sessions are likely to serve most administrators in the following ways:

Check the 3 most useful ways
for most administrators

Check the 3 least useful ways
for most administrators

Check 3 most useful		Check 3 least useful
___	Skill building	___
___	Getting a real grasp on an important idea	___
___	Contact with administrators who have problems like his own	___
___	A good way to increase his value to his district	___
___	Contact with scholars and researchers	___
___	A chance to pin down his own ideas away from the day-to-day demands of the job	___
___	Get help in solving important problems	___
___	A good way to learn about new developments in administration	___

11. How much of a factor in your decision to attend an Academy offering is the amount of tuition charged? (check one)

___Substantial factor   ___Minor factor   ___No factor

12. In addition to travel and maintenance, what is the most you could spend per week for tuition? (check one)

___$50   ___$100   ___$150   ___$200   ___$250   ___More than $250

13. Please check response which is closest to your own feelings about the Academy.

	Strongly Agree	Tend to Agree	Tend to Disagree	Strongly Disagree
A. Only AASA will be able to make something like this work.				
B. The Academy will be a real source of innovation in the schools.				
C. My school board will be eager to have me attend sessions.				
D. The Academy idea probably cannot be implemented by AASA.				
E. The Academy will have a direct impact on my professional development.				
F. Only urban and suburban administrators are likely to get much value from the Academy.				
G. The existence of the Academy will prompt me to reassess how I provide for my professional development.				
H. Participation in Academy sessions will be more valuable to younger superintendents than to other school administrators.				
I. The Academy should be affiliated with and operated by a university.				
J. The Academy only duplicates existing programs.				

14. Being as realistic as you can, how much of an impact on schools could the Academy have? (check one)

___no impact   ___appreciable impact

___a little impact   ___tremendous impact

___some impact

15. Being as realistic as you can, how much of an impact on schools will the Academy have? (check one)

___no impact   ___appreciable impact

___a little impact   ___tremendous impact

___some impact

16. Being as realistic as you can, how many weeks next year will you devote to attending Academy programs?

_____weeks

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17. Being as realistic as you can, how much __money__ will be budgeted next year for you to attend Academy programs?

_____dollars

18. The general idea of the Academy is: (check one)

___a very good idea   ___a poor idea

___a good idea   ___a very poor idea

19. In general, the Academy idea is: (check one)

___practical and worthy of support by members

___practical but not worthy of support

___impractical and not worthy of support

___impractical, but worthy of support

20. The following data are necessary to compare opinions by various groupings, e.g. age, region, type of district, etc. Please complete each item fully.

A. Your sex_____

B. Your age_____

C. Your administrative title (e.g. Supt., Dean, Assistant Supt., Business Mgr., etc.)_____

D. The number of years you have had this administrative title_____

E. The number of years you have been in your present district_____

F. The size (average daily attendance) of your district_____

G. The size (in population) of your community_____

H. The general classification of your community (check one)

___rural   ___suburban   ___urban

I. Is your district located in a standard metropolitan area (check one)

___yes   ___no   ___don't know

J. Your current expenditure per pupil for last year_____

K. The highest earned degree you hold_____

L. The name of the state in which you work_____

REPORT OF THE TASK FORCE ON STRUCTURE

(Final Report)

There are many ways to structure an institution so as to facilitate accomplishment of its missions. Objectives must be determined prior to designing the organizational pattern. The NASE missions stipulated in the Report of the Program Task Force are accepted for the purposes of this document. The relationship between the policy making body and its chief executive officer, who controls operations, authority and responsibilities allocated to various positions, subdivision of important tasks, patterns of formal communication among persons and positions, and standard operating procedures are all important issues in developing a structural framework for an organization.

NASE could be structured independent of institutions of higher learning and professional societies, but this alternative is not consistent with the constraint placed upon the Task Force that NASE be sponsored by and be an integral part of its parent organization, the American Association of School Administrators, which generated interest in NASE. The AASA Committee for the Advancement of School Administration sketched in broad terms the prime characteristics of NASE. In addition, the Association dedicated sums in excess of $50,000 to develop an Academy model. In short, the external structural elements of relating NASE to its environment are predetermined in large part by its relationship to AASA. The Task Force faced the challenge of recommending an internal organization for the National Academy for School Executives and defining with greater clarity its position and relationships within AASA.

There are many advantages inherent in structuring NASE as an important part of AASA. The following are a few examples:

1. NASE will be heir to the goodwill and prestige earned by AASA during its many years as an established and respected national professional society for school administrators.

2. The large AASA national membership base, ready communication networks, and professional contracts with practitioners will be decided assets in developing and sustaining future NASE programs.

3. The sizable fiscal, personnel, and other resources of

AASA will guarantee a support base necessary for initial and future NASE operating stability.

Whether AASA shall control NASE is not an issue, for this was inherent in the preliminary considerations and present development of NASE with AASA funds and sponsorship. A more pertinent question is the degree and methods of AASA control over NASE policies and operations. The uniqueness of NASE as an educational agency that is focused sharply on the inservice development demands of practicing school administrators must be kept uppermost in mind in recommending its relationships to AASA. NASE must have freedom of expression and the privilege to explore new approaches without recriminations for failure that may accompany innovations. NASE requires a high degree of flexibility to respond quickly to ensure that its programs remain relevant to the times and the audience being served. The anticipated size of NASE programs and other operations will necessitate special considerations in defining working relationships within the AASA family. The AASA Executive Committee, AASA Executive Secretary, NASE Governing Board, and NASE professional staff members all will have a part in NASE's future.

The first temptation was to adapt patterns from related agencies. However, no other professional society in education at the present time has developed, organized, and operated an inservice vehicle of the envisioned magnitude for professional educators. Therefore, there was no opportunity to draw on the experiences of such an organization and to incorporate its relevant features into the NASE structure.

The key operational concerns of AASA-NASE that must be considered in designing its structure are that:

1. NASE must be established by a legal or other recognized authority and authorized to pursue its objectives.

2. NASE must have a clearly defined set of relationships with the organization (AASA) which established it.

3. NASE must have a policy determining board.

4. NASE must have an executive arm to carry out the operational implications of its policies.

5. NASE must have an adequate staff of personnel, each having clearly defined responsibilities and appropriate authority and organized in the manner most likely to facilitate accomplishment of NASE's missions.

6. NASE must acquire the fiscal and physical resources needed to pursue its objectives.

7. NASE must develop a program of offerings related to its missions.

8. NASE must develop standard operating procedures.

The structural implications of making NASE an efficiently functioning organization will be examined further in the paragraphs that follow.

The Establishment of NASE

If NASE is to realize its potential, there must be no question as to its legitimacy as an organization. This necessitates formal action by the AASA Executive Committee to give credibility to the existence of NASE. It is recommended, therefore, that the AASA Executive Committee approve resolutions related to -

1. The primary missions of NASE;

2. Establishment of NASE as a special purpose and quasi-autonomous agency within AASA;

3. Delegation of authority for NASE operations to the NASE Governing Board (See recommended NASE Delegation Matrix, p. 13);

4. Creation of additional professional and other positions within AASA necessary to adequately staff NASE;

5. Authorization of NASE to seek fiscal and physical resources necessary to fulfill its missions; and

6. Authorization of the Governing Board and professional staff to contract for NASE services only and not for other AASA activities of functions.

In general, NASE will be recognized as a legitimate and operational organization when -

1. The AASA Executive Committee approves the necessary resolutions creating NASE and grants to NASE the broad allocations of authority necessary to fulfill its responsibilities;

2. The establishment and granting of NASE authority is recorded in the official minutes of the American Association of

School Administrators;

    3. A NASE Governing Board is appointed;

    4. Resources are allocated and made available to NASE;

    5. A Director and staff are authorized and appointed; and

    6. NASE programs are available and practitioners are attracted to them.

Since NASE is an integral part of the American Association of School Administrators, a constitution and formal bylaws are not necessary. The legitimizing resolutions of the AASA Executive Committee will define the broad operating "bylaws" for NASE. The legal status, tax exempt status, and other privileges and restrictions for NASE are derived from the status enjoyed by AASA.

It follows that the parent body that creates AASA-NASE will also determine its duration. The AASA Executive Committee, therefore, is the final authority on NASE missions and activities. This implies that NASE has no inherent or plenary authority, but has as much authority as delegated to it by the AASA Executive Committee.

The NASE Governing Board

The AASA Executive Committee, working with the AASA Executive Secretary and his professional staff, has responsibility for all of the many, varied, and complex programs and activities of the Association. It is neither prudent nor practical for the AASA Executive Committee to assume responsibility for detailed operational concerns of a part of AASA that is destined to be as complex and large as NASE. To do so might result in a focusing on only one aspect of the total AASA program, with a consequent neglect of other necessary functions. The AASA Executive Committee should exercise its control over NASE through broad policy determination and its supervision of NASE activities through special reports prepared by those with primary responsibility for NASE operations. NASE should be a quasi-autonomous part of AASA with its own Governing Board to assume primary direction of missions and operations. This Board should be granted the status of a standing AASA committee and such additional authority as needed. Members of this special Board should be appointed to office by the AASA President.

The missions of the NASE Board of Governors should be

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(a) to determine policies necessary to direct Academy operations within the broad framework determined by the AASA Executive Committee; (b) to initiate long-range plans to fulfill the mission of NASE; (c) to establish priorities in allocating resources to the realization of the NASE functions; (d) to determine what action programs of the Academy shall be implemented; and (e) to adopt the necessary rules and regulations to ensure the efficient operation of NASE. It should prepare annually a report of NASE programs and activities and submit the same to the AASA Executive Committee.

It is recommended that there be a 15-member NASE Board of Governors, with 2 members serving ex officio: the AASA Executive Secretary and the AASA President. Of the remaining 13, no fewer than 6 shall be practicing school superintendents. The remaining 7 members shall be appointed by the AASA President to represent lay and professional groups, particularly professors of school administration with a special interest in NASE.

The thirteen appointed members shall serve three-year overlapping terms. Service as a Board member should be limited to two consecutive three-year terms. To enable the Academy to operate with overlapping terms, the initial appointments shall be made as follows: four members for one-year terms, four for two-year terms, and five for three-year terms. The term of office shall begin January 1 and terminate December 31 of the final calendar year of the appointment. All appointments shall begin January 1, 1969.

The Board shall organize itself for action and determine by ballot a chairman who shall serve for a period of one year. The chairman must be a practicising school administrator -- that is, a superintendent or assistant superintendent of schools. The Board shall determine the frequency of meeting as well as time and place of its sessions. The NASE Board shall function as an executive committee of the whole and without standing committees. Ad hoc committees may be organized as needed.

Vacancies may occur through resignation submitted to the chairman of the Board of Governors or NASE Director, death, expiration of an appointed term, and departure from an ex officio position. A vacancy shall be declared when a person appointed to be a representative of practicing administrators ceases to be one for whatever reason. In addition, any member of the Board of Governors who willfully fails to attend three consecutive scheduled meetings may be judged by a majority of the Board to have yielded his appointment. All vacancies shall be filled by the AASA President, and the new appointment shall be for the period of the unexpired term.

NASE Director and Headquarters Staff

There shall be a Director of the AASA National Academy for School Executives. His responsibilities shall be to (a) serve as executive officer of the Board of Governors; (b) perform as chief administrative officer of the Academy; (c) provide leadership to Academy programs and activities; and (d) serve as liaison between the National Academy and other AASA professional staff members. He shall hold the rank of Associate Secretary of the American Association of School Administrators as well as Director of NASE. At least 90 percent of his time shall be related to NASE missions and activities.

The establishment of positions in NASE and the appointment of professional staff members shall be within the context of existing AASA policies and practices.

The Task Force recognizes that there can be only one chief executive officer for the American Association of School Administrators. NASE is a part of AASA and, therefore, no position in NASE shall be construed as being coordinate or superordinate to the AASA Executive Secretary, who is the only person who appoints professional personnel to AASA positions, as established by prior action of the AASA Executive Committee. The Task Force recommends that these policies and practices be continued with respect to NASE with the following qualifications:

1. The AASA Executive Secretary shall recommend to the AASA Executive Committee, with the concurrence of the NASE Board of Governors, the appointment of the Director of NASE.

2. The NASE Director shall serve at the pleasure of the NASE Board of Governors. This Board shall determine when there is sufficient and good cause to recommend removal of the NASE Director. This recommendation shall be made by the NASE Board and forwarded to the AASA Executive Secretary.

3. All remaining professional and other NASE personnel shall be appointed by the NASE Director. The concurrence of the NASE Board of Governors shall be required for professional level positions.

Under this unique arrangement, the NASE Director will report and be subjected to the direction of the NASE Board of Governors for all NASE functions. Likewise, he shall be responsible to the AASA Executive Secretary for all AASA and non-NASE-related functions that may be assigned. It is clearly established that the NASE Director is a subordinate professional position to the

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Executive Secretary of AASA.

The NASE Director shall recruit and employ secretarial, consultant, and other program personnel required for NASE head-quarters operations and program activities. He shall discharge his responsibilities within the policy framework of other AASA operations unless the unique demands of NASE operations necessitate modification as indicated in presently existing or future policy statements. Special releases, instructional materials, publications, and similar concerns which are unique to NASE shall be accomplished under the direction of the NASE Director and/or his appointed representatives.

The NASE Director shall prepare an appropriate agenda for all meetings of the NASE Governing Board, an annual budget, and an annual report of NASE programs and activities for the consideration of the NASE Board of Governors.

NASE Organizational Chart

NASE requires a flexible organizational structure to maximize its capacity to sense emerging issues crucial to school administration and to develop quickly necessary and meaningful program responses. The structural configuration will resemble what has become known in recent years as "project" or "program" organization. A suggested organizational pattern is shown on the page that follows. It is called a functional orgchart because designations are based, by and large, on functions to be performed within NASE. The number of positions required to execute any given function will vary with the magnitude and priority attached to the function.

The orgchart summarizes the previously stated relationships between NASE and AASA. In addition, the direct line control of the NASE Board of Governors over the NASE Director in his execution of NASE functions is shown.

Personnel procurement and development represent key functions in the operation of NASE. They shall be the responsibilities of the chief executive of NASE. At some future point, the discharge of personnel functions may require a special staff appointment.

NASE programs constitute the heart of operations. It is recommended that one of the early staff appointments be that of the Associate Director for Program Operations. His responsibilities would include scheduling of future programs for various

instructional centers across the nation and operations of NASE activities. The Associate Director for Program Operations shall coordinate the work of program managers and part-time instructional personnel.

To remain a viable organization, it is imperative that planning, research, and evaluation be an integral part of NASE. These functions constitute a continuing cycle of activities which ensure the relevancy of present NASE efforts and the development of new program concepts. A core of staff officials can analyze emerging needs, perform market research to determine what is appropriate where, evaluate program operations on a continuing basis (independently or with the help of specialists), and develop long-run (five- to ten-year period) projections of NASE programs.

The necessary registrar and logistical support services are combined in one position in the NASE Orgchart. The necessary details of enrolling administrators in a variety of programs, keeping track of who is in attendance, and the efficient management of fees collected or funds expended are important aspects of NASE. It is recommended that an Associate Director for Administration be employed as soon as NASE becomes operational.

Some positions will be staffed with professionally prepared and experienced personnel. This will be particularly true at the Associate Director level, where the attainment of a doctor's degree should be an important requirement. Planning and administrative assistants may be interns -- either advanced doctoral students or post-doctoral interns.

There must be adequate secretarial assistance for all levels and functions of Academy operations.

Fiscal Resource Management.

The Task Force on Resources will provide a more comprehensive analysis of fiscal requirements, sources of funds, nature of facility requirements, and the like. Of concern here is the broad outline of a structure for fiscal operations. The NASE budget is an expression of programs and missions translated into dollars and cents. The NASE annual budget should be approved by the NASE Governing Board. To ensure that NASE receipts are at least equal to expenditures and, therefore, that NASE operations do not divert funds from other AASA activities, the NASE annual budget should be presented to the AASA Executive Committee at least three months prior to its implementation. This budget is

submitted for the information and concurrence of the AASA Executive Committee. The AASA Executive Committee should not assume line item veto authority over the NASE budget. Its actions over-see the Board of Governors to ensure that NASE is being conducted in a fiscally responsible manner.

NASE will require a special set of fund and accounting pro-cedures within the AASA structure. This would include a set of checks unique to NASE. The authorizing signatures for release of funds with NASE checks should be the AASA Executive Secretary, NASE Director, and any other individuals designated by the NASE Governing Board. There is no need to maintain a NASE depository separate from AASA; accounting procecures should identify receipts and disbursements made in the name of NASE. A surplus at the end of a fiscal period should be placed in an AASA-NASE reserve. If and when NASE ceases to exist, all assets should be transferred to AASA.

Structurally, NASE will have a separate logistical pattern within AASA operations, which is consistent with its unique fiscal management and personnel administration requirements as a quasi-autonomous division. Titles to all NASE property will be in the name of AASA for NASE purposes.

Design for Decision Making

The authority to make decisions deals with the fundamental issue of the freedom to operate NASE in consonance with its pri-mary missions. The magnitude of NASE operations and the newness and uniqueness of its missions suggests that it is essential to develop guidelines designating the delegation of powers and re-sponsibilities for principal decision makers. Decision making is a complex process, particularly so for NASE which has a complex set of interrelationships within AASA. A call for action must be initiated somewhere. A decision may necessitate review or trans-mission of information vital to it, and someone must have the authority to make the final decision on a given issue. Concur-rence in a decision may be a part of the action to preserve re-lationships or to involve one or more groups with a special in-terest on a sensitive matter. In addition, there may be legal demands that decisions with respect to contracts with government agencies be lodged with a particular agency within the organiza-tion.

The NASE Delegation Matrix on the following page summarizes decision authority, both qualified and unqualified, among various individuals and bodies involved in AASA and NASE operations. It

incorporates previously recommended relationships and decision-making authority. The Task Force recommends that the Delegation Matrix be adopted by the AASA Executive Committee in lieu of a set of bylaws for NASE. Time and experience will better establish the degree of operating freedom necessary for the Academy to fulfill its missions with vigor and integrity.

NASE Structure Flexibility in the Future

NASE is a unique vehicle with a specific mission. There are no clear-cut prototypes for a national inservice agency for school administrators, and there is no previous experience from which to derive a formal organizational structure. It is clear that if form is to follow function, the NASE organizational pattern must be flexible in the face of changes and demands in mission. The need to provide quick, relevant responses to crucial administrative problems is the primary consideration which must permeate all of NASE's operations. AASA, as well as NASE, must be ever ready to change staffing or decision patterns to meet new conditions. It cannot be urged too strongly that the Academy be designed structurally to react quickly and this demands quasi-autonomous status within AASA.

THE NASE DELEGATION MATRIX

NASE Decision(s)	AASA AND NASE OFFICIALS CONTRBUTING TO NASE DECISIONS					
	AASA Exec. Comm.	AASA Pres.	AASA Exec. Sec.	NASE Gov. Bd.	NASE Dir.	NASE Prof. Staff
	(a)	(b)	(c)	(d)	(e)	(f)
1. Creation, Establishment, and Discontinuance of NASE	D					
2. Appointment of NASE Governing Board		D				
3. NASE Executive Director Appointment			D	C		
4. NASE Executive Director Removal				D		
5. All Professional Level NASE Staff (employment, discharge, work rules)				C	D	
6. Annual NASE Budget	C			D	R_2	R_1
7. Logistical Support Operations				C	D	R_1
8. Compensation for NASE Director			R_1	D		
9. Compensation for Other NASE Staff Members				C	D	
10. NASE Program Priorities and Activities				D	$R_{1,2}$	R_1
11. Program Content, Planning, and Development					D	R_1
12. Tuition Charges for NASE Programs				D	R_1	
13. Contracts with Government and Private Agencies	L			D	$R_{1,2}$	R_1

Legend
D = Principal decision maker
R_1 = Initiates recommendations
R_2 = Reviews, amends, and transmits recommendations
C = Concurs in or approves decisions
L = Legal or technical responsibility

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AASA - NASE FUNCTIONAL ORGCHART
Edition: August 1, 1968

AASA MEMBERSHIP

AASA EXECUTIVE COMMITTEE

AASA Executive Secretary

AASA - NASE Board of Governors

AASA Deputy Executive Secretary & Associate Secretaries

Other AASA Programs and Activities

AASA Associate Secretary

NASE Director

NASE Programs

NASE Registrar and Headquarters Management (Assoc.Director)

Registrar Operations

Logistical Support Services

Program Planning Research & Evaluation (staff level appoint.)

Planning, Research & Evaluation Analysts

NASE Program Implementation & Field Oper. (Assoc.Director)

Hdqrtrs Program Staff

Field Program Operations

NASE Personnel Procurement & Development (staff level appoint.)

Headquarters & Full-time Personnel

Instructional & Other Part-time Field Personnel

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REPORT OF THE PROGRAM TASK FORCE

(Final Report)

The National Academy for School Executives is an exciting new approach designed by AASA to meet the needs of persons holding important administrative responsibilities in a wide range of educational institutions throughout the nation. A relevant National Academy must identify and serve the urgent needs of the profession through problem oriented experience and discourse. The Academy is intended to enable the profession to become increasingly effective in serving society at local, state, and national levels by engaging participants in emerging streams of knowledge.

THE MILIEU OF THE SCHOOL EXECUTIVE

Never before has so much been expected of education and those charged with responsibility for the administration of schools. All levels of society and the economy look to schools for help to secure and assure the future of the nation. In this "age of education," institutions of learning are being confronted increasingly with pressures generated from the knowledge explosion, technological revolution and the great social and economic ferment of contemporary society. At the vortex of these forces is the school administrator. Keith Goldhammer and his colleagues vividly depict the milieu of today's school administrator in this quote from Issues and Problems in Contemporary Educational Administration:

> "As never before, the administrator is forced to take cognizance of the problems that accumulate within his community as a result of both legislated and de facto segregation; of poverty and cultural deprivation; of the diverse aspirations and expectations of different segments of the community; of the varying educational needs of the community; of changing manpower needs and allocations; of the vast explosion of knowledge and the restructuring of many of the academic disciplines; of our national imperatives and international responsibilities; of the foment in the study of education and the encouragement of experimentation and innovation

within the schools; of the unrest among minority
groups, students, parents and teachers who no
longer submit to being passive onlookers of the
decision-making processes which affect them; and
of the changing characteristics of the teaching
profession and its ability to deal more effectively
with the complex educational problems of children."[1]

The program of the AASA National Academy for School Execu-
tives (hereinafter abbreviated as NASE) will strive to deal real-
istically with problems and needs of the school administrators as
he confronts these broad social issues as well as the day to day
tasks of school administration. To develop the pertinent offer-
ings called for, NASE will establish means whereby vitally im-
portant problems, issues, and needs can be systematically sensed
and identified so that programs of the NASE will have continuous
relevance to school executives, the changing profession, and the
times.

THE PURPOSE OF THE AASA NATIONAL ACADEMY

The central purpose of the NASE is to become a powerful
force for improving the practice of educational administration
throughout the nation by providing a wide range of opportunities
for professional growth and career development.

The program of NASE will assist school executives to com-
prehend more fully the constantly changing social environment of
educational systems, agencies, and institutions. Its offerings
will be geared to respond quickly and meaningfully to critical
problems and issues. The total program will focus upon the
stresses, challenges, and even some of the impossibilities facing
educational leaders. From time to time, there will be a reorder-
ing of priorities for the continuing education of school execu-
tives. Each administrator, at varying stages of his career, will
find access to sharply focused institutes, seminars, and clinics.

The program of NASE will extend the leadership capabilities
of practicing school executives, aid them in designing and shaping

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1 Keith Goldhammer, John E. Suttle, William D. Aldridge, Gerald
   L. Becker, Issues and Problems in Contemporary Educational
   Administration. Eugene, Oregon: Center for the Advanced
   Study of Educational Administration, 1967. p.2.

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new educational policies and directions, and enable them to manage complex educational systems with increasing excellence.

PROGRAM DESIGN OF THE NATIONAL ACADEMY

The program of NASE will evolve from clearly specified objectives and be based upon explicit assumptions. It grows out of a deliberate design which relates need to method and content, sets priorities, and offers a variety of learning arrangements and opportunities.

Objectives

In order to focus increasingly on the actual needs of school executives and to offer specific opportunities for meeting these needs, the following objectives are provided to give direction and thrust to the NASE program. The program will assist school executives:

1. To sense needs, issues, and problems confronting educational institutions.

2. To analyze a broad range of needs, issues, and problems and to determine alternative courses of action and their probable consequences.

3. To build skills, understanding, and attitudes which will enhance their leadership and productive capacities.

4. To test ideas, plans, and proposed courses of action with peers and other authorities.

5. To generate new ideas, new concepts, and new approaches to their jobs.

6. To assess his personal, physical and mental health; and take appropriate measures for self renewal.

The program further will generate and disseminate new materials and resources for school executive development at large.

Assumptions

The program of the NASE is based upon a number of explicit assumptions. Among these assumptions are the following:

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1. The quality of education provided in an educational institution is related directly and significantly to the quality of the performance of the educational executive and his administrative team.

2. A positive change in the performance of executives will result in correspondingly positive changes in the educational effectiveness of the institution.

3. The NASE, as an agency of AASA, has a significant and appropriate role to perform in the continuing professional development of executives of educational institutions.

4. The NASE will have unique potential for marshaling the necessary resources to implement programs which will serve important segments of the in-service professional development of educational executives.

5. The NASE will have unequaled access to thousands of educational administrators and its programs will have exceptional attraction for these administrators. Correspondingly, the Academy will have resources of the AASA for universal dissemination of concepts, materials, and other outcomes of NASE programs.

6. The NASE can identify, obtain, and utilize facts, knowledges, and concepts necessary for offering high quality inservice development opportunities for educational executives.

7. Educational executives participating in NASE programs will: (a) possess varying degrees of administrative skills, knowledge of administration, and understanding of the organization and control of education in the United States; (b) be acceptably motivated toward personal and professional improvement in order to become more effective in their present positions; and (c) have preferences about what they wish to learn, although they may be unaware of important knowledges necessary to contemporary educational leadership.
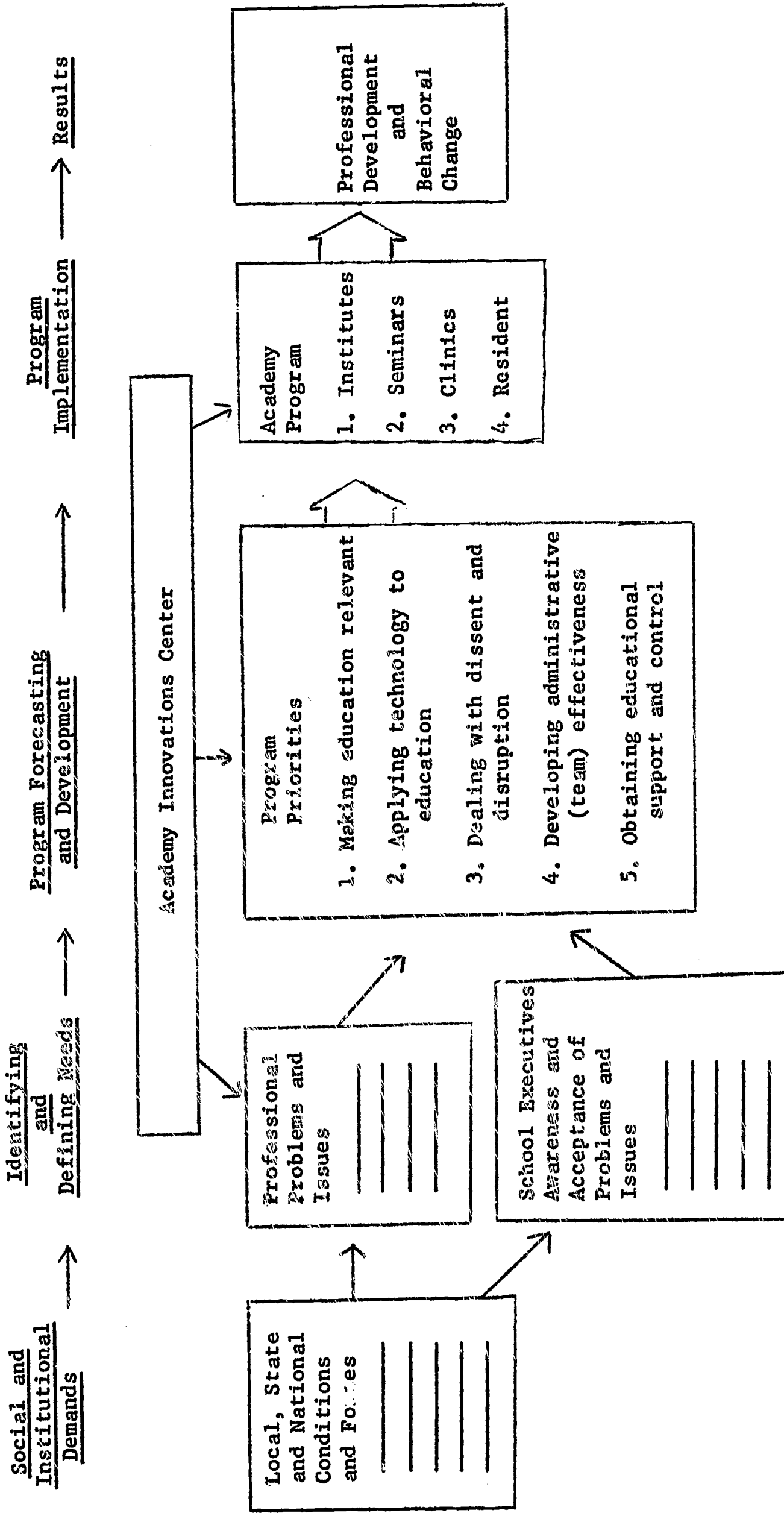
Dimensions of the NASE Program

The extent to which the roles of school executives are influenced by changing social and institutional forces must be confronted. These forces create needs for professional growth and development on the part of school executives. The NASE must be a responsive vehicle capable of sensing needs of practitioners. Programs must be sharply focused, substantive, and available in flexible form as far as time and place are concerned. NASE offerings must reflect more efficient approaches to learning than are provided normally.

Keeping aı organization in tune with the challenges of time is a complex responsibility and necessitates a variety of responses. The Academy will continue to make a unique contribution to the profession so long as its programs reflect new and fresh developments in the field. An important dimension, therefore, is the mechanism by which the Academy renews its vigor and assures that new offerings appropriate to the times are generated and others which may have lost their relevance deleted. The search for creative ideas on the frontiers of the field is a never-ceasing task and should be an integral part of Academy operations. The diagram on page 8 shows how the program of the NASE will be developed in response to evolving social and institutional demands.

It is proposed that the Academy dedicate a portion of its resources to stimulate the development of creative ideas, techniques, or approaches in educational administration. In this way NASE can become a contributor to as well as user of the stream of innovative ideas.

It can be done in part by attracting two or three creative thinkers to the Academy environment for a period of one or two years and endowing them with the resources for study, travel, and consultation that may enhance productive inquiry at the growing edge of school administration. Another approach would be to contract with promising persons or institutions to further encourage the production of ideas which may lead to improvement in the practice of school administration and are consistent with the program priorities of the Academy. A third alternative would be to invite a cadre of 5, 10, or even 15 distinguished practitioners and professors with extended experience in coping with a specific problem in administration to deliberate and share insights for a period of one or more weeks. Experience will dictate which one or more of these approaches yields the highest payoff of unique contributions to the goals of the Academy. This goes far beyond the traditional conception of what is popularly referred to as a "think tank." An appropriate title for this dimension of the

Social and
Institutional
Demands ⟶

Identifying
and
Defining Needs ⟶

Program Forecasting
and Development ⟶

Program
Implementation ⟶ Results

Local, State
and National
Conditions
and Forces

School Executives
Awareness and
Acceptance of
Problems and
Issues

Professional
Problems and
Issues

Academy Innovations Center

Program
Priorities

1. Making education relevant

2. Applying technology to education

3. Dealing with dissent and disruption

4. Developing administrative (team) effectiveness

5. Obtaining educational support and control

Academy
Program

1. Institutes

2. Seminars

3. Clinics

4. Resident

Professional
Development
and
Behavioral
Change

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Academy, which has the potential to contribute much to new program development as well as the general betterment of school administration might be "center for the Development of Educational Administration"; "Academy Innovations Center"; or "Center for Creative Explorations of School Administration."

Two distinct, inservice program dimensions are projected for NASE. The more traditional notion of "academy" as an institution affording somewhat structured, advanced study opportunities to a specialized, resident student body serves as the proto-type for one of these dimensions. The NASE program replica will be characterized by a three to four month full-time study program for a small number of in-residence school executives. The curriculum at this national center will focus on, and be geared to depth analysis of issues and concerns of strategic importance to school administration. A record of notable accomplishments in school administration and a promise of future distinction as an educational statesman will be common to each of the invited participants in this program. Three or four classes of about forty each will complete the course of study annually.

Whereas the first inservice program dimension affords professional development opportunities to a very limited number of school executives, the second dimension is designed to attend the inservice needs of as many as 2000 administrators annually through a discrete series of short, sharply problem focused seminars and clinics. These open, non-invitational programs, typically from about one up to four weeks in duration, respond to crucial operational problems, and will be designed to sharpen skills and understandings in a variety of specific areas.

Launching each of the outlined program dimensions simultaneously could create unusual stresses and perhaps dilute the strength of staff or financial resources. It is recommended, therefore, that in its first year or two the NASE concentrate operational efforts on developing and instituting, consistent with the highest of qualitative standards, a series of short term, problem oriented programs as described in the remainder of this report.

Major Program Thrusts

Significance and immediacy of problems encountered in educational administration can serve as the bases for program development and for identification of major thrusts. The following in 1968 are high priority program categories recommended for NASE:

1. _Programs which will assist school executives in making education more relevant._ Within this category the NASE seeks to offer learning experiences which will enable school executives to improve the relevance of instruction in their respective school systems (a) for disadvantaged children and youth, (b) for pupils preparing for the world of work, (c) for actively relating the teaching and learning to the reality of the students environment.

2. _Programs which will assist the school executive in applying technology to education._ In response to immediate needs in this category, the following specific programs might be offered by NASE: (a) network programming, (b) planning-programming-budgeting systems (PPBS), and (c) instructional technology including computer-assisted instruction.

3. _Programs on dealing with dissent and disruption._ Specific programs in this category will enable the school executive to examine the nature of conflict and the concomitant, dissent and disruption facing educational administration, to identify possible operational responses to a variety of turbulent or conflict situations, and to develop the personal adjustment and skill to cope with various confrontations.

4. _Programs on developing the administrative team effectiveness._ The programs in this category will enable the administrator and his associates (a) to organize for more effective administrative-team operation, (b) to receive more realistic information as a basis for decision-making, and (c) to improve interpersonal relations as bases for more effective administration.

5. _Programs aimed at obtaining appropriate support and control of education._ High priority in this category will be given to programs which deal with (a) accommodation and exploitation of the interest in education of noneducational agencies, (b) the politics of school finance, (c) private assistance for public education, (d) the impact of federal policies upon public education, and (e) the evolving relationship with non-public schools.

Initial Offerings

Offerings of the NASE may change noticeably from year to year and to some degree within a single year to reflect the shifting problems and issues facing school administrators.

Two criteria are offered to guide the selection and

development of Academy program elements: (1) a given institute, seminar, or clinic, should provide assistance to school executives at points of concern and stress in their positions; and (2) the total program should incorporate the most objective, substantive, and efficient learning opportunities possible. School executives who participate can expect answers when they exist, information and data relevant to problems, opportunities for concept formation, and -- above all -- personal involvement.

Three distinct learning formats are provided: the Academy Institute, the Academy Seminar and the Academy Clinic.

The Institute: The Academy Institute is offered by invitation to participants with common or compatible interests, experience, insights, and needs. Enrollment is limited to 30. Usually, the Institute will be of 4 weeks duration at one Academy Center, repeating regularly throughout the year. At least eight Institutes a year are envisioned on any topic justified by enrollment. More than one Institute may be in progress at any one time at the Academy Center. The Institute will be addressed to perplexing and persistent problems in school administration. It will collect prominent talent and resources for direct confrontation of the subject at hand, and be structured to facilitate the discovery of new solutions.

The Seminar: The Academy Seminar is likely to be shorter than the Institute, and less structured. The Seminar is created to provide a sharply focused learning experience characterized by an emphasis on fundamental concepts or basic dimensions of a problem. It will feature leadership and counsel from persons of prominence, and will also draw heavily upon participation by the membership in sharing ideas and concerns. The Seminars will be held in selected centers deployed throughout the U.S. and will be continuous, ranging from one to four weeks in duration, according to topic. All members of AASA or other interested persons are welcome to enroll in the seminars. Enrollment will be on a first come basis of applicants for any given topic or location. An effort will be made to take the seminars to the site where they will best accommodate the travel convenience of the participants.

The Clinic: The Academy Clinic is designed as a brief experience in depth to familiarize the participants with a given topic through practical or literal experience and exposure - as with a computer or a television studio. The Clinic will be of one or two weeks duration at 4-5 fixed sites throughout the nation, depending upon the physical resources required. Enrollment will be on a first come basis, limited to numbers that will vary according to the nature of the Clinic.

The following institutes, seminars, and clinics are recommended for incorporation in the early years of Academy operations.

1. Making Education More Relevant

   a. *Institute: New Program Designs for the Disadvantaged
      To conceptualize new program designs which will offer
      realistic instruction to inner-city and rural dis-
      advantaged children and youth. (By invitation only.)
      (4 weeks.)

   b. Institute: A New Instructional Format for Preparing
      High School Students for the World of Work
      To conceptualize totally new formats and designs for
      preparing high school students to learn about and to
      enter the world of work. (By invitation only.)
      (4 weeks.)

   c. Seminar: Schools for Achieving Individual and Social
      Goals
      To assist school executives to examine the relevance
      of educational programs, particularly as the personal
      goals of the learner may conflict with goals set for
      him by society.
      (2 weeks.)

   d. Seminar: Introducing All Students to Work and to Work
      Experience
      To analyze the values of occupational information and
      limited work experience for all students and to design
      feasible plans which can be implemented.
      (2 weeks.)

   e. Clinic: Organizing a Cooperative Work-Study Program
      for High School Students
      To review and critique the most effective cooperative
      work-study programs involving business and industry.
      (1 week.)

   f. Clinic: Organizing Parent-Student Occupational Guidance
      Programs
      To discuss experiments involving the presentation of
      occupational information to parents and students and
      subsequent occupational choices of students.
      (1 week.)

2. Applying Technology to Education

   a. Institute: New Ways to Use Technology to Provide
      Quality Education
      To discover how to bring quality education to both
      remote and impacted areas by the use of technology.
      (By invitation only.)   (4 weeks.)

   b. Seminar: Systems Approach to Educational Administration
      To present concepts in the nature and application of
      systems approach and operations research and to apply
      these concepts to the field of educational administra-
      tion.   (3 weeks)

   c. *Clinic: Instructional Technology
      To examine hardware and software available. To promote
      learning in the schools, including program instruction
      and computer-assisted instruction.   (3 weeks.)

   d. Clinic: Electronic Data Processing
      To identify administrative problems in selecting,
      designing, acquiring, installing, and operating EDP
      system.   (3 weeks.)

   e. Clinic: Programming-Budgeting, A Resource Allocation
      Decision System
      To apply program budgeting in school systems and to
      develop skills in preparing program budgets for schools.
      (2 weeks.)

3. Dealing With Dissent and Disruption

   a. Institute: Developing Models for Professional
      Negotiations
      To design and evaluate a model for professional negotia-
      tions in education. (By invitation only.)   (4 weeks.)

   b. *Seminar: Power Structure and Leadership Analysis
      To review and to discuss power-structure studies,
      community leadership efforts, techniques for sensing
      shifting power alignments.   (3 weeks.)

   c. *Seminar: Staff Negotiations
      To develop understanding of negotiations with staff
      members, to plan for negotiations, and to develop
      techniques for coping with confrontations and impasses.
      (2 weeks.)   93

d. *Seminar: The Nature of Dissent and Disruption in Educational Institutions
   To identify sources of discontent, to discuss policies and strategies for coping with disruptive forces. (3 weeks.)

e. *Clinic: Operational Responses to Pickets, Boycotts, Demonstrations and Riots
   To learn operational responses which the school administrator can apply in a turbulent environment. (1 week.)

f. *Clinic: Operational Responses to Strikes, Work Stoppages, Mass Resignations, and Sanctions
   To learn strategies appropriate to resolve critical issues and problems arising during various stages of militant actions by professional or noncertified personnel. (1 week.)

g. Clinic: Operational Responses to Vandalism, Violence and Anti-Social Behavior on School Premises
   To learn tactics to cope with undesirable and even criminal behavior on the school premises. (1 week.)

4. Developing Administrative Team Effectiveness

   a. *Institute: The Functioning of the Administrative Team
      To develop new concepts of administrative team functioning in large educational systems, including reassignment of responsibilities, redefinition of roles, and team decision-making. (By invitation only.) (4 weeks.)

   b. *Institute: Teaching Productivity
      To develop ways of extending the effectiveness of teachers to the end that more pupils can receive better and more individualized instruction and correspondingly to increase rewards for excellence. (By invitation only.) (4 weeks.)

   c. Seminar: Identifying and Evaluating Administrative Leadership
      To assist school executives in identifying potential administrators, in revising techniques for assessment performance and in stimulating leadership development. (2 weeks.)

d. *Seminar: Human Relations in the School Environment
   To analyze conflicting value patterns, minority problems,
   and options for improving human relations. (3 weeks.)

e. *Seminar: New Roles for Professional Staff
   To develop new roles of professional staff in relation
   to instructional needs and productivity. (3 weeks.)

f. Seminar: School Leader Relations with Colleges,
   Universities and Industries
   To examine productive relationships which may be
   established with colleges, universities and industries
   for maximum resource utilization. (2 weeks.)

g. *Seminar: Identifying Information Crucial to Administra-
   tive Decision-Making
   To develop an understanding of information networks and
   for individual and team decision-making. (2 weeks.)

h. Clinic: Techniques of Educational Evaluation
   To identify, examine, and experiment with existing
   patterns for the overall evaluation of educational
   effectiveness. (1 week.)

i. *Clinic: Sensitivity Training for School Administrators
   To learn group dynamics, how to identify concerns of
   others as expressed in verbal and nonverbal signals,
   and one's own motives in dealing with others. (3
   weeks.)

j. *Clinic: Decision-Making Skills in Conflict Situations
   To develop understandings and skills for coping with
   complex dimensions of decision-making in conflict
   situations. (1 week.)

k. *Clinic: Physical and Mental Health of the Administrator
   To provide a situation where mental and physical health
   of the administrator can be assessed carefully and to
   provide opportunities for him to develop perspectives
   on personal and professional habits which will enable
   him to function more efficiently as an individual.
   (1 week.)

5. Obtaining Appropriate Support and Control

   a. Institute: The Identification of New Or Inadequately

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Used Sources of Support for Education
To assess yields of various sources of financial
support on a nationwide basis and to recommend new
sources of support. (By invitation only.) (4 weeks.)

b. *Seminar: The Politics of School Finance
To analyze the political dimensions of financing public
schools and to review strategies needed for building
support for schools. (3 weeks.)

c. Seminar: Federal Policies and Public Education
To investigate federal structure and policies and to
learn ways of capitalizing on these for the support
of education. (3 weeks.)

d. *Seminar: Urban Crises and Education
To analyze the major problems which retard educational
progress in the urban setting and to discuss applica-
tion of alternate designs and approaches for promoting
better education. (3 weeks.)

e. Seminar: Rural Crises and Education
To analyze major problems which retard educational
progress in sparsely settled rural areas and to discuss
techniques for improving the quality of education in
this setting. (2 weeks.)

f. Seminar: Private Support for Public Education
To discuss major sources of private support for public
education and to review approaches for seeking private
support. (2 weeks.)

g. *Clinic: Relations with Local Government Agencies
To identify local government agencies which have an
impact on education and to examine practical techniques
for cooperating with these agencies for the improvement
of education. (1 week.)

h. Clinic: Relations with Local Private Agencies
To identify the many local private agencies which have
an interest in education and determine practical tech-
niques for working with these agencies. (1 week.)

i. *Clinic: Public Relations Techniques and Styles of the
Administrator as an Individual
To provide an opportunity for the administrator to
examine his administrative techniques, approaches, and
styles and to improve his ability to work with various

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groups and media.   (2 weeks.)

*Highest Priority Program Elements

Although all of the initial offerings listed meet certain priorities and are needed, strategies for optimum allocation of NASE resources may suggest that a more limited number of institutes, seminars, and clinics be developed and tested during the earliest stages of Academy operation. In this event, those 19 indicated by an asterisk (*) are recommended for earliest implementation.

TASK FORCE ON RESOURCES

ORGANIZATION OF NASE RESOURCES - PERSONNEL

FINAL REPORT

An organic system is proposed for the organization of NASE personnel resources. This system is one in which the operational or functional characteristics and the structural configurations of the organization are both (a) highly interdependent, and (b) related specifically to the essential functions and tasks which must be performed in carrying out the purposes of the organizational system. This means emphasizing the collecting, interpreting and disseminating of information, and capacity to respond quickly to identified problems and opportunities. The latter includes mobilizing effectively the resources most relevant to understanding and solving the problems and exploiting the opportunities of the academy. An organization significantly concerned with large, unique, and complex projects or programs requires a style of management and a set of management processes and capabilities different from those which are organized along traditional lines of functional specialization.

In recent years a number of organizations have found it advantageous to depart from the traditional functional form of organization and set up what are typically called project organizations to handle special assignments such as investigating the feasibility of establishing a new business, developing a new product line, or servicing the unique requirements of clients. The form of a project organization can evolve and change radically over the lifetime of the project. Four general classes of project organizations have been described:

(1) An individual project organization consists of only one person-- the project manager. He exercises project control through the heads of functional departments whose personnel perform all the work on the project.

(2) In a staff project organization, the project manager is provided a staff to exercise control through activities such as scheduling, task and fund supervision, and change control, and to carry out any functions unique to the project, such as testing or site activation. Functional departments still perform the primary tasks of budgeting, personnel, housing, etc.

(3) An inter-mix project organization is established when some of the primary functions are removed from functional department and are assigned to report directly to the project manager along with staff functions.

(4) Under an aggregate organization, all departments and

activities required to accomplish a project report directly to the project manager.

It has been reported that the increased management attention resulting from effective and extensive use of project organizations has a number of effects which could be important to the academy:

(1) Careful and comprehensive planning is emphasized and the rapid and efficient mobilization of necessary resources is facilitated. A project manager and his planning staff usually can select and assemble critical information, talent, financing, materials, and equipment more effectively than can be done by the dispersed functional department managers whose orientations may be different and whose time and attention may be otherwise engaged.

(2) Budgeting and cost control is usually more effective. Improved program budgeting and accounting techniques are usually developed and applied to project management. Coordinated and systematic follow-up assures effective use of available resources.

(3) Tasks are better defined and performance is more closely monitored. Because of the critical importance of the performance of people, personnel administration and management development systems must operate must effectively. And those organizations affected by knowledge explosions, by significant changes in the state of the art, and by consequent and rapid technical and professional obsolescence, provision must be made either for personnel development and renewal or for significant turnover.

(4) Action is typically initiated sooner to prevent or correct problems. Special management information systems are frequently utilized to detect changes in the institutions such as education or in the competitive environment, to provide feedback information regarding progress to performance budgets, and to evaluate the quality and acceptance of services.

(5) Project organizations usually can evolve and change more readily than functional organizations or respond to changing conditions. The flexibility inherent in a project organization facilitates its transformation to a full-fledged program or the transfer of standardized and repetitive processes back to functional departments if it is successful. On the other hand, if its purpose is fulfilled, if the project is unseccessful, or if its usefulness declines or ends, it can be phased out or terminated with minimum trauma to the parent organization.

Having in mind a project emphasis in organization, certain structural properties for the Academy can be considered:

(1) The core staff will be small to facilitate housekeeping functions and adding personnel on term bases for special functions.

(2) The organizational system will be interdependent and flexible to manifest functional capacities in meeting program requirements. The administrative home for core staff will be housed in one location but project people may represent a decentralized or satellite system.

(3) Major projects (programs) will be administered by program managers and staff who may be released from the core staff or obtained from the field. When program assignments are completed, core staff are returned to the administrative home for reassignment or in the case of term appointments, are released.

(4) Functional supervision of program personnel will continue to be the responsibility of home office staff, e.g., Academy director or his subordinate.

(5) A communications network involving sponsoring groups, clients and others will be a first organizational priority. Information and suggestions regarding the possible need for program or studies will be solicited from a variety of sources. The results of evaluation studies and audits of programs will be reported back into the planning and decision functions of the home office.

(6) A program planning and coordination council will provide policy direction to the director. One associate director will insure that appropriate resources are involved in signaling the need for a program, are utilized in the development of a program proposal, and are capable of conducting adequately agreed upon programs. Another associate director will be responsible for administrative services such as personnel, budget, publications, etc.

It is evident that definition of program is critically important to the organizational configuration. Suggested identifying characteristics are listed below. However, definitions and criteria should be modified and refined through actual experience and in response to changing needs. The inherent flexibility of the system permits the tryout of different criteria and various kinds of programs.

Identifying characteristics of programs:

(1) The program addresses an identified major issue or problem in education, or a related set of problems.

(2) Skills required for program staffing are multi-disciplinary or multi-institutional and are drawn significantly from within as well as without education.

(3) Program objectives and professional skill requirements are carefully defined and specified in a program plan.

(4) Evaluation of the degree to which objectives are achieved is a part of the program, and program planning provides for such evaluation.

(5) Budget is allocated to the program, there is a · budget limit, and budget applications within the program are carefully planned.

(6) The program requires full-time management.

(7) The program schedule is time-limited, such as two weeks, two months, or one year.

Other general characteristics of major programs are that: the need for treatment of a problem area is critical; the need for action is immediate; effective mobilization and utilization of appropriate resources is required; and the problem is so unique or complex the resources of any one existing institution are not fully appropriate to the requirements. Frequently, major programs will be somewhat interrelated or at least involve complimentary tasks or functions. This is a further reason for being grouped under the management supervision of the director.

In some instances, major programs will be designed to produce a change in educational practice and the product of the program is to be used by school administrators. Products produced by such programs may be utilized or disseminated by other programs or by the administrative unit of the Academy.

Some programs will be designed to produce information or plans useful in developing or changing educational policy. Such programs may need to be followed by additional programs which explore the methods by which policy changes can best be implemented and the results of implementation evaluated.

Major programs might be set up to develop services or systems to be operated by some other organization such as a university or school system. Other programs could disclose that functions or services offered by the Academy should be modified or discontinued.

The organizational concepts and processes proposed require an even force, effective management of time, budgets, and human resources. The scheme fits well with and will expedite program planning and budgeting. It places demands upon the budgeting process and especially upon the planning process which procedes

budgeting; e.g., defining program objectives; translating program objectives into skill requirements in terms of degree, kind and duration, and converting professional staff time into program costs. This style of organization, with several individuals assigned to one or more programs for limited times, requires technology for time accounting and for cost allocation. Since programs should be oriented toward educational problems or issues rather than toward the source of funding or other matters, the potential for funding from multiple sources is greater and therefore the demands upon cost accounting and report preparation will be more complex. It is obvious that an effective management information system is necessary.

Inherent in the recommended organizational scheme is considerable potential for flexible and varied use of professional staff. Effective exploitation of this potential will require a style of leadership and followership new to many people. A professional may work for two or three program managers that are conducting programs going on at the same time. Organizational myth notwithstanding, it is quite possible. Scientists, researchers, consultants, and engineers who work on various development teams or task forces have demonstrated that it can work, and to the organizational health and benefit of the enterprise.

Planning will require new and increased attention. When programs are time limited, they come to an end. Management will be required to sense what new work is most important. This will require long and short range planning and priority setting. Objectives setting, evaluation of achievement, limited budgets, and a limited reservoir of human resources impose the discipline of priority setting upon the planning process, and may encourage cost benefit estimates to guide priority setting. Accounting for time expenditures of professional personnel will facilitate value or benefit comparisons between applications of time to programs or project versus applications to meetings with professional associations, etc. Such comparisons may result in new approaches to professional development and new efforts and improve results in the management of human resources.

PERSONNEL REQUIREMENTS AND PROPOSED JOB DESCRIPTIONS

Analysis of staff personnel needs and job descriptions for NASE is based on the general organization depicted in the report of the Task Force on Structure (undated).

NASE Board of Directors. The mission of the Board is to (a) govern the Academy; (b) initiate long-range planning; (c) define long-range goals, priorities, and comprehensive plans; (d) set policy, establish programs, and adopt rules and regulations within limits and according to a charter established by the AASA. The Board's major concern is the availability, appropriateness, and quality of programs provided by the Academy. It acts

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to ensure adequate educational services to school administrators and other publics.

The Board should ensure the following major functional requirements as being fully met and effectively carried out: (1) sensing emerging needs for educational development in the schools of the country; (2) assigning priorities in allocating resources among areas of discovered need in the context of comprehensive and integrated programs; (3) providing for the design of improved systems of administration in education and the stimulation and support of new educational developments to meet discovered needs; (4) evaluating both new and established educational programs and services, the ways in which such programs and services are planned and administered, and requirements for redirecting allocations of human and material resources; (5) facilitating the dissemination of information regarding new administrative practices and services and their effects; (6) encouraging and supporting the adoption of new educational developments and improved administrative services.

The board will function as the executive committee of the whole and without standing committees. Ad hoc committees will be utilized as needed. The Board should be empowered to appoint the Executive Officer, establish a term of office, and fix his compensation at a level commensurate with the responsibility of the position and comparable to that of the best paid administrators of public education in the country.

Executive Officer. The mission of the Executive Officer is to; (a) serve as the executive officer of the Board; (b) manage the academy as its chief administrative officer and provide all necessary administrative assistance and support to the Board; (c) provide administrative leadership to the Academy; and (d) serve as a national level professional spokesman for school administrator education.

The important position of Executive Officer calls for a broadly knowledgeable and respected educational leader who possesses a high order of managerial skill. He must be an effective exponent of the needs of public education to the Board, for the Board, and in interactions with the general public, professional educators and boards, and with federal and state agencies. He should be able to synthesize creatively the best thinking of researchers and educators in contributing to the deliberations of the Board and the functioning of the Academy. He must be sensitive to and enunciate the requirements of school administration as well as the developmental needs of the Academy. He must represent the Board and the Academy to a wide variety of publics or parties and interests to education. He should ensure that the capacities of the Academy are utilized effectively in supporting the Board's planning responsibilities and in achieving established policy goals.

Research Group. The mission of the research group is to advise the Executive Director regarding issues; opportunities and

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problems important to and affecting educational administration; to discuss and develop recommendations for programs; to serve as a vehicle for communication and for coordinating action on program matters such as long-range planning, academy development, budgets, personnel, and programs, to plan and make allocations of staff work for the Board and the Director, and to advise on the progress and quality of the staff work; and to assist the Director in administrative decisions regarding the operations of the Academy. It is intended the research group will function in two ways: (1) as an administrative cabinet augmented by the two associate directors, and (2) as a research and planning group. A very important responsibility will be to facilitate the interchange of information within the Academy staff and among program staffs.

Head of the Research Group. This staff member will report to the Director and his primary missions are two: (1) quality assurance regarding the nature and design of evaluation studies planned and carried out within each of the Academy's programs and regarding the functioning of the Academy; and (2) collation of reports of such evaluation studies and of the effects of programs sponsored or carried out by the Academy for use and publication by the Board. This man must possess a very high order of competence in the design of research and evaluation studies. He and his staff of perhaps two specialists in evaluation and research design should review and approve all proposals for evaluation studies to be conducted in conjunction with the educational programs so as to ensure objectivity and technically sound research. He and his staff also will provide consultation to program planners in defining program and project objectives, in selecting methods for appraising progress in achieving objectives, and in measuring effects of programs. The group will be concerned with the identification of possible requirements for new or broader investigations, and with ways of upgrading the quality and appropriateness of evaluation studies planned or conducted within the Academy.

This group plans for the development of and synthesizes information from the various program units into a comprehensive annual report of the Academy. This report is significant and a tangible product to represent the Board's annual stewardship of the Academy. Each office within the Academy and major program should be responsible for the development of a report on its own activities and their effects, the nature of need as yet unmet, and implications for priority setting in long-range planning. The development and syn thesis of these reports (constructed in a uniform and agreed upon style) will require data linkages and information processes within and among program and also staff units. The planning and preparation of such a report will necessitate communication among programs and principal elements in the Academy. The annual report should provide a comprehensive data base for the preparation and adjustment of activities of the Academy and a means of modifying long-range priorities and appraising progress and achieving long-range goals.

As indicated earlier, the functioning of the Academy will involve an interdependent and flexible organization system. The

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system proposed is organic in the sense that elements and processes are highly interdependent and are designed specifically to fulfill the major functional requirements involved in carrying out the missions of the Academy.

Associate Director - Administration. This officer will direct the functions and services necessary to the home staff and the programs. Administration will include the following:

Supporting Services--such as mailing and shipping, editorial and art services, duplicating and printing, cashiering, office space planning and management, and procurement of supplies and equipment. Typically supporting services will be supplied in the form of many small tasks, requiring man-minutes and man-hours rather than the man-month typically required for a full-time person. The personnel performing these services will not be assigned to major programs or projects but will supply services to all the programs and the operations of the home office.

Business and Fiscal Aspects--financial management planning, budget appropriations, and financial field services. The new management technologies should be utilized in support of planning responsibilities, particularly if they are related to the allocation of scarce resources to alternative uses. One example is the use of program planning and budgeting systems as a means of estimating costs of achieving defined program objectives, and following programs as they develop in order to know that each program is proceeding as planned and to be able to make informed decisions at appropriate choice points. Other advances in management technology include the more sophisticated use of computer capabilities and management information systems, and the application of cost-effectiveness analyses to selected programs of resource allocation. As these management technologies are adapted to educational management, it is appropriate that the skills be developed in close organizational relationship to the physical and business management services in the Academy.

Personnel Services--these services should support the management of three groups of professional personnel resources: (a) the professional personnel in the Academy; (b) the professional personnel in programs including staff and students; and (c) professional personnel able to provide consulting assistance or temporary staff help to the Academy and the programs. The services should also include aid to management in the acquisition, development, utilization and assessment of professional personnel and supporting personnel.

Public Information and Registrar Services--there will be a stream of information moving between the Academy, the programs, and the various publics in the form of announcements and regular and special reports, some statistical in nature. It is necessary that information be provided in a form which allows

its maximum utilization. There should be developed with the help of users of reports and announcements, recommendations for changes in report style, content, format, and frequency. This should be done in order to minimize effort in generating reports consistent with the uses of the information, eliminating reports which have lost their usefulness, and adding new reports which will assist in the management of the educational activities. This function should involve investigating and presenting alternative ways for accomplishing data processing tasks, assisting in choosing the configurations or methods and equipment which are best suited to the Academy's needs. Probable data needed in the data system includes: (1) data about teaching and administrative personnel; (2) data about consulting personnel; (3) data about publics, clients, and governmental agencies; (4) data about students; (5) data about program materials, property, etc.; and (6) data about projects, programs, and courses of study. The information services must be integrated with the research group services at least in terms of preparing annual reports of the activities of programs and the functioning of the Academy.

Associate Director - Program. This officer is responsible for planning and management of programs. This will involve synthesizing information, suggesting the need for special programs, drawing up proposals to evaluate the need for major programs, and planning the major programs that are required. He must work closely with the Director of the Academy and the other Associate Director to represent the policy decisions of the Board of Directors. This will involve collating and patterning importantly suggestive data regarding long-range developmental requirements. His immediate forum for discussion, integration and interpretation of these data is the research group. Ideas generated and conclusions reached in this group are presented to the Board by the Academy Director.

The Associate Director for Programs also must provide planning support to program managers in laying out alternative approaches and integrated plans for development. His office will apply for and secure from any appropriate and available source funds in accordance with the established hierarchy of program priorities. In addition he is intimately involved in the process of developmental planning (research group also) by: (1) suggesting evaluation studies and designs to test the effects of various programs and services; (2) contributing to program and project planning by providing for evaluation of the effects of developmental programs; and (3) interpreting implications of data used formulating annual reports regarding emerging priorities of need for program and organizational developments.

Both of the Associate Directors will be assisted by planning and administrative assistants (probably two or three interns, advanced doctoral students in educational administration). These assistants will serve at the discretion of the Associate Directors but mainly their purpose is to facilitate planning and administration of specific projects and programs. They will be busy in

making arrangements for meetings, solving logistical support problems, and in communicating effectively with persons in groups essential to a project or program. In short they will facilitate communication by serving as organizer, facilitator, and scribe.

Major programs will be managed by program managers drawn from the staff of the Academy or from outside the Academy. They will be expected to work full-time in program management for the duration of the program or until rotated or replaced. When program assignments are complete, the program manager and program personnel return to their own assignment or re-assignment within the Academy or in the case of appointments outside staff, they are released.

Program managers must be carefully selected to represent an unusually high order of professional qualification and managerial competence (particularly in managing a group of people representing their various backgrounds and disciplines). Program managers will be selected as a function of types of programs. In some instances, major programs will be designed to produce a change in educational practice and the product of the program is to be used by school administrators either in their own practice or as reports, position papers, etc. Some programs will be designed to produce information or plans useful in developing or changing educational policy. Such programs will need to be followed by additional programs which explore the methods by which policy changes can best be implemented and the results of implementation evaluated. Programs might be set up to develop services or systems to be operated by local school administrators. Other programs will provide planned instruction. There may be a number of programs in progress at one time. Others may be in the planning or developmental stage. Also all programs will be subject to the program planning, budgeting style of management, a process requiring that all activities be included in a budget, that expenditures of budget be specifically related to the achievement of defined objectives, and that provision be made for evaluating the extent to which objectives are achieved.

Program managers will have certain degrees of freedom and flexibility in developing and operating programs. In planning a program, a budget is developed for required staffing. This budget specifies the amount of professional time by level and kind of skill required in a given time period. This man-time budget is translated into salary costs using an established salary structure. Inherent in this system is considerable potential for flexible and varied use of professional staff. A professional may work for two or three program managers on different programs going on at the same time.

Program managers will be required to meet some performance standards placed upon him by the Associate Director for Programs. This will be true for other program staff. The budget analyst assisting a program manager in budget planning and budget control

will need to satisfy standards of accounting and financial practice imposed upon him by the Associate Director for Administration. A systems analyst helping a program manager prepare data for computer processing will need to use standards of system documentation imposed upon him by the Associate Director for Administration. Consultants or Academy staff who are helping to plan the content of programs may be required to relate to both the program manager and the Associate Director for Programs. This multi-boss society will require communication and coordination among those in leadership roles, and senses of individual responsibility and initiative. Team work and coordination of work with one's peers will have to be emphasized.

Planning will require much attention. When programs are time limited they come to an end. Management will be required to sense what new work is most important. This will require long and short-range planning and priority setting. The constant flow of information about program budgets and the allocation of individual's time to programs and projects will help management attend what it is getting for its money with the urgency of making the Academy a success. Objectives setting, evaluation of achievement, limited budgets, and a limited reservoir of human resources impose the discipline of priority setting upon the planning process, and may encourage cost-benefit estimates to guide priority setting. Accounting for time expenditures of professional personnel will facilitate value or benefit comparisons between applications of time to programs or projects versus application to meetings and publications. Such comparisons may result in new approaches to professional development and in new efforts and improved results in the functioning of the Academy.

Physical Facilities - Plant Resources

Space Requirements and Specifications for NASE Headquarters
        Space requirements are based on estimates of personnal to be
    housed in the NASE Headquareers as follows:
            Initial operation (1/2 year - 1968)
                Executive Director and secretary
                2 associate directors and their secretaries (2)
                1 research associate
                2 program coordinators
                2 planning and administrative assistants (interns)
                3 clerk typists
                    Total personnel to be housed on opening - 14

        First full year of operation (1969)
        In addition to the above personnel add:
            1 research associate (total of 2)
            1 program coordinator (total of 3)
            1 planning and administrative assistant (total of 3)
            3 clerk typists (total of 6)
                Total personnel to be housed 1969 - 20

Second full year of operation (1970)
In addition to the above staff listed in items 1 and 2, add:
    1 planning and administrative assistant (total of 4)
        Total personnel to be housed 1970 - <u>21</u>

Third-fifth year of operation (1971-1973)
In addition to personnel identified in items 1-3 above add:
    1 planning and administrative assistant (total of 5)
    3 Academy fellows
    2 clerk typists (total of 8)
        Total personnel to be housed 1971 - 1973 - <u>27</u>

General Requirements

A carpeted, air-conditioned suite is desirable in all spaces except the duplicating and storage rooms. Adequate electrical and telephone outlets for normal office arrangements is mandatory.

Lighting levels should be over 50 foot candles with 100 or more desirable.

All traffic should be controlled by receptionist.

The duplicating room should be placed where large paper deliveries can be accommodated easily. This room could be separate if well secured and readily accessible. The electrical capacities here must be guaranteed to handle the Xerox, multilith, addressograph, and other equipment. These units also generate considerable heat so adequate ventilation and/or cooling is needed.

The telephone system should be a key system.

	Opening Space Requirements in Square Feet	1969 Space Requirements in Square Feet	1970 Space Requirements in Square Feet	1971-1973 Space Requirements in Square Feet

Office Sizes and Furnishings:

Director's Office: 225 to 350 sq. ft. 15' x 20' size with a walnut executive desk with conference top, credenza, swivel chair, coffee table w/lamp, 4 upholstered arm chairs, 1 book case, bulletin/chalk board, wastebasket, carpet, and if large enough, a small conference table with 2 more chairs. Watch for good light, adequate ventilation, and adequate electrical outlets. A coat closet and private toilet are desirable. Use: normal office routine and small conferences.   —   300, 300, 300, 300

Secretary to Director: 125 to 175 sq. ft. 12' x 12' in size with a secretary's desk (left or right typing as required), secretary's chair, credenza, typewriter, 2 legal size file cabinets, 2 side chairs, ash tray on stand, and waste basket   —   150, 150, 150, 150

Associate Director's Office: Two Offices 200 to 300 sq. ft., 12'6" x 20' with a walnut executive desk with conference top, credenza, swivel chair, coffee table w/lamp, 4 upholstered arm chairs, 1 book case, bulletin/chalk board, wastebasket, carpet, and if large enough, a small conference table with 2 more chairs. Watch for good light, adequate ventilation, and adequate electrical outlets. A coat closet is desirable. Use: normal office routine and small conferences.   —   500, 500, 500, 500

	Opening 240	1969 240	1970 240	1971-1973 240
Secretary to Associate Director: Two offices 100 to 150 sq. ft. each and adjoining office of Associate Director's. 10' x 12' in size (or may be in pool area) with each requiring secretary's desk (left or right typing as required), secretary's chair, credenza, 2 legal size file cabinets, 2 side chairs, typewriter plus necessary utilitarian and aesthetic accessories (e.g. waste baskets, ash trays, pictures, plants, etc.)				
Research Associate's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	150	300	300	300
Program Coordinator's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	300	450	450	450
Planning and Administrative Assistants: Three offices about 100 sq. ft. each 10' x 10' with 30" x 60" executive desk, swivel chair, 1 legal file, waste basket, and 1 upholstered arm chair	200	300	400	500
Academy Fellow's Office: 150 sq. ft. Approximately 10' x 15' with 3' x 5' executive desk, credenza, swivel chair, legal file, book case, waste basket, and 2 upholstered arm chairs.	---	---	---	450

	Opening	1969	1970	1971-1973
Reception Area: 120 to 500 sq. ft. with closet. Clerk-typist. 10' x 15' at entry with secretary's desk, secretary's chair, credenza, typewriter, waste basket, 4 upholstered arm chairs, two ash trays on stands, 2 attractive paintings and carpets.	150	150	150	150
Secretarial Pool Area: allow about 80 sq. ft. per clerk typist. 8' x 10' appropriately partitioned with a secretary's desk (left or right hand typing arm as required), secretary's chair, legal file, typewriter, wastebasket.	160	400	400	560
Conference Room 250 to 400 sq. ft. 18' x 20' with one 4' x 10' conference table. 12 upholstered arm chairs, clock.	360	360	360	360
Duplication and Mail Room: 200 to 500 sq. ft. 12' x 35' with Xerox duplicator, multilith or mimeograph duplicator, collator, addressograph, postage meter, mail boxes, 2 tables (3' x 5'), one secretary's desk, 1 chair, 12 linear feet shelving (18" base, 12" upper) minimum for supply storage, two 24" x 36" locked cabinets or a closet for other material storage. This is based on a large volume of paper being handled. If the mailings are light this area could be trimmed.	420	420	420	420
Corridors and toilets @ 20% approximate area	600	700	750	900
TOTAL HEADQUARTERS SPACE REQUIRED	3,530	4,270	4,420	5,280

Space requirements for NASE programs to be conducted at headquarters site.

	Opening	1969	1970	1971-1973
Seminar room: 1,250 sq. ft. Allow 25 sq. ft. per person. Assume maximum capacity of 50. 125' x 100' with 50 upholstered ballroom chairs, clock, slide, overhead and movie projectors, 6' x 6' screen, A-V blinds, chalk board, and carpets.	2,500	2,500	3,750	3,750
Discussion room: 400 sq. ft. 20' x 20' with one 4' x 10' conference table, 12 upholstered arm chairs, clock, chalk board, carpet.	2,400	2,400	4,000	4,000
Library: 2,000 sq. ft. 100' x 200' with appropriate library book shelves and equipment, overstuffed furniture and desks to create comfortable reading and study areas.	-----	-----	2,000	2,000
Lounge: 1,000 sq. ft. 80' x 125' with overstuffed furniture, coffee bar and refrigerator, television, carpet.	1,000	1,000	1,000	1,000
Workroom: 250 sq. ft.	250	250	250	250
Corridors and Toilets @ approximately 20% of net area	1,230	1,230	2,200	2,200
TOTAL PROGRAM SPACE	7,380	7,380	13,200	13,200

Fiscal Considerations

The financing arrangements for NASE must be highly organized and continuous. One-time financing efforts may achieve limited objectives, but they seldom create momentum for continued progress, particularly for those institutional objectives which are long range in character. Therefore, organization must be undertaken with long-term consideration in mind. Among the principles which should govern the organization are the following:

1. The long-range objective should be to develop a strong natural image for the quality of the Academy program and its services.

2. NASE must be clear-cut in its educational purposes.

3. NASE must develop programs designed to give it national viability as a force not only for the improvement of school administration but also as a sensing mechanism for determining the kind of educational leadership required to keep the schools in the forefront of society's institutions.

Perhaps the most fruitful area for service would be the stimulation of excellence in administrative leadership. Among the techniques which could be used for this purpose are an awards system for individuals and school systems or state organizations of administrators, a scholarship system, the publicizing of excellence and national recognition for local school systems with outstanding administrative development programs.

NASE should carry out a program of service for its members but should not attempt to replace existing institutional programs. Perhaps affiliations with institutions of higher education or other educational agencies would help to make available some of their services to NASE and its members. Service to the membership of NASE should be a first priority item in the early days of NASE's existence.

NASE should consciously seek membership from a wide range of persons in positions of administrative and educational leadership. Clearly establishment leaders are critical, but it will also be essential to incorporate strong grass roots, support from among such groups as:

State and Local Boards of Education

Colleges of Education and Departments of Educational Administration

State and local organizations of administrators

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NASE should have a professional staff sufficiently large and qualified to give simultaneous attention to academic and in-service programs - seminars, conferences and fund raising and other operational needs. In its second phase, the Academy should seek to dedicate a portion of its resources to stimulate the development of creative ideas, techniques, or approaches in educational administration possibly utilizing sabbatical leaves and other research planning-development related activities. In this way NASE can become a contributor to as well as a user of the stream of innovative ideas.

NASE should seek to develop as quickly as possible an internal communication system which will make it possible for the membership to know about and participate in the programs of the Academy, to be made significantly aware of the potential represented by the Center for Advanced Study and to use NASE's statements and reports for planning and development purposes.

The organization of the Center for Advanced Study should provide sufficient autonomy to set or modify policy where it is important to the planning or development effort of NASE. This can be done in part by attracting two or three creative thinkers to NASE for a period of one or two years and endowing them with the resources for study, travel, and consultation that may enhance productive inquiry at the growing edge of school administration. Another approach would be to contract with promising persons or institutions to further encourage the production of ideas which may lead to improvement in the practice of school administration and are consistent with the program priorities of NASE. A third alternative would be to invite a cadre of 5, 10, or even 15 distinguished practitioners and professors with extended experience in coping with a specific problem in administration to deliberate and share insights for a period of one or more weeks. Experience will dictate which one or more of these approaches yields the highest payoff of unique contributions to the goals of NASE. This goes far beyond the traditional conception of what is popularly referred to as "think tank.'

Proposed Financing Plan for the Center for Advanced Study

Founding Members	100 @ $1000	$100,000
Sponsoring Members	1000 @ 50.00	50,000
General Membership	10,000 @ 10.00	100,000
Affiliated Organizations Contributions		25,000
Corporate Contributions		100,000
Foundation Support		100,000
		$475,000
Endowments		125,000
	Total	$600,000

Budget Rationale

Projections indicate that the regular program of NASE can become completely self-supporting within five and one-half years with funds derived from tuition fees paid by the individual participant or his sponsoring school agency. Start-up and developmental costs associated with the launching of the three dimensions of the Academy program will necessarily exceed tuition revenues.

AASA will assume responsibility for overhead expenses and collection and contribution of participant fees. Participant fees will range from an estimated $18,750 during the last half of 1968 to $750,000 during 1973. To encourage the widest possible early participation in the program it is planned to increase tuition fees gradually during the first two years of operation so that at the end of the first five years, seminars will be operating on a full fee basis. These budget figures are based on estimated operational costs and make no allowances for accumulation of reserves or endowment for scholarships to worthy and needy persons.

Proposed Operating Budget - September 1, 1968 - August 31, 1969

I. Expenditures (for 12 months)

A. Salaries (for 12 months)
1) Professional
   a. Executive Director (@ $27,000) $27,000
   b. Associate Director, Program (@ $24,000) 24,000
   c. Associate Director, Administration   -0-
   d. Research Associates (@ $20,000)   -0-
   e. Program Coordinator (@ $20,000)   -0-
   f. Planning and Administrative
      Assistants (2 @ $13,000) $26,000

2) Secretarial
   a. Executive Secretary (@ $11,000)   -0-
   b. Secretary (3 @ $8,000) $24,000

3) Indirect Personnel Costs (22% of 1+2) $22,220

   TOTAL 1+2+3 $123,220

B. Meetings and Conferences, NASE Board of
   Directors, and
   Annual Board of Visitors. Travel,
   per diem, and misc. expenses $ 10,000

C. Office Supplies and Equipment $ 6,000

D. Rent (1,250 sq. ft. @ $6 per Sq. Ft.) $ 7,500

E. Preparing and printing program materials,
   annual report, and Board of Visitors reports. $ 2,000

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F. Staff Travel Expenses $ 8,000

G. Consultant Services for program development and
   evaluation (stipends and expenses) $ 5,000

H. Awards and Certificates $ 500

I. Instructional Costs
   1) Seminar variable costs. Instructor's
      fees ($50 per presentation of $150 per
      day maximum); instructor's expenses
      ($150 per trip to seminar site plus
      $30 per day); and site rental costs ($40
      per seminar day). Estimated variable instruc-
      tion cost per week @ $1,250

      Assume 30 students per seminar = $42/week per
      student for instruction. Estimate 960
      students @ $42/week $40,320

   2) Fixed seminar costs. Allow $15 per
      participant for books, supplies, etc.
      Allow $5 per participant for registra-
      tion costs

      Assume 960 participants at $20 $19,200

                TOTAL INSTRUCTIONAL COSTS $ 59,520

J. Program Promotion Costs $ 1,000

   K. TOTAL DIRECT COSTS $222,740

   L. Indirect Costs $ 55,685
       (25% of direct costs)

   M. TOTAL DIRECT AND INDIRECT COSTS $278,425

II. Income

A. Fees collected ($100 per participant - assume
   960 participants) $96,000

B. Funds available from U.S.O.E. -0-

C. Funds from AASA General Fund $82,685
   1. Director's salary $27,000
   2. Indirect costs $55,685

D. Funds drawn from AASA Reserves (to $100,000)
   (Total Direct and Indirect Costs - (A+B+C)) $99,740

        E. TOTAL INCOME $278,425

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TASK FORCE ON EVALUATION AND FEASIBILITY

FINAL REPORT

Purposes and Functions

The functions of the Task Force on Evaluation and Feasibility were listed at the inception of the National Academy for School Executives (NASE) as follows:

1. To evaluate the capabilities of NASE to meet stated objectives within time constraints, acting on recommendations of the Task Forces on Structure, Program, and Resources.

2. To interview various individuals concerning their perceptions of the role the Academy plays and the contribution it makes to the continuous growth of school administrators.

3. To ascertain the reactions of practicing school administrators in mid-career to the NASE model.

4. To determine the degree to which administrators in various areas of the nation are likely to enroll in Academy programs.

5. To suggest appropriate strategies for

   a. Implementing NASE programs,
   b. Informing the profession of NASE activities and schedules,
   c. Ascertaining priorities for offering each of the program elements,
   d. Determining appropriate initial schedules of program offerings,
   e. Selecting various sites across the nation for launching the National Academy.

Initial Steps

It was obvious that the Evaluation and Feasibility Committee could not carry out its assignment until the Committee on Program produced at least a tentative model.

The initial efforts of the committee were directed towards finding out if practicing administrators would participate in an Academy Program, considering such variables as location (central vs. regional, or both), reactions to fee schedules and reward systems and, most important, what programs would provide the greatest amount of help.

Early in its deliberations, the Committee agreed that any feasibility study should be conducted in a systematic way using

the expert counsel of those skilled in polling and sampling methods.
The Committee urged the AASA to publicize the purposes of the
Academy in order that a sampling of the opinions of practicing
superintendents would reflect their very best judgment based upon
full knowledge of Academy goals.

The Committee also emphasized the need for the appointment
of the Director of the Academy early enough to provide the very
essential planning time necessary for its launching.

The Feasibility Study

Purpose of the Study

This study was undertaken to gather information essential
to the planning and implementing of the National Academy for
School Executives. Specifically, it was designed to collect data
about the importance of sixteen high priority programs defined by
the NASE Task Force on Program, to provide information about the
amount of time and money school administrators are prepared to
spend for in-service activities, to determine the effect of
location and tuition fees on the success potential of NASE, and to
probe the general levels of support now being generated or that
may be generated for a National Academy.

Design of the Study

Data was gathered by means of an eight page opinionnaire
(attached). This opinionnaire, mailed to 10 percent of the AASA
membership, was developed to gather data about approximately 100
variables. Included were items to reflect the usefulness, the
current level of knowledge, feelings about adequacy of present
knowledge, and the availability of each of the 16 programs identi-
fied by the NASE Task Force on Program. In addition, variables
were included to gather data about time, location, financial con-
straints, the amount of information respondents had about NASE,
the importance or impact of NASE, general support, and respondent
background (e.g., age, degree held, financial capacity and size
of district, etc.).

The sample was a serial one and was selected by taking every
tenth name from the AASA membership roster when ordered by ZIP
Codes. Retired members, institutional members and non-educator
members were removed. The ZIP Code ordering base was selected
to insure regional distribution. The first name was selected by
lot to approximate random sampling.

The opinionnaire was mailed to 1,379 superintendents, assist-
ant superintendents, professors, deans, etc., along with a cover
letter signed by Forrest E. Conner and Stephen J. Knezevich re-
questing completion of the opinionnaire. Duplicate mailing tapes
were made and as responses were received, an attempt was made to
associate them with a name on the master list. In this way, a

current tabulation was always maintained of those in the original sample who had and had not returned opinionnaires. Approximately 3 weeks after the original mailing a follow-up request was sent to those from whom returns had not been received.

By the cut-off date (June 27, 1968), 839 opinionnaires had been returned. This is a return of 60.84 percent.

The information from the opinionnaire was transferred to data cards and results tabulated by computer.

ZIP Code analysis of the returns indicates that, with the exception of California, Arizona and Nevada, the returns are geographically representative. With the exception of these three states, the return rate approximated 60 percent in each ZIP Code region. For California, Arizona and Nevada only twenty-nine of the eighty opinionnaires mailed were received for a rate of response slightly over 36 percent.

Comparison of the number of opinionnaires mailed to each of 12 geographical regions with the AASA 1967 membership for each region indicated that the original sample was a good one. In each region an amount equal to between 7.5 percent and 9.5 percent of the recorded 1967 AASA membership for the region was sampled. Given the fact that institutional and retired members were removed from the sample, as were architects and non-educational affiliates, a reliable sample was achieved. Table 1 shows regional sample and AASA data.

Computation of Data

The responses for the 91 items on the opinionnaire were first processed to give raw data and percent responses for each. In addition to the scores for the total sample, breakdowns were provided by the position or title of the respondent, by the highest degree held by the respondent, and by the region in which the respondent reported residence. In this cutting of the data each of the 800+ respondents was accounted for or his response reflected in four separate scores: 1) in the total sample; 2) in one of the three positional breakdowns (superintendent, central office, or other); 3) in one of the four highest degree categories (bachelor, masters, education specialists, or doctorate); 4) in one of the 12 regions. Superintendents accounted for 598 or about 72 percent of the sample response.

In the first data run it was not possible to separate the effect of non-practicing school administrators (i.e., deans, professors, and others) from the regional totals or from the highest degree figures. To provide a reading for superintendents only, the cards were sorted to remove all but superintendents from the deck and the superintendent deck was then run using the original program. The second output, therefore, reflected only the responses

of superintendents. Finally, the data obtained from superintendent respondents were computed to provide two intercorrelation matrixes. The first, a 64x64 matrix, compared individual responses for each of the four items under each of the 16 programs. The second, a 40x40 matrix computed correlations between the usefulness response for each of the 16 programs and for selected other items from the opinionnaire.

In addition to the computer calculations, certain hand calculations were made to determine significant differences between the proportions represented by various groups in their response to certain items and to determine the approximate correlations between program responses among various groups. The method selected for this computation was that of rank order correlation. The results discussed herein reflect the input from these various computations and treatments of data.

The preparation of the opinionnaire was the result of collaboration among Dr. Stephen J. Knezevich, Michael J. Murphy, his assistant, and the members of the Evaluation and Feasibility Committee. The processing of the opinionnaire was largely the work of Michael J. Murphy, who made a most thorough analysis of the data. (A complete summary is available at the AASA office.)

Out of 1,379 opinionnaires mailed (including a second reminder) 839 were returned - a response of slightly over 60 percent. The Committee suggested that non-respondents be sent a third follow-up in order to raise the percentage, if possible, to 70-75 percent.

Substantive Results of the Opinionnaire - General

Data from the opinionnaire indicated that respondents had little knowledge of NASE prior to completing the opinionnaire. Of the total responding, 62 percent indicated that they had heard of the Academy but knew very little about it; 30 percent had heard nothing at all.

The Academy seemed to draw sizable support generally from superintendents. About 99 percent of the superintendents sampled felt that the Academy was either a good or a very good idea. Ninety-four percent indicated that they believed the Academy was "Practical and Worthy of Support" by members. About 79 percent of the superintendents sampled agreed with the statement "My School Board will be Eager to Have me Attend Sessions."

AASA's relationship to the Academy was also seemingly endorsed by results from the sample. To the item "Only AASA will be Able to Make Something Like This Work," 81 percent of the superintendents sampled agreed, 19 percent disagreed. To the item "The Academy Idea Probably Can Not be Implemented by AASA, 94 percent disagreed, and finally to the item "The Academy Should be Affiliated with and Operated by a University," 71 percent expressed their disagreement.

The superintendents seemed to believe that the Academy can, in fact, have a sizable impact on their professional development and on schools in general. Eighty-six percent of the responding superintendents agreed with the statement "The Academy Will be a Real Source of Innovation in the Schools." Eighty-seven percent agreed with the statement "The Academy Will Have a Direct Impact on My Professional Development." Eighty-nine percent agreed with the statement "The Existence of the Academy Will Prompt Me to Reassess How I Provide for My Professional Development." Seventy-two percent of those superintendents responding believed the Academy could have tremendous or appreciable impact on schools.

Substantive Results of the Opinionnaire - Specific

1. The greater the amount of training received by superintendents, the more often the statement that the kinds of experiences offered by NASE would be essential and very helpful.

2. There is a slight suggestion that the less available the program the less essential superintendents believed it to be. Too, the more inadequate the respondent's knowledge, the less essential the program is considered to be.

3. The examination of the data for each program revealed the following results:

   a. Instructional Technology

      1) Ranked near the bottom in essentiality.
      2) Doctorate degree superintendents considered it far more essential than those with masters degrees.
      3) About 20 percent of all the superintendents indicated they had little knowledge about the topic.
      4) About 75 percent felt that information regarding this topic is available elsewhere.

   b. Staff Negotiations

      1) It would appear that information regarding this topic is the most currently available; however, it would appear that this has regional interpretation depending upon the degree to which the superintendent has been forced to engage actively in negotiation.

      2) More than twice as many superintendents with doctoral degrees ranked this as essential as against those with masters degrees.

      3) A considerable number seemed to feel that they felt quite adequate with the amount of information they already possess.

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c. Operational Responses to Pickets, Boycotts, Demonstrations and Riots

   1) This program received a very low ranking on essentiality, yet a substantial percentage indicated that they knew very little about the topic.

   2) About 37 percent reported that this program was the least available of all the programs.

d. Operational Responses to Strikes, Work Stoppages, Mass Resignations, and Sanctions

   1) This program has a low essentiality ranking, low knowledge adequacy and availability.

   2) Twice as many respondents with doctors degrees called this program essential as did those with a masters degree.

   3) Regional differences were apparent.

e. Identifying Information Crucial to Administrative Decision-Making

   1) This program ranked 11th in essentiality.

   2) About 62 percent believed that information was already available.

   3) Regional differences were apparent.

f. Public Relations Techniques and Styles of the Administrator as an Individual

   1) This program was ranked 4th in essentiality.

   2) About 66 percent indicated that their information was sufficient to function comfortably.

   3) About 83 percent of the respondents indicated that this information was available elsewhere.

   4) Although the results are conflicting; it may be concluded that despite considerable information already available, despite their own comfortableness concerning this area, superintendents are willing to pursue it further.

g. Power Structure and Leadership Analysis

   1) About 24 percent of the superintendents checked this as essential.

2) The northwest region revealed a higher percentage of essentiality than any of the other regions.

h. The Nature of Dissent and Disruption in Educational Institutions

  1) This program ranked 13th in essentiality.

  2) Knowledge concerning this topic was among the lowest.

  3) The southwest region seemed to be the region most often checking this program as essential.

  4) It is apparent that this topic is not yet of concern to the majority of superintendents.

i. Introduction of Decision-Making in Conflict Situations

  1) This program ranked 8th in essentiality, although there was a wide variation among the regions.

  2) About 29 percent indicated they had little knowledge; and 37 percent said their information was adequate.

  3) About 50 percent said that information was available from other sources.

j. The Politics of School Finance

  1) This program ranked first in essentiality.

  2) About 93 percent of the superintendents indicated they had some knowledge of the subject and 69 percent thought they had adequate knowledge.

  3) It is apparent that this program is of universal concern and one in which superintendents are involved.

k. Urban Crises in Education

  1) This program ranked near the bottom of all categories.

  2) It is apparent that the sample did not reflect the urban superintendency.

l. Relations With Local Government Agencies

  1) This program ranked 10th in essentiality.

  2) About 65 percent seemed to feel fairly well informed regarding this program.

3) Some regional differences were apparent.

m. Human Relations in the School Environment

   1) This program ranked 7th in essentiality.

   2) About 54 percent were satisfied with their knowledge of this subject.

   3) Regional differences were marked.

n. New Roles, Productivity, and Evaluation of Professional Staff

   1) This program ranked 2nd in essentiality.

   2) Twice as many of those with doctorate degrees as against those with masters degrees considered this program to be essential.

   3) Regional differences were sizable.

   4) 46 percent indicated satisfaction with the amount of their knowledge and 62 percent believe this information is available elsewhere.

o. Sensitivity Training for School Administrators

   1) This program ranked 5th in essentiality.

   2) Regional differences were sizable.

   3) 53 percent indicated the information was available elsewhere.

   4) 46 percent felt adequate with their current level of knowledge.

p. Physical and Mental Health of the Administrator

   1) This program ranked 6th in essentiality.

   2) 46 percent indicated satisfaction with their current knowledge level.

   3) 30 percent believe they have inadequate knowledge.

   4) Some regional differences were apparent.

Conclusions Concerning Superintendents' Reactions to 16 Program Areas

1. The data confirm the fact that programs viewed as most essential were also most likely to be currently available and in which the respondents have more knowledge.

2. It is apparent that NASE should be considering programs for specific regions, since regions differ widely as to need.

3. The effect of centralizing programs vs. regionalization is difficult to determine from the data. There is some evidence supporting the desirability of scheduling programs centrally, but there is some evidence that regional programs would draw participants. Approximately 68 percent of the masters degree respondents indicated that location was a substantial factor in their decision to attend, whereas only 40 percent of the doctorate respondents indicated location as a substantial factor.

4. It is equally apparent that the more training the superintendent has received, the greater his awareness of the need for more training. NASE may have to cast aside the feeling of some superintendents that their knowledge is adequate simply because the problems have not "caught up with them" yet.

There is little doubt but that the officers and boards must develop systematic communication with superintendents throughout the country to ascertain needs. The questionnaire technique may be neither adequate nor accurate.

5. There is evidence that as courses are lengthened in time, the probablity of attendance will fall off sharply.

6. At any given percentage of attendance, larger fees would be paid by the group with doctorate degrees compared to those with masters degrees.

7. With respect to tuition rates, there is the same relationship between superintendents with masters and superintendents with doctorates; 44 percent of the respondents with masters stated that the amount of tuition would be a factor. Only 24 percent of those with doctorates indicated that the rate of tuition would be a substantial factor.

8. The size of the school district and the size of the community seems to have little bearing on any of the other variables.

9. The degree of school board support for attendance was related to both the amounts of money and amounts of time which would be allowed for the Academy, but the data is by no means conclusive.

The Committee believes that the sampling study gave some indication of the priorities which should be assigned to future programs of the Academy.

The Proposal to Field Test the Academy Programs and Operations

Late in July, at a meeting of the NASE Task Force on Evaluation and Feasibility, the recommendation was made that comprehensive field tests be scheduled in the fall of 1968 in the three areas which, in the judgment of the Director as a result of an examination of the opinionnaire, seemed to be most useful. The Committee proposed the following areas for investigation:

1. The quality and relevance of program content.

2. The effect of tuition on drawing power.

3. The most accepted time sequence.

4. The effectiveness of promotional materials and methods.

5. The drawing power of certain locations.

The Director was given the option of selecting from among the seven or eight programs which had been evaluated in terms of usefulness, essentiality, and need by the superintendents on the feasibility questionnaire; final decision was to depend upon the availability of leadership resources.

The term "pre-session" was selected over such commonly accepted terms as "model" and "pilot" to reflect the intent of the field testing project and still provide opportunity for participants to add pre-session achievements to those regular session Academy programs still to be scheduled.

Since evaluation is an essential feature of any program, the committee recommended the following activities:

1. Participants will be asked to respond to the effectiveness of each pre-session immediately and after a period of time has elapsed.

2. The instructors will be asked to submit a critique.

3. A member of the Evaluation and Feasibility Committee would be asked to sit in on each session as an observer and to interview participants informally.

S. J. Knezevich was directed to prepare standard directions for observers and evaluators.

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The Committee considered such matters as bibliography for participants, a library of resource materials, a notebook for participants, special portfolios for instructors, certificates of achievement, and the need for establishing procedures and approaches different from those of the typical university program.

The following assignments were made to the members of the Evaluation and Feasibility Committee:

Kansas City Clinic - October 8-11 - Politics and Power Structure for the School Executive - Howard C. Seymour

Detroit Clinic - November 6-14 - Negotiations and the School Administrator - K. E. Oberholtzer

Santa Barbara Clinic - November 9-25 - PR Challenges of the Executive - Harold Wenaas

The Committee's Evaluation of the Three Pre-Sessions

Following are the Characteristics of the groups:

	Kansas City	Detroit	Santa Barbara
No. in Attendance	29	46	30
Superintendents	18	No Data	8
Assistant Superintendents	0		0
Principals	0		1
Directors-Coordinators	3		3
University	0		2
Age:			
Under 35	2	No Data	2
36-40	3		3
41-45	6		5
46-50	4		1
51-55	4		1
56-60	2		0
Over 60	1		0
Degrees:			
Master's	0	No data	0
Master's plus	7		8
Doctorate	15		4
Size of District	No Data	No Data	No Data

Evaluation of Pre-Sessions

Since the pre-sessions were scheduled to field test what might eventually be done by the Academy, the Committee--as a result of its observations, informal comments of participants, and their written evaluations--lists the following conditions which must prevail if future Academy sessions are to be productive, meaningful and effective:

A. **With Respect to Location**

   1. The facilities need to be near the center of the community, where there is some opportunity for diversion and where adequate transportation is available.

   2. Although the participants in all three clinics came from practically all sections of the country (except the Southeast), consideration should be given to scheduling clinics at locations which minimize the travel time and costs for participants.

B. **With Respect to Leadership - Management**

   1. The Director of the Conference should not be used as a consultant, professor, lecturer, etc., unless a personnel emergency occurs.

   2. The Director must have adequate management, clerical, and service assistance.

C. **With Respect to Experts, Leaders, Professors, Discussion Leaders**

   1. The leaders, experts, and professors must be of proven ability.

   2. Experts from different professions would vary the presentations.

   3. In some manner, those who come to speak, participate, or present papers should have some knowledge of what has already transpired.

D. **With Respect to Techniques or Methods**

   1. If individual counseling is to be provided, time must be set aside for it and a staff must be available. Some effort should be made to evaluate its value.

   2. The methods used should not duplicate the traditional methods used in a college or graduate school.

3. Simulation or group techniques need to be well prepared.

4. Debates with at least two points of view are stimulating.

5. Participation by membership through small group discussion is essential.

6. Time must be provided for informal sessions.

7. The use of audio-visual aids would provide a much-needed change of pace from lectures and discussions.

8. Those who present papers should be prepared to provide written resumes.

9. Case studies are very valuable and need to be disseminated in advance in order to save time at the Academy sessions.

E. With Respect to Participants

1. A group seems to work well together when it has a common objective' when there is evidence that each participant is made at ease in the presence of others and when all participants have somewhat the same level of experience.

F. With Respect to Timing, Duration

1. A seminar or clinic extending over a weekend is not to be preferred.

2. A five-day session, Monday through Friday, seems to be best accepted by practicing administrators in their mid-careers (at least during the school year).

3. Evenings should be utilized particularly when the Academy sessions are scheduled in such a short span of time.

G. With Respect to Content

1. The content must be geared to the participants' level of ability, competence and experience.

2. The presentations must be adjusted to the problems of communities from which the participants come.

H. With Respect to Financing

1. Apparently most superintendents and boards of education are willing to pay for profitable Academy sessions.

2. Tuition does not seem to be a serious handicap to the attendance of administrators in mid-careers, provided the classes and seminars have meaning and really serve to make a difference in the behavior of administrators when they return to their jobs.

I. With Respect to Socialization

1. An attempt must be made at the beginning to get the participants to know each other.

2. Some attention should be given to planned recreation, properly spaced, to provide a change of pace.

3. Consideration should be given to rotating participants at mealtime at designated tables, so that each could get to know the others in an informal way.

J. With Respect to Facilities, Equipment, Materials

1. The meeting room must be large enough to house the entire group, yet small enough to inspire Comradeship and compatability.

2. Small rooms adjacent to the large room should be available for caucussing, discussion groups and individual interviews.

3. Reproducing equipment must be readily available.

4. The facility must be willing to provide porter service for handling equipment, chairs, tables, etc.

5. If the literature and bibliography could be pre-mailed, much time would be saved at the Academy sessions.

6. Library materials should be accessible to all during the entire sessions.

K. With Respect to Room Service, Food Service

1. Food service must be better than average and prompt.

2. Coffee break service must be timely, appropriately prepared and served.

3. Rooms must be clean, well-heated or refrigerated and well-maintained.

CONCLUSIONS

The Committee on Evaluation and Feasibility, as a result of

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its deliberations and its appraisal of the pre-sessions, has a most positive feeling towards the idea of the Academy. It is unanimously agreed that sufficient staff must be employed to do it well. The Academy must be supplied with sufficient funds to attract the very best of leadership from all professions if it is to have prestige. Every attempt should be made to work up a talent bank of the most qualified to deal with specific programs.

The Committee urges the Director to utilize a variety of techniques and methods especially designed for Academy purposes.

The Committee is completely convinced that the Academy idea should be fostered and that it can become a potent force for assistance to practicing administrators in mid-career.

APPENDIX E

FINAL EXPENDITURES REPORT

USOE PLANNING GRANT
for the
AASA NATIONAL ACADEMY FOR SCHOOL EXECUTIVES
February 1, 1968 through December 31, 1968

	1 Revised Federal Budget	2 Actual Federal Expenditures	3 AASA Budget	4 Actual AASA Expenditures
Personnel				
A1 Project Director	$	$	$3,000	$12,000.00$\underline{a}$/
A2 Assoc. Director	10,000	7,214.37$\underline{b}$/		
A3 NASE-EPC Stipends	2,000	$\underline{c}$/		
A4, A5 Consultants	10,500	12,496.83	750	150.00
A6 Secretary Typists	8,000	9,232.97$\underline{d}$/		
B Employe Benefits	820	1,200.00	300	300.00
Total Personnel	$31,320	$30,144.17	$4,050	$12,450.00
Travel				
C1 Project & Assoc. Directors	5,500	5,584.95		
C2, C4 Academy Committees	9,750	10,072.19		
C3 Comm. For Adv. of School Admin.			2,500	3,197.12$\underline{e}$/
Total Travel	$15,250	$15,657.14	$2,500	$ 3,179.12
Supplies and Materials				
D1 Project Materials	1,500	5,170.73$\underline{f}$/		
D2 Office Supplies			500	289.87
Services				
E1, E2, E3 Duplicating Statistical & Other	1,400	2,059.82		
Final Report Costs (G)	500	500.00$\underline{g}$/		
Equipment (H)			510	480.35
AASA Indirect Costs (I)			10,000	10,000.00$\underline{h}$/
Total Expenditures	$49,970	$53,531.86	$17,560	$26,417.34

Total Reimbursement Due AASA: Total Contract $49,970 less previous reimbursement of $11,098.35 equals $38,971.65 due AASA. Amount in excess of maximum contract not reimbursed, but absorbed by AASA, $3,561.86.

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Footnotes:

a/ The project was extended 6 months, but the associate project director left after the initial termination date of July 31, 1968. It was necessary for the Project Director to spend a greater percentage of his time for five additional months.

b/ Includes Ja ry, 1969 entries of $357.12.

c/ Budgeted amount not expended and funds were dedicated to Consultants in general under items A4 and A5.

d/ Includes $3,719.15 applicable to Winona Gary and $747.34 to Victoria Jamail through December 31, 1968; total additional amount for the full-time NASE secretaries employed during 1968 is $4,466.49.

e/ Includes total 1968 expenditures for all CASA meetings since the NASE was a topic of major concern at all 1968 sessions.

f/ Includes January, 1969 expenditure of $37.75 to Merit Sales

g/ Amount to be expended within next two weeks for production of at least 100 copies of Final NASE Report to U.S. Office of Education.

h/ Direct charges of $357.25 and $50.00 applicable to Associate Director and Project Materials, respectively, have been correctly applied in this summation.

The undersigned certified that he is fully acquainted with the above facts and further certifies that the amount of $49,970.00 has been expended by the American Association of School Administrators in accordance with the provisions of Contract #OEC-3-8-080215-0006 (010) as amended 8/31/68.

Charles E. Lockhart

Comptroller