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ABSTRACT

The purpose of the study was to refine a method to identify critical tasks and administrative behaviors utilized to effectively administer a specialized program in smaller school districts. Vocational education was the special program investigated. Data were gathered by personal interviews with 72 superintendents and a composite of 85 high school principals, vocational teachers, and counselors. Twenty-four critical tasks were identified; however, superintendents and their subordinates disagreed on the administrative behaviors employed for task accomplishment. Major implications are evidenced for improved preparation and inservice programs for superintendents facing greater emphasis on specialization of school programs. (Author)

CRITICAL TASKS AND ADMINISTRATIVE BEHAVIORS OF SUPERINTENDENTS IN SMALL SCHOOLS

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Superintendents in smaller school districts are, by the nature of the position, educational generalists. They must be jack-of-all-master-of-some to meet the demands of the job. Unlike large school districts, small districts cannot afford to employ specialized personnel to conduct new and specialized programs. Thus, the superintendent, because of his role, often attempts to implement, maintain and evaluate programs about which he possesses little knowledge.

Traditional graduate and certification programs have fallen short in closing the superintendents' knowledge gap for three primary reasons: (1) Certification programs are packed with general administration and curriculum courses and contain few if any courses related to vocational education, career education, individualized education, special education, etc. (2) Most small town superintendents have not been in school for several years and are too busy to return to the universities for in-service courses. (3) Too often practicing superintendents feel that the graduate programs are too theoretical and not action-centered and practical.

Graduate programs cannot be all things to all superintendents. Professors tend to embrace the notion that administration is a universal process. Fayol, early in the twentieth century, gave impetus to the idea that there are administrative functions common to all organizations. This notion, plus budget and personnel contraints, limit most educational administration pre-service and in-service programs to the analysis and teaching of a common set of tasks confronted by superintendents in all school districts. It is understandable why superintendents feel that university programs fall short in meeting their needs on the

firing line. The concepts learned during their graduate and certification programs have become infused with years of on-the-job learning and thus confuse the issue of curriculum reform in university programs.

The literature in educational administration is replete with lists of common tasks and functions/behaviors to administer general school programs. Four tasks which appear most often are as follows:

1. Plan programs to accomplish organizational goals within human and financial restraints.
2. Establish a climate in which creative and responsive people will support the school program goals.
3. Devise an information system to assist in the determination of goal accomplishment.
4. Develop an awareness of the balance of the levels of role interaction of the individual, the school district and the environmental context of the organization.

Several studies and literature reviews -- for example, Campbell, et.al., (1977), divide administrative tasks into six general categories:

1. School-community relationships
2. Curriculum and Instruction
3. pupil personnel
4. Staff personnel
5. Physical facilities
6. Finance and business management.

Obviously, the size of the district determines the extent of the superintendent's direct influence in each of these six general tasks.

In spite of the cumulative volume of literature about the common tasks and functions of administration, little is published which touches directly on the tasks and functions necessary for the superintendent to administer effective special programs (i.e., vocational education, special education and education for the handicapped, preschool education, career education, fundamental education).

Purpose

The purpose of this study was to refine a method to identify the critical tasks and functions/behaviors required by superintendents to administer effective specialized programs in small school districts. More specifically, the objectives were as follows:

1. to determine which tasks in the administration of a highly specialized program, (i.e., vocational education), are considered most important by superintendents in small school districts.
2. to examine the organizational misperceptions about the administrative behavior in accomplishing the important tasks
3. to present model instructional modules, based on the findings, to assist superintendents in gaining competence in the important tasks and behavior functions.

The focus in vocational education as the specialized program was prompted by a USOE grant from the Bureau of Occupational and Adult Education. Vocational education in public schools has grown rapidly since the passage of the Vocational Education Act of 1963. The task of administering vocational education programs is made more complex, not only by increased numbers of students, but also by recent changes in the role and scope of vocational education.

The 743 school districts in Texas which have vocational programs but no vocational directors or supervisors vary in size from 65 ADA to 19,571 ADA--and from 1/2 to 38 in the number of vocational units. As might be expected, most of the districts are small and the superintendent administers the program. Forty-eight and nine-tenths percent have less than 500 ADA, 38.6 percent have from 500 to 1,500 ADA, and 12.5 percent have more than 1,500 ADA (Texas Education Agency, 1974). Very gradually, the number of smaller districts is decreasing, chiefly by consolidation. At the same time, as mentioned above, the enrollment in public school vocational education is growing. The comprehensive long-range goal for vocational education in Texas is:

> . . . to plan, develop and provide high quality occupational education which is readily accessible to all persons in all communities, which is suited to the needs, interests, and abilities of all persons who participate, and which is realistic in terms of actual and anticipated opportunities for gainful employment (Texas State Plan, 1974).

The scant literature on the administration of quality vocational education programs include several studies about the role and competence of vocational directors. However, the superintendent is mentioned only in a general context of the program.

Procedural Overview

The initial phase of the investigation included an extensive review of the literature and informal interviews with selected practitioners in the field of vocational education (including superintendents, vocational directors, and counselors). The task inventory served as the basis of a structured interview. This preliminary task inventory was submitted to the Project Advisory and Consultant Committees for review, after which it was revised and pilot-tested.

There were two rounds of pilot tests (consisting of four superintendents per round) under field conditions as near as possible to actual interview conditions. Respondents were superintendents in the target population but not in the sample. Comments were requested after the interview was completed. The pilot tests were used not only to test the instrument and the interview procedures, but also the data analysis procedures to be used. Further revisions were made as necessary after each round of pilot testing.

The literature search and the informal interviews yielded a list of over 200 tasks of varying specificity. Careful examination revealed that there were many duplications and overlaps among the lists. Eventually, the project team selected 69 tasks for inclusion in the task inventory. The above mentioned Advisory and Consultant Committees suggested the deletion of some task and the inclusion of some additional tasks. They also strongly suggested making the entire schedule shorter. Their reasoning was that superintendents would

probably more readily agree to participate if the demand on their time was moderate. Eventually, 48 tasks were selected for inclusion in a task-function inventory. These were grouped into seven categories: Goals and Objectives, Program, Personnel, Finance, Facilities and Equipment, Communications and Community Relations, and Evaluation and Research. Tasks were to be judged by the superintendents as to their importance and as to the administrative behavior (function) used in their accomplishment.

The interview instrument also included a section on the professional background of each superintendent and a section for data on his school district. Another section of the instrument consisted of open-ended questions. Consideration was given to questions which might reveal attitudes toward vocational education and to questions about in-service programs.

When forms had been designed for all three sections, the entire instrument was submitted to the Project Advisory and Consultant Committees for review, both as to content and form.

After systematic pretesting and two rounds of pilot tests, the first group of interviews were conducted. Fifty-seven superintendents randomly selected from the target population of 743 superintendents were asked to respond to each task on two scales, one representing their perceptions of the importance of the tasks, the other their perceptions of their administative behavior (function) in the accomplishment of the task.

The response categories for the dimension of Importance were:

1 = Critical importance (must be done)

2 = Very important

3 = Of moderate importance

4 = Of little importance

5 = Of no importance

The response categories and their definitions for the dimension of Accomplishment were:

1 = Perform (by self)
--Do it oneself, without input from others

2 = Coordinate (by self with others)
--Identify goals; determine policies, procedures, methods

3 = Direct (by others with my direction)
--Guide and supervise the work of others

4 = Delegate (by others alone)
--Assign complete responsibility to someone else (not final responsibility)

5 = Not applicable
--Is not performed in this district

The next phase of the research was designed to validate the data gathered in the previous interviews. Another independent sample of superintendents (20) was drawn from the same population. Once again, superintendents were interviewed. However, four significant referent groups were also interviewed: high school principals, two vocational teachers in each district, and the persons responsible for vocational counseling. Since there were a minimum of three and a maximum of five persons interviewed in each district, the sample consisted of 105 individuals. These referent groups were interviewed to determine if the tasks considered most important by respondents in the first sample were in fact the tasks performed, and if the superintendents' self-perceptions of these tasks agreed with the perceptions of the referent group.

Necessary changes were made in the wording of the tasks and pilot-tested in eight districts. The Accomplishment scale remained the same; the Importance scale was replaced by a Performance scale. The question asked was "Is this task performed in your district?" The response categories were:

Y = Yes

N = No

NK = No knowledge ("I don't know")

No changes were made in the background information forms; additional open-ended questions were asked to increase the amount of information available concerning the design of training programs.

Interview Procedure

In designing the interview procedure, consideration was given to several factors which might have an effect on the results. Some of these factors had to do with the respondent, some with the interviewer. There was, for example, a concern that superintendents and selected staff on their home ground would be subject to many interruptions which might unduly prolong the time of the interview and result in a drop in attention. Actually, this did not happen. Another matter to be considered was the relationship between interviewer and respondent. The decision was made that the interviewers should approach the practitioners in the posture of learners. The interviewers were four doctoral students in Educational Administration with administrative field experience. Before the interviews began, all team members familiarized themselves, as far as possible, with regulations about vocational education and with its special terminology.

The time encumbered in interviewing the 105 professionals, each for 90 minutes, was 157.5 hours. The team traveled approximately 17,000 miles during the six-month period. Careful planning by both the interviewers and the respondents kept the interviewers on schedule.

Reliability of the Individual Tasks

Since the instrument was divided into two scales, one for "Importance" and one for "Accomplishment", reliability coefficients were obtained for each scale. On the Importance section of the instrument, the Kuder-Richardson Formula 21 revealed reliability coefficients ranging from .29 for task 6 to .90 for task 18.

On the Accomplishment section of the instrument, the reliability coefficients ranged from a low of .16 for task 6 to a high of .95 for task 27.

Since many tasks of both scales had reliability coefficients of more than .70, with most above .60, it was determined by the research team that the instrument as a whole was reliable and could be used to draw valid inferences.

RESULTS

Interviews - First Sample: Important Tasks

The first objective of this research was to determine which tasks in the administration of vocational education are considered most important by superintendents in the field.

After examination of the frequencies of responses to the tasks, it was determined by the research team that a response of Critical or Very Important by 70 percent or more of those interviewed would be criterion for inclusion of a task as being viewed as most important by superintendents. Sause (1974), in reporting a study undertaken for the New York State Education Department, said:

> The behaviors upon which the largest number of respondents agreed were of paramount concern . . . in this situation, agreement of 70 percent of the respondents that a competency is necessary was the criterion for developing a basic set of behaviors upon which a competency-based certification might be developed. (p. 21)

Therefore, applying the 70 percent criterion, 24 of the 48 tasks were seen by the superintendents as vital for the administration of vocational education. The rank ordering of tasks shown in Table 1 shows the 24 tasks.

Table 1

Rank of Tasks by Percentage of Superintendents Who Scored Tasks Critical or Very Important

Task Number	Task Function	Percentage of Total Number of Supts.
25	Keeping staff members closely informed as to what is expected of them.	100.0
1	Identifying purposes and objectives of the vocational program	98.25
29	Preparing and keeping adequate financial records of all vocational programs.	96.49
37	Insuring that health and safety standards are maintained.	96.49
20	Selecting vocational staff.	94.74
26	Knowing the requirements and procedures for gaining approval and financial support for new vocational programs.	91.23

Table 1 (Continued)

Task Number	Task Function	Percentage of Total Number of Supts.
28	Developing an annual budget for the operation of vocational programs.	91.23
35	Maintaining an inventory of tools, supplies and equipment assigned to vocational programs.	91.23
47	Appraising teachers' performance in relation to instructional goals.	91.23
11	Providing information to students about post-high school vocational training available to them.	87.72
27	Determining local policies to satisfy state requirements regarding purchase and reimbursement procedures.	87.72
3	Developing curriculum to meet objectives for vocational education.	84.21
23	Encouraging vocational teachers to continue professional growth.	84.21
2	Short-range and long-range program planning for vocational education in the school.	82.46
6	Determining courses for which vocational training is to be offered.	82.46
32	Scheduling vocational facilities for maximum utilization by students and teachers.	80.7
18	Integrating the vocational with the academic programs.	78.95
24	Encouraging vocational teachers to support professional organizations through membership.	77.19
36	Arranging for maintenance, repair and day-to-day supervision of vocational facilities and equipment.	77.19
31	Developing specifications for equipment to be purchased.	75.44
22	Organizing local in-service training programs for vocational staff.	73.68
30	Developing specifications for long-range needs for vocational programs.	73.68
39	Preparing news releases on activities of the vocational programs for the news media.	71.93
48	Evaluating instructional materials developed by vocational teachers.	71.93

Interviews - Second Sample: Task Performance

The second series of interviews with a referent group of superintendents, high school principals, counselors and vocational teachers (n = 105) in 24 districts did not include information on how important the tasks were perceived to be. Instead questions were aimed at discovering whether the tasks seen as the most important by the first sample group of 57 superintendents were indeed the ones that were being performed.

For the most part the results supported the findings of the first sample; that is, the tasks identified as the most important by the first group (Phase II - 57 superintendents) were also the ones actually being performed in the districts of the second sample group (Phase III - 105 referents). Only tasks 20, 22, and 48 showed any significant differences between the two groups, reflecting agreement percentages of 60.0, 49.5 and 69.5 respectively. See Table 3.

Method of Performance

When the responses on Accomplishment by the first sample group were compared with the responses of the second sample group, using Analysis of Variance, significant differences appeared for 20 of the 24 tasks. Application of Duncan's

Table 3

Frequency Distribution of "Yes" Responses

N = 105

Task Number	Number	Percent	Task Number	Number	Percent
1	95	90.5	27	99	94.3
2	86	81.9	28	93	88.6
3	92	87.6	29	96	91.4
6	99	94.3	30	82	78.1
11	96	91.4	31	76	72.4
18	83	79.0	32	95	90.5
20	63	(60.0)	35	101	96.2
22	52	(49.5)	36	102	97.1
23	92	87.6	37	100	95.2
24	77	73.3	39	98	93.3
25	97	92.4	47	94	89.5
26	93	88.6	48	73	(69.5)

New Multiple Range Test failed to reveal any consistent pattern of differences. However, the most obvious differences between the perceptions of the superintendents and the referent group were on the performance of tasks number 2, 3, 18, 25, 31 and 47. A summary of these findings is presented in Table 4 on page 12.

An important finding was that in each of the six most obvious disagreements the superintendents saw themselves as much more personally involved in the accomplishment of the task than did the others. When the superintendents saw themselves performing or coordinating these tasks, the others saw them delegating the work.

CONCLUSIONS

This study was initiated to assist superintendents and those who train them in improving the administration of specialized education programs. The findings have generalizability in terms of a research procedure for the identification of administrative tasks and functions critical to successful specialized programs.

A total of 162 educators in the target population were interviewed by member of the research team to determine the most important administrative tasks for quality vocational education programs. These respondents were also asked to describe how the superintendents accomplished each task.

There was substantial agreement (70 percent or better) among those interviewed concerning the importance of the administrative tasks. There was considerably less agreement about the method by which the superintendents accomplished each task. On the whole, superintendents seemed to perceive themselves as more apt to perform or coordinate tasks than did members of the referent groups. These differences were especially evident on tasks regarding Goals and Objectives.

While this study made no attempt to investigate administrative or management styles, systems, and techniques should be a part of the education of any administrator. If there is no one best way to administer an organization,

TABLE 4

SUMMARY OF ANALYSIS OF VARIANCE FOR PHASE II SUPERINTENDENTS AND PHASE III REFERENT GROUPS:

TASK ACCOMPLISHMENT

	Phase II	Phase III Referent Groups					
Task Number	Superintendent Mean N=57	HS Principal Mean N=24	Counselor Mean N=14	Ag Teachers Mean N=15	HE Teachers Mean N=14	Other Teachers Mean N=14	F
1	2.474^{a}	2.833^{a}	2.929^{a}	3.000^{a}	3.714^{b}	3.571^{b}	5.361^{***}
2D	2.614^{a}	3.125^{b}	3.571^{b}	3.066^{b}	3.214^{b}	3.786^{b}	3.005^{*}
3D	2.895^{a}	3.375^{b}	3.643^{b}	3.733^{b}	3.357^{b}	3.500^{b}	3.041^{*}
6	2.421	2.625	3.214	2.267	2.571	2.786	1.631^{ns}
11	3.509	3.500	4.071_{b}	3.200_{b}	3.643_{b}	3.929_{b}	1.736^{ns}
18D	2.789^{a}	3.292^{b}	3.500^{b}	3.600^{b}	3.643^{b}	3.500^{b}	2.915^{*}
20D	1.526^{a}	2.500^{b}	4.357^{c}	3.200^{b}	4.571^{c}	2.929^{b}	16.534^{***}
22D	2.702^{a}	3.375^{a}	4.714^{bc}	3.867^{c}	4.429^{bc}	4.500^{b}	12.454^{**}
23a	2.071^{a}	2.500^{a}	2.714^{a}	2.200^{a}	3.571^{b}	2.714^{a}	3.360^{***}
24	2.088^{a}	2.708^{a}	3.929^{b}	2.533^{a}	3.571^{b}	3.857^{b}	7.252^{***}
25D	1.930^{a}	2.583^{b}	2.857^{b}	2.400^{b}	2.571^{b}	2.571^{b}	7.539^{***}
26D	1.632^{a}	2.500^{b}	2.500^{b}	2.600^{b}	2.714^{b}	2.714^{b}	3.868^{**}
27	1.719^{a}	2.125^{a}	2.857^{b}	2.133^{a}	1.929^{a}	2.786^{b}	4.180^{**}
28	1.982	2.458	2.714	2.533	2.714	2.429	1.574^{ns}
29	1.930^{a}	2.542^{a}	3.500^{b}	2.333^{a}	3.000^{b}	3.143^{b}	5.587^{***}
	2.351^{a}	2.917^{ab}	3.286^{b}	2.800^{ab}	2.643^{ab}	3.939^{c}	4.138^{**}
	2.632^{a}	3.083^{b}	3.571^{b}	3.733^{b}	3.643^{b}	3.143^{b}	3.357^{*}
32a	2.895^{b}	2.708^{a}	3.571^{b}	3.333^{b}	3.429^{b}	2.929^{b}	2.356^{**}
35	3.228^{a}	3.208^{a}	4.143^{b}	3.467^{a}	3.786^{a}	3.857^{a}	3.636^{**}
36	3.158	3.208	3.571	3.267	3.286	3.500	0.689^{ns}
37	2.982^{a}	3.042^{ab}	3.929^{c}	3.133^{ab}	3.643^{b}	3.500^{ab}	3.101^{*}
39	3.368^{a}	3.667^{ab}	3.857^{ab}	3.800^{ab}	4.143^{b}	3.786^{ab}	2.975^{*}
47D	2.439^{a}	2.958^{b}	3.286^{b}	2.933^{b}	3.929^{c}	3.429^{b}	5.029^{***}
48D	2.596^{a}	3.708^{b}	3.714^{b}	3.133^{a}	3.929^{b}	3.929^{b}	6.553^{***}

$^{*}.01 < p \leq .05$
$^{**}.001 < p < .01$
$^{***}p < .001$

Note—The means with the same superscript are not significantly different at the .05 level according to Duncan's New Multiple Range Test (Steel and Torrie, 1960, p. 107).

there are, at least, some theories based on research, as to possible or probably consequences of the adoption of alternative modes. There are, as well, some facets of management needs that are peculiar to vocational education, or any specialized program, based on variations in staffing matters, funding sources and lines of authority.

No differences in task perception were shown to be correlated with school district variables. There were correlations, at the .05 level of significance, only between a background in vocational education and perceptions of Communications and Community Relations tasks, and between years of administrative experience and Finance tasks. For this reason, training packages, seminars, or instructional units can be designed for across-the-board use, irrespective of the type of school district in which the new superintendent expects to serve or the one he now serves. The units themselves are, of course, individually applicable.

That the two dimensions, the tasks themselves and the management techniques needed for their accomplishment, can both be treated in performance-based modules is demonstrated in some of the descriptions that follow. For example, a series of modules on planning could be concerned both with the specific requirements of vocational program planning, and with such general management skills as participatory decision making, information networks, and concensus strategies.

Some of the learning packages or modules can be concerned with the tasks such as those dealing with the first important task: goals and objectives of vocational education. Others can be concerned with what might be termed overriding skills--those that have to do with communications and group process. (See attachments A, B, and C for flow chart and modules.)

The design and testing of learning modules or packages is far more practical to close the knowledge breach in the administration of vocational education or any other specialized program than merely adding new courses to an

already encumbered university certification program.

Well-designed and tested learning modules on the administration of specialized programs can easily become an important unit in a traditional course on school administration. The package could also be used by area coordinators or service center personnel in states with regional service centers.

The evidence from the research reported here is clear--superintendents need help in administering specialized programs. The busy world of school superintendents restricts them from learning the very skills which may help keep America among the world leaders in comprehensive educational opportunities. The administrative tasks and functions/behaviors can be identified. Now the methods for their accomplishment must be developed and refined.

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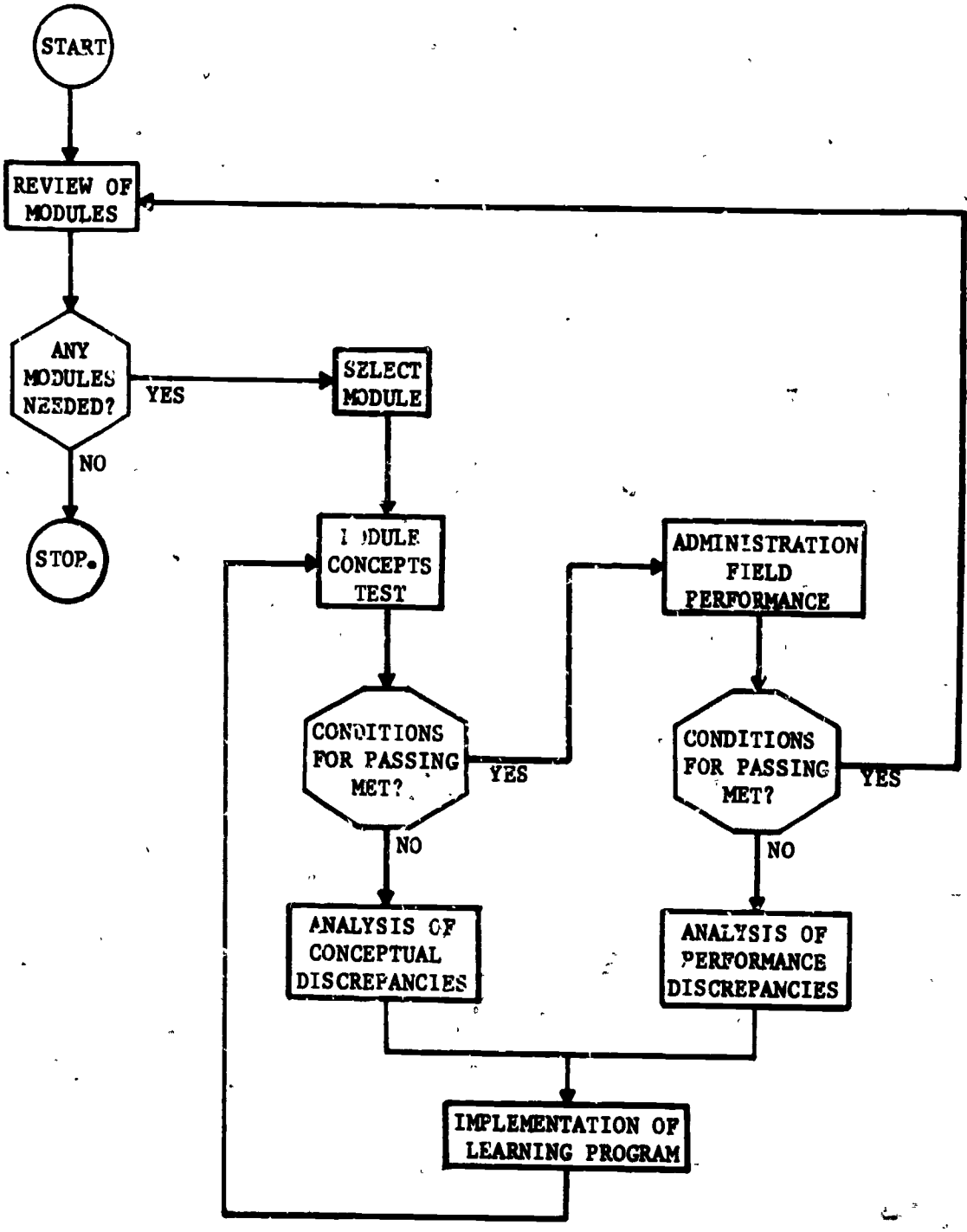
ATTACHMENTS A, B, and C

FLOW CHART

MODEL MODULES

ATTACHMENT A

PROGRAM FLOWCHART FOR CURRICULUM DEVELOPMENT



EXPLANATION OF FLOWCHART

The flowchart was designed to give help both to the curriculum designer and to the student (superintendent) using the modules. The chart describes the process and steps through which the student should progress beginning with entry into the program and ending with the student's exit.

The student "Starts" the program with a "Review of Modules". At this point the student briefly reads in sequence all of the modules. The student then responds to the question "Any Modules Needed?". The choice of answer determines the direction to be taken. If the answer is "No", the student exits the program. This means that the student feels that he/she has competencies in all the areas of the program and does not need further help.

However, if the student answers "Yes" to the question "Any Modules Needed?", any one of the modules can be selected and the program continued. There is no prescribed sequence specified by the authors of this report.

A "Module Concepts Test" is then administered to the student. If "Conditions for Passing Met?" is answered "No", an "Analysis of Conceptual Discrepancies" is performed on the test results to determine what particular areas of the module need concentration by the student. It may not be necessary to cover the entire module. In the "Implementation of Learning Program" phase only those concepts in which the student is weak need to be studied. Following the "Implementation of Learning Program" the "Module Concepts Test" is again given to assess the student's improvement. The student continues in this cycle until the "Conditions for Passing Met?" can be answered "Yes".

When the answer to this question is "Yes", the student then moves to the "Administration Field Performance" phase of the program. This step is interpreted to involve the student in the actual performance of administrative tasks in his/her school district. The student is evaluated to see if the module concepts being studied have been satisfactorily implemented in his/her district. If the answer to the question "Conditions for Passing Met?" is "No", an "Analysis of

Performance Discrepancies" is performed. After the analysis is complete the student enters or re-enters the "Implementation of Learning Program" for training in those areas in which the student is determined to be weak. Again the student continues this cycle until the answer to all aspects of the question "Conditions for Passing Met?" is "Yes".

When the answer becomes "Yes", the student goes back to "Review of Modules" and begins again the entire process as has been described until he/she completes all modules necessary to strengthen his/her competencies.

ATTACHMENT B

A DESIGN GUIDE FOR INSTRUCTION

Module I

Critical Competency:

Identifying purposes and objectives of the vocational program.

Rationale:

Vocational programs are designed to provide practical training experiences in one's preparation for the world of work. Therefore, such programs receive proper direction only when their purposes and objectives are practical and relevant.

Goals:

1. A working knowledge of the state guidelines and plans for vocational programs.
2. A knowledge base of the philosophy and historic development of vocational education.
3. The ability to articulate practical arts education and vocational education in terms of their aims, program content and interdependence.

Objectives:

1. The superintendent will identify the major topics covered in the state guidelines and plans for vocational programs.
2. The superintendent will list vocational program purposes identified in the state plan for vocational education.
3. The superintendent will identify the historic development and philosophy of vocational education.
4. The superintendent will differentiate between practical arts, vocational industrial arts, and voc[illegible]onal education in terms of their aims and program content d[illegible]erences.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some predetermined performance level.
2. A pre-assessment and/or post-assessment analysis of discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. listing questions. The items listed may or may not be required in a priority order.

   c. true and false statements followed by a short justification of the answer choice.

ATTACHMENT C

A DESIGN GUIDE FOR INSTRUCTION

Module XI

Critical Competency:

Keeping staff members clearly informed as to what is expected of them.

Rationale:

Organizations that work to improve their internal communications network have fewer misunderstandings between management and worker. Staff members who have a clear understanding of what is expected of them are better able to perform their jobs.

Goals:

1. Be cognizant of the need for communications skills.
2. Be cognizant of techniques involved in communications skills.
3. Be aware that "what" is communicated (job description, program expectations and/or community needs, etc.) is as important to the clearness of communications as is the method of communication.
4. Be aware that trivia communicated in the same way as non-trivial information can impede or impair the communication process.

Objectives:

1. The superintendent will identify and describe various techniques involved in communication skills.
2. The superintendent will critically analyze and differentiate between different examples of communications as either being desirable or undesirable.
3. The superintendent will list types of information that can impede and/or impair the communication process.

Pre-assessment and Post-assessment Design Guide:

1. Content mastery for these instruments will be based on some pre-determined performance level.
2. A pre-assessment and/or post-assessment analysis of

discrepancy will be performed on these instruments for instructional guidance.

3. These instruments should include, but not be limited to, the following:

   a. matching and/or multiple choice questions.

   b. questions which require the rearrangement of given answer choices into a priority order followed by a short justification for the chosen priority.

   c. multiple choice questions with answer possibilities differing in degree of correctness rather than in absolute correctness.

   d. listing questions. The items listed may or may not be required in a priority order.

   e. open-ended questions requiring short answer completions.

   f. true and false statements followed by a short justification of the answer choice.