

MAINE STATE LEGISLATURE

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STATE OF MAINE
114TH LEGISLATURE
FIRST REGULAR SESSION

*Final Report
of the*

**TASK FORCE TO PROMOTE EQUITY
OF OPPORTUNITY FOR
WOMEN IN THE PUBLIC SCHOOL SYSTEM**

January, 1990

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INTRODUCTION

In 1988, the 114th Legislature created a BLUE RIBBON TASK FORCE TO PROMOTE EQUITY OF OPPORTUNITY FOR WOMEN IN THE PUBLIC SCHOOL SYSTEM. The Task Force was commissioned to "study the representation and underrepresentation of women in the public school system, review practices and the causes of those practices that present barriers to achieving administrative positions, and recommend measures calculated to correct any inequities found." The issue of women in educational administration was of overriding importance to the Task Force.

The Task Force consisted of 19 members, almost all of whom are directly involved in public school education. A full listing of the Task Force is included on page one of the Appendix.

The Task Force was created in response to three concerns:

1. Recent studies and statistics have shown a critical concern regarding a potential shortfall of administrators, primarily superintendents and principals, within the next three years;
2. Although a significant number of women hold administrative certificates, an alarmingly low number of women serve as school principals or superintendents;
3. It was recognized that if students are to have high aspirations and to be unfettered by stereotypes, appropriate role models within the school system are necessary.

A brief look at the number of women currently holding administrative positions brings this issue quickly into focus.

- o While women make up 65% of the teaching population, they represent only 20% of educational administrators.
- o Women hold less than 50% of the elementary and middle school principalships.
- o Women hold less than 10% of high school principalships and less than 25% of the assistant principalships.
- o While there are 3,160 female high school teachers, only eight women are high school (grades 9-12) principals. In comparison, there are 3,496 male high school teachers in Maine, and ninety-nine men are high school (grades 9-12) principals.
- o Of Maine's 145 superintendents, only 9 are women.

These statistics reveal a pattern of underrepresentation of women which is a disservice to the field of education.

Many factors contribute to the situation as it currently exists. There is, no doubt, a deep-seated cultural bias in favor of men holding top administrative positions. Further, school boards, superintendents, principals and the professional associations that support them tend to be dominated by males, who are likely to reinforce cultural norms. Tradition..."holds that women can teach, but men must lead," testified Maine Human Rights Commission Chair James Mundy at the Legislative hearing authorizing this study.

The Task Force sought answers to two fundamental questions:

1. What are the barriers that have denied women access to administrative posts?
2. What remedies hold the greatest promise for correcting those barriers, and who should be involved in implementing recommendations to increase opportunities for women?

To answer these questions, the Task Force commissioned a survey of administrative hiring practices in Maine's school districts. The survey also looked at the career goals and aspirations of a sample of Maine's educators. The survey enabled the Task Force to look at hiring practices and the results of those hiring practices in terms of the distribution of male and female applicants and job holders. The survey was a scientifically conducted sampling of attitudes and opinions of educators and administrators.

Further, the survey afforded an understanding of the aspirations of male and female educators and a comparison of the factors which applicants perceive to be important in achieving administrative posts versus what the hiring superintendents and principals are looking for in terms of experience and credentials. The findings of the survey are summarized in the Executive Summary and presented in the report on pages 15-40.

The Task Force sought to complement the more quantitative survey results with a qualitative examination of the role of women administrators in a sampling of Maine school districts. Case studies were conducted in five local educational units consistent with the geographic and socioeconomic distribution of Maine's population. Interviews were held with male and female administrators to gain insight into the hiring process. Particular attention was paid to the career track of female administrators.

Supplementing the case studies were five detailed interviews with women who have unsuccessfully sought administrative posts. The written descriptions tell of the women's repeated attempts to gain administrative positions. The findings are in the Executive Summary and on pages 41-95 of the final report.

The Task Force analyzed the survey and case study results to gain an understanding of the barriers that have denied women access to administrative jobs. Accordingly, the following barriers were identified as top priorities for rectification:

1. The absence of a hiring process which is clearly articulated, predictable and perceived to be fair.
2. The lack of a means to gain local knowledge of an outside district, such as through mentors or a strong educational support network.
3. The scarcity of internships and entry-level administrative posts from which to gain experience and test leadership skills.
4. The limited flexibility of the credentialing system.
5. The absence of effective recourse in the event that discrimination occurs.
6. The cultural stereotypes which favor men for leadership positions.
7. The perception by female applicants that they may encounter sexual discrimination in the hiring process and the resulting reluctance to aspire to administrative posts which that engenders.

In recognition of these barriers, the Task Force promulgated recommendations directing all educational organizations to develop activities and procedures to promote women in administration. Emphasis was placed on the role of the Department of Education and Cultural Services in setting and monitoring progress toward a statewide target five-year goal for the hiring of female administrators. Further, the DECS is charged with working in conjunction with other organizations to develop a model hiring procedure for school administrators and with developing training programs on gender equity.

Both public and private educational associations were encouraged to make a priority the promotion of women through seminars, workshops and networks designed to increase support for female applicants.

Also viewed as critical to the long term success of women administrators is the development of mentorships and quasi-administrative positions. The case studies, in particular, highlighted the need for more administrative opportunities toward which women can aspire.

In recommending measures to promote women administrators, the Task Force recognized the importance of accountability for all parties. Therefore, reporting requirements were included in most of the proposed statutory changes. The Joint Standing Committee on Education will play a pivotal role in maintaining accountability for all agencies and associations charged with implementing statutory charges.

EXECUTIVE SUMMARY

Highlights of the survey and case studies of administrative hiring practices in Maine school districts and the career goals of Maine educators are as follows:

Hiring Superintendents

School board chairpersons, when hiring a superintendent, look foremost for previous experience as a superintendent. Chairpersons also prefer candidates with previous principalship experience. Also important is experience as curriculum director and experience in teaching.

Assuming superintendent candidates have comparable academic credentials, the most important qualities, cited by school board chairpersons, are management and leadership characteristics. The survey did not include information on the ratio of male to female applicants.

Hiring Principals

When hiring a building level principal, chairpersons look for qualities of effective leadership and management skills, and the ability to work effectively as a member of the administrative team.

Hiring Process

The case studies called attention to the variety of practices used in hiring educational administrators and the role of personal contacts versus professional qualifications in the process. The absence of a defined hiring process was also clearly in evidence.

Applicant Pool

Twice as many males as females were represented in the pool of applicants for elementary school principalships. However, approximately an equal number of females and males were hired as elementary principals. At the middle/junior high and high school level, approximately four times as many males as females applied for these principalships, and the ration of hires was consistent with the applicant pool.

Athletic Experience

Forty-six percent of the middle/junior high school and seventy-six percent of the high school principals had previous experience as a coach or athletic director. Of those who had experience in this area at any level, ninety percent were male.

Superintendents when hiring principals gave high ratings to qualities such as leadership and management skills. The least important factor they reported considering when hiring a principal was previous coaching and athletic experience. Of the high school principals who had previous coaching experience, 98.5% were male.

Aspirations

More males than females want to become high school principals and superintendents and more females than males want to become guidance directors and assistant superintendents.

Sponsorship

The power of sponsorship -- receiving support, nurturing and mentorship -- emerged as a recurring theme in the case studies. In addition, knowledge of or familiarity with local policymakers was a key.

Career or Job Track

While no universally consistent career track can be identified from either the surveys or the case studies, there is a subtle tendency of local hiring agents to respect prior administrative experience, specifically positions which deal with discipline and "management" problems.

Barriers

The single greatest barrier to further professional achievement is lack of mobility followed by the availability of graduate programs near the individual's residence.

Of the candidates who were not hired for an administrative position, twice as many males as females felt they were not hired because they lacked the appropriate experience or other candidates were more qualified. Almost three times as many females as males thought gender was a deciding factor.

Both females and males perceive prior experience within the school system as being a more important factor in an administrative position than superintendents deemed it. Female educators did not consider the amount of time an individual is willing to devote to the job as important as superintendents deemed it to be.

RECOMMENDATIONS OF THE BLUE RIBBON TASK FORCE ON EQUITY OF
OPPORTUNITY FOR WOMEN IN THE PUBLIC SCHOOL SYSTEM

The Task Force developed a series of recommendations to address the barriers which have for so long prevented women from entering the field of educational administration.

The proposed statutory changes which follow are presented according to the agency or association responsible for implementing the recommendations. The exact proposed statutory language is presented in Appendix B.

Department of Education and Cultural Services

1. The Commissioner of the Maine Department of Education and Cultural Services in collaboration with organizations representing school boards, school administrators, teachers and any other interested parties shall develop a model hiring procedure for school administrators which will be reviewed by the attorney for the Maine Human Rights Commission.

The vote was unanimous with one abstention.

2. The Maine Department of Education and Cultural Services shall set a statewide target five-year goal for the employment of women in positions requiring administrator certification. Each local education unit will develop a plan for meeting this goal as part of the school improvement plan.

The vote was unanimous.

3. Commencing on July 1, 1991, the Commissioner of the Maine Department of Education and Cultural Services shall hire staff sufficient to provide technical assistance to districts, monitor local educational unit outcomes, promote communication between professional groups and initiate program development in the area of gender equity.

The vote was 12 in favor, 1 opposed.

4. The Maine Department of Education and Cultural Services and the State Board of Education shall study and recommend a plan to partially fund local internships in educational administration, specifically aimed at providing an opportunity for women in the positions of assistant principal, principal, and assistant superintendent. Application would be made to local educational units by individuals who apply on a competitive basis. The internships would be designed to enhance the district's compliance with its affirmative action plan. The plan shall incorporate recommendations for funding for this act to provide reimbursement for local expenditures for this purpose.

The vote was unanimous.

5. The Commissioner of the Department of Education and Cultural Services shall include in his or her annual performance report on Maine Schools a listing of requests by school districts for affirmative action workshops and an assessment of its ability to meet past and projected demand for in-service training.

The vote was unanimous.

6. The Maine Department of Education and Cultural Services shall compile data annually on the number of women who hold various administrative positions, and shall report to the Joint Standing Committee on Education on the change in status from the previous year.

The vote was unanimous.

State Board of Education

7. The State Board of Education and the State Department of Education and Cultural Services shall promote alternative certification; make whatever changes are necessary to facilitate this process; pilot the process and report on its findings to the Joint Standing Committee on Education after two years.

The vote was unanimous.

8. The State Board of Education shall adopt rules for the purpose of adding the following competency to the required competencies for administrator certification:

Demonstrate an understanding of cultural differences and the knowledge of discriminatory and non-discriminatory hiring practices.

The vote was unanimous.

9. The State Board of Education will review each local education unit's affirmative action plan and submit a report to the Maine DECS.

The vote was unanimous.

School Administrative Units

10. All school administrative units shall develop affirmative action plans in accordance with Title 5, Chapter 65, Code of Fair Practices and Affirmative Action as part of the school approval process and update these annually. All affirmative action plans must be submitted to the Department of Education and Cultural Services annually.

The vote was unanimous.

School Boards

11. Each school board shall develop a non-discriminatory hiring practice for positions requiring administrative certification. That hiring practice shall include:
 1. Creation or reassessment of the job description;
 2. Clearly stated criteria for the position;
 3. An applicant screening and interview process which shall not be limited to administrators of the local educational unit;
 4. An interview format which includes questions which are based on the job description and the stated criteria.

The vote by the Task Force was 10 in favor, 1 opposed.

12. All school boards must submit a record of their hiring of Superintendents, Principals and Assistant Principals to the Maine Human Rights Commission for review by January 1st of every year beginning on January 1, 1991 and that report shall contain the qualifications and gender of all those hired for the above-named positions in the previous calendar year as well as the qualifications, certification and gender of all unsuccessful candidates who met [without waiver] the locally established standards for the position. The local

educational unit shall retain the files of all candidates who met the above criteria for 3 years. By March 1st of each year, the Maine Human Rights Commission shall submit a report based upon this information to the Governor, the legislative leadership, and the Joint Standing Committee on Education, along with such recommendations and analysis as may be appropriate.

The vote was unanimous.

University of Maine

13. The University of Maine trustees shall study and report by February 1, 1991 to the Joint Standing Committee on Education:

- how the University will address these recommendations
- how the University will develop and implement a curriculum on gender equity and cultural differences which shall be a requirement for program certification
- how the University will cooperate with DECS, the Commissioner and the Human Rights Commission in achieving the recommendations of this report.

The University of Maine through its undergraduate and graduate programs in the colleges and divisions of education shall include the study of gender equity and cultural differences. The University shall strongly support its campuses in the delivery of the above services.

The vote was unanimous.

Human Rights Commission

14. Effective September 1, 1990, a position shall be created on the Maine Human Rights Commission staff to deal full-time with the issue of sex equity in public education and that position shall be responsible for working with the Maine Department of Education and Cultural Services and other education groups to promote sex equity in the hiring of public school administrators and to investigate on behalf of the Commission all human rights complaints associated with the public school system in Maine.

The vote was unanimous.

Joint Standing Committee on Education

15. The Joint Standing Committee on Education shall hold biennial hearings on the status of women in public school administration. The Committee shall solicit testimony from all public and private educational organizations on their progress in providing support to women and in advancing the efforts of women to achieve administrative positions.

The vote was unanimous.

IN ADDITION TO THE ABOVE PROPOSED STATUTORY CHANGES, THE TASK FORCE ALSO REPORTED THE FOLLOWING FINDINGS AND RECOMMENDATIONS:

16. Finding

The Blue Ribbon Task Force commends and encourages the continued work of Maine LEAD in the area of gender equity for administrative positions. Through presenting seminars and workshops, facilitating the creation of mentorships and training school boards and superintendents in the hiring process, Maine LEAD has provided important information and communication in the area of sex equity. Because many of the major educational organizations are represented on the Board of Maine LEAD, it may play a crucial role in solving this problem.

Recommendation

17. The Blue Ribbon Task Force encourages Maine LEAD to place the issue of gender equity in educational administration on the top of its agenda.

18. Finding

The Blue Ribbon Task Force recognizes the importance of leadership by the professional associations. These associations can and must play a critical role in supporting women's access and advancement to administrative positions. Strategies which have been effective in assisting and promoting women include keeping a directory of women administrators, sponsoring a network of women educators and holding workshops to provide the tools needed for women to advance professionally. Without increased support for this cause by the professional associations, women are unlikely to achieve greater representation among educational administrators in the near future.

Recommendation

19. The Blue Ribbon Task Force encourages the professional development associations to develop programs which support women's access and advancement to administrative positions.

Finding

20. The Blue Ribbon Task Force recognizes the critical role of the Maine School Boards Association as the gatekeepers of administrative positions. As the decision-makers on all senior administrative positions, School Boards share responsibility for the situation that currently exists.

Recommendation

21. Recognizing the critical role of the Maine School Boards Association as the gatekeepers of administrative positions, MSBA should publish a position paper on the status of women in educational administration.

MINORITY RECOMMENDATIONS

Recommendation

That it be the declared policy of the State of Maine to encourage sex equity in the employment of school administrators and to this end 1% of the annual state subsidy to local school districts shall be set aside in an "equity adjustment" to be distributed to those school districts who demonstrate support of this policy. Support shall be determined and distribution allocated on the following basis:

"A" Districts - those that show a minimum of 60-40 ratio sex distribution in the positions of Middle School Principals; High School Principals and Assistant Principals, Superintendents and Assistant Superintendents.

"B" Districts - those who demonstrate an affirmative action program toward the above ends and file such with the Maine Department of Education and Cultural Services by January 1st of each calendar year.

"C" Districts - those who neither meet the above ratio nor file an affirmative action program.

"A" Districts shall receive 75% of the equity adjustment in proportion to the number of administrative positions included in the district.

"B" Districts shall receive 25% of the equity adjustment on the same basis.

"C" Districts will not participate.

The equity adjustment program shall begin with the first educational funding cycle following January 1, 1991. The "B" and "C" District categories will cease to exist after January 1, 1995 and the total equity adjustment shall be distributed on the basis of a 60-40 ratio.

The vote on this was 4 in favor, 10 opposed.

Recommendation

The Maine Department of Education and Cultural Services, working with the Maine School Management Association, shall develop a hiring procedure for school administrators; that that procedure be reviewed by the Maine Human Rights Commission and the Legislature's Joint Standing Committee on Education and that the accepted procedure become mandatory for all public educational units by January 1, 1991. The vote was 1 to 10.

The following statement was submitted by Task Force member James Mundy for inclusion in the minority report.

MINORITY REPORT

Rationale Behind an Incentive Program to Promote Women to Administrative Positions

It is my considered opinion after numerous meetings of the Task Force on Teacher Equity that the system fails women teachers who seek promotion to administrative positions, particularly those of assistant principal, and principal at the secondary level, and that of school superintendent. The system now in place of affirmative action plans lacks accountability and enforcement authority in the DECS to the point of farce.

For this Task Force to recommend expensive remedial programs, knowing full well that they will not be funded in this time of economic emergency in state government, is at the least cynical and at the worst a public deception. To urge that the DECS combine with private trade associations, whose primary responsibility is to their male membership, to solve this problem does not pass the straight face test. The Department has made it very clear that they lack both the authority and the mission to carry out meaningful reform in this area and their inability to do so over the years speaks for itself.

This problem does not need a lot of expensive new programs for its solution. Neither does it need to turn the matter over to those same groups who have lacked the will and/or inclination to solve the problems in the past.

One reason for the continued existence of this inequitable situation is the fact that the affected class has no organized voice in Augusta. Those groups which exist to lobby educational issues either see no political advantage in putting themselves behind meaningful reform or are threatened by that prospect. The latter groups are well organized and enjoy a long term and easy relationship with the educational establishment in Augusta.

The Maine Constitution makes public education a state responsibility - the Governor and Legislature make the taxpayers' money available through the school funding formula - it is against the law to discriminate in Maine by excluding people from employment or promotion on the basis of sex - for far too long state government has been mouthing the words - it is time for them literally to put their money behind enforcement of the law by tying equity for women teachers to the school funding formula. The Governor and the Legislature have the power to end the disgraceful treatment of women in the public school system - the only question is do they have the political will to do so?

REPORT OF A SURVEY OF ADMINISTRATIVE HIRING PRACTICES
IN MAINE SCHOOL DISTRICTS AND CAREER GOALS OF A SAMPLE OF MAINE EDUCATORS

A Survey Study

Conducted for

Blue Ribbon Task Force to Promote Equity of Opportunity
for Women in the Public School System

by

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INTRODUCTION

In 1989 the Maine Legislature created a Blue Ribbon Task Force to Promote Equity of Opportunity for Women in the Public School System. In conjunction with a review of current practices in other states and an analysis of case studies, the task force commissioned a survey of current administrative hiring practices in Maine schools and the career goals of a sample of Maine educators. This report describes the general findings of this survey study.

METHODOLOGY

Based on a review of the findings of an administrative supply and demand study conducted in 1987-88¹, and discussions with members of the task force consultant team, draft survey instruments were developed and distributed to all members of the task force. Based on suggestions from task force members, the survey instruments were revised and four separate surveys were prepared for distribution. Copies of the four surveys appear in Appendix A.

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1. A Look at Maine's Superintendents and Principals: The Supply, The Demand, and Implications for Recruitment, Selection and Retention. A Report of the Administrative Supply and Demand Committee, Maine Department of Educational and Cultural Services, October 1988.

The surveys were mailed to nine (9) different populations and samples of Maine educators. Each survey was accompanied by a cover letter from an appropriate state association or agency and a postage paid return envelope. Cover letters explained the purpose of the survey and encouraged the recipients to complete and return the survey in the postage paid envelope. Additionally, a follow up letter encouraging responses was mailed to all individuals approximately two weeks after the initial mailing.

Table 1 reports the populations and samples in the survey mailing and return rates. In the case of school board chairpersons, superintendents, special education directors and USM educational administration graduate students, the entire populations received the survey. For the remaining five groups, systematic samples were used with an equal number of females and males in each sample.

As reported in Table 1, the highest usable return rate was for superintendents (87.4%) and the lowest rate was for those holding valid administrative certificates who currently are not in administrative positions (29.1%). Because of job title changes and the job titles listed by many respondents, it was impossible to accurately calculate return rates for several of the individual groups sampled. Thus, an aggregate return rate of 56.8% was calculated for these groups.

STUDY LIMITATIONS

It should be recognized that a survey study of this type has several limitations; some unique to this study and others inherent to survey research. In the first instance two limitations should be noted. First, and as noted above, some respondents had changed job titles or reported titles different from the nine categories used in the survey mailing.

TABLE 1

Survey Populations and Samples and Return Rates

Group	State Population	Survey Population/Sample	Percent Usable Return
School Board Chairpersons	211	211	42.2%
Superintendents	143	143	87.4%
Secondary & Assistant Secondary Principals	398	150	
Elementary & Assistant Elementary Principals	598	348	
Special Education Directors	152	152	56.8%
Guidance Directors	115	80	
Department Chairpersons	1036	356	
Educational Administration Graduate Students (USM)	219	219	39.7%
Valid Certificate Holders/Non-Administrators	617	200	29.1%

Consequently, individual group return rates could not be calculated and this may have skewed some of the data. Second, with the exception of superintendents, the relatively low return rates in some cases prohibits assuming that the findings are generalizable to larger population groups.

Two other limitations, inherent in survey research, should also be noted. Surveys are based on self-reporting. Thus, the accuracy of the

information given is very dependent upon the accuracy and truthfulness of the respondents. And secondly, one's attitudes and perceptions may not always reflect one's behavior. Thus, it may not be assumed in survey research that perceptions accurately depict behavior.

RESULTS

The format used here in reporting the results is one of questions and answers. Questions which are answered are those deemed most important to the immediate work of the task force. Further analysis will be conducted at a later time to determine if additional salient information may be found in the data.

School Board Chairpersons

1. What type of previous experience do school board chairpersons look for in hiring a new superintendent?

Table 2 reports how chairpersons responded to this question when given a list of 12 different position titles. As may be seen from the table, chairpersons most prefer candidates with previous experience as a superintendent (essential and preferred experience = 87.3%). This finding is collaborated by the fact that approximately 44% of the superintendents surveyed in this study were superintendents immediately prior to their present positions as superintendent.

Chairpersons also prefer candidates who have previous principalship experience. Equally important, chairpersons would like candidates who have experience as curriculum directors, and as expected, teaching experience. Less important is previous experience as assistant or teaching principal, department chairperson, or director of special education or guidance.

Table 2

Previous Experience Desired by Chairperson in Superintendency Candidates

Previous Experience	Experience Not Needed	Experience Preferred	Experience Essential
a. Superintendent	11.2	57.3	30.3
b. Asst. Superintendent	36.6	47.6	15.9
c. Curriculum Director	19.5	65.9	14.6
d. Special Ed. Director	46.9	30.9	22.2
e. Guidance Director	51.9	34.6	13.6
f. High School Principal	17.5	60.0	22.5
g. Asst. High School	62.0	31.6	6.3
h. Middle/Jr. Principal	24.7	55.6	19.8
i. Elementary Principal	21.2	57.5	21.2
j. Teaching Principal	54.5	41.6	3.9
k. Department Chair	52.6	38.5	9.0
l. Teacher	25.0	44.0	31.0

2. Assuming candidates for the SUPERINTENDENCY have comparable academic credentials, what are the most important qualities CHAIRPERSONS look for in selecting a final candidate for superintendent?

On the survey, chairpersons were given a list of fourteen different qualities and asked to rate each quality on a continuum from 'Not Important'(1) to 'Very Important'(5). Median score was 3 with higher scores indicative of greater importance.

Table 3 reports the average ratings and standard deviations² assigned by

2. A standard deviation is a measure of dispersion of ratings. A higher standard deviation indicates a greater disparity in the ratings assigned by respondents in the group.

the total group of chairpersons for each of the fourteen qualities. As the information indicates nine of the fourteen qualities are given considerable importance (4.00+) in the final selection process, and a large number of

Table 3

Importance of Qualities in Selecting Superintendent

Quality	\bar{X}	Standard Deviation
a. Experience in Maine Schools.	3.50	1.12
b. Experience in your school system.	1.18	0.88
c. Letters of recommendation.	3.75	1.13
d. Previous curriculum committee experience.	3.52	1.03
e. Previous coaching/athletic experience.	1.53	0.78
f. Knowledge of current educational trends.	4.63	0.59
g. Amount of time individual willing to devote to job.	4.56	0.66
h. Length of time individual willing to stay in the position.	4.00	0.84
i. Skill of individual in crisis management.	4.52	0.57
j. Ability of individual to effectively handle the community.	4.61	0.56
k. Ability of individual to effectively manage budgets.	4.71	0.48
l. Ability of individual to effectively manage staff.	4.73	0.52
m. Ability of individual to be viewed by staff as effective leader.	4.73	0.49
n. Ability of individual to work effectively with this school board.	4.74	0.44

these nine deal with management and leadership characteristics. Also, important is the ability of the candidates to work effectively with the school board. In contrast, two qualities that were considered least important, relatively speaking, were previous experience within the school system and coaching/athletic experience. The relatively small standard deviations for a majority of the ratings indicated that chairpersons in general are in agreement on the importance of these fourteen qualities in selecting a superintendent.

3. Assuming candidates for building level PRINCIPAL positions have comparable academic credentials, what are the most important qualities CHAIRPERSONS look for in selecting a final candidate for principal?

Table 4 provides the chairpersons average ratings and standard deviations for a list of fourteen different qualities of principals. Again average scores above 3 denote qualities assigned greater importance by the chairpersons.

Eight of the fourteen qualities received average ratings above 4.00, with the highest ratings assigned to qualities of effective leadership and management skills, and the ability to work effectively as a member of the administrative team. Other qualities given high ratings include ones such as crisis management, community relations, and disciplining students. The amount of time the individual is willing to devote to the job also is perceived as important by the chairpersons. Two qualities, on the other hand, which were deemed less important were previous coaching/athletic experience and experience in the school system.

Table 4
Importance of Qualities in Selecting Principal

Quality	\bar{X}	Standard Deviation
a. Previous administrative experiences as principal/asst. principal.	3.67	0.93
b. Experience in your school system.	2.19	1.00
c. Letters of recommendation.	3.63	1.09
d. Previous curriculum committee.	3.76	1.01
e. Previous coaching/athletic experience.	1.66	0.80
f. Knowledge of current educational trends.	4.52	0.57
g. Amount of time individual willing to devote to job.	4.49	0.62
h. Length of time individual willing to stay in the position.	3.99	0.87
i. Skill of individual in crisis management.	4.43	0.65
j. Ability of individual to effectively handle the community.	4.45	0.62
k. Ability of individual to effectively discipline students.	4.34	0.75
l. Ability of individual to effectively manage staff.	4.81	0.43
m. Ability of individual to be viewed by staff as effective leader.	4.86	0.35
n. Ability of individual to work effectively with other members of your administrative team.	4.75	0.44

Superintendents

4. During the last five years, approximately how many individuals applied for principalship positions and how many were hired?

Table 5 reports the number and percent of applicants and persons hired within the last five years by school level and gender. In the case of the elementary level, the data reveals that while the pool of male applicants was approximately twice as large as the female applicant pool, approximately an equal number of females and males were hired as elementary principals.

TABLE 5

Applicant Pool and Number of Principals Hired Within Last Five Years

Gender	Elementary				Middle/Jr. High				High School			
	Pool		Hired		Pool		Hired		Pool		Hired	
	N	%	N	%	N	%	N	%	N	%	N	%
Female	70.1	34.4%	119	50.6%	130	19.9%	11	20.0%	134	12.0%	16	18.4%
Male	1335	65.6%	116	49.4%	522	80.1%	44	80.0%	986	88.0%	71	81.6%
TOTAL	2036	100%	235	100%	652	100%	55	100%	1120	100%	87	100%

As the middle-junior high level and high school level, the pool of applicants and the present hired had similar distributions, but skewed in favor of males. That is, approximately four times as many males as females applied for these principalship positions, and approximately four times as many males as females were hired for these positions.

5. What was the most recent experience of individuals hired as principals within the last five years?

As shown in Table 6, the most recent experience of a majority of those individuals hired as elementary principals was either principalship experience or as a teacher. In contrast, the most recent experience of

middle-junior high and high school principals was prior principalship experience. Relatively few of those hired at any of the three levels were most recently special education directors or guidance directors.

Table 6

Recent Experience of Principals Hired Within Last Five Years

Previous Experience	School Level		
	Elementary	Middle/Jr. High	High School
a. Superintendent	2	0	0
b. Asst. Superintendent	0	0	3
c. Curriculum Director	10	1	0
d. Special Ed. Director	9	3	2
e. Guidance Director	3	2	0
f. High School Principal	1	5	30
g. Asst. High School Principal	11	8	32
h. Middle/Jr. Principal	5	21	5
i. Elementary Principal	48	4	3
j. Teaching Principal	37	1	1
k. Department Chair	5	2	2
l. Teacher	76	16	12
TOTAL	207	63	90

6. How many of the principals hired within the last five years had curriculum committee experience or coaching/athletic directorship experience?

Table 7 reports the principals' experiences in these areas. First, with respect to curriculum committee experience, over 80% of the elementary principals had previous experience in this area, and over 90% of the

middle-junior high and high school principals had similar previous experience. However, when analyzed by gender some noticeable disparities appear. For example, while approximately an equal number of female and male elementary principals have previous curriculum committee experience, only a quarter or less of the female middle-junior high and high school principals have similar experience.

TABLE 7

Previous Curriculum or Coaching Experience of Recently Hired Principals

Gender	Elementary		Middle/Jr. High		High School	
	% Curriculum Committee Experience (N=193)	% Coaching/A. Director Experience (N=33)	% Curriculum Committee Experience (N=51)	% Coaching/A. Director Experience (N=25)	% Curriculum Committee Experience (N=86)	% Coaching/A. Director Experience (N=66)
Female	53.4%	9.1%	25.5%	8.0%	17.5%	1.5%
Male	46.6%	90.9%	74.5%	92.0%	82.5%	98.5%

Second, in the area of previous coaching and athletic directorship experience, only 14% of the elementary principals had this type of experience whereas approximately 46% of the middle-junior high school and 76% of the high school principals had previous experience as a coach or athletic director. Additionally, of those who had previous experience at any level, an overwhelming majority (90%+) were male.

7. What are the most important qualities SUPERINTENDENTS look for in hiring PRINCIPALS, assuming that candidates have comparable academic credentials?

As reported in Table 8, superintendents, like chairpersons, gave high ratings to qualities such as leadership and management skills, and the ability to work effectively with an administrative team. And again,

TABLE 8

Importance of Qualities to Superintendents in Selecting Principals

Quality	\bar{X}	Standard Deviation
a. Previous administrative experience as principal/asst. principal.	4.00	0.97
b. Experience in your school system.	2.10	1.05
c. Letters of recommendation.	3.76	1.10
d. Previous curriculum committee experience.	3.73	0.95
e. Previous coaching/athletic experience.	1.62	0.83
f. Knowledge of current educational trends.	4.42	0.82
g. Amount of time individual willing to devote to job.	4.48	0.88
h. Length of time individual willing to stay in the position.	3.39	1.02
i. Skill of individual in crisis management.	4.25	0.91
j. Ability of individual to effectively handle the community.	4.46	0.83
k. Ability of individual to effectively discipline students.	4.17	0.90
l. Ability of individual to effectively manage staff.	4.70	0.73
m. Ability of individual to be viewed by staff as effective leader.	4.76	0.75
n. Ability of individual to work effectively with other members of your administrative team.	4.50	0.85

previous coaching and athletic experience and experience within the school system were considered least important of the fourteen listed on the survey. Only in two cases were there substantial differences in the ratings assigned by chairpersons and superintendents. Superintendents placed greater

importance on previous administrative experience than chairperson, and chairpersons placed greater importance on the length of time principals are willing to stay in the position than did superintendents.

8. What processes and procedures are regularly used in selecting and hiring principals?

Superintendents were asked what processes they regularly use in selecting and hiring principals, who serves on search committees and what roles school committees played in the processes. Table 9 reports the percent of usage of eight different processes and procedures. The first 7 are used in a very large majority of Maine school systems, and approximately 30% use additional procedures such as telephone interviews and on-site visitations to the home districts of finalists.

TABLE 9
Process Used in Selecting and Hiring Principals

Processes	Percent Yes	Percent No
a. Actively recruit applicants from <u>within</u> school system.	77.7%	22.3%
b. Actively recruit applicants from <u>outside</u> school system.	90.2%	9.8%
c. Conduct paper screening of applicants.	96.0%	4.0%
d. Use committee to screen applicants.	76.6%	23.4%
e. Use committee to interview applicants.	92.0%	8.0%
f. Use common list of written questions in interviews.	87.1%	12.9%
g. Contact previous employers for recommendations.	97.6%	2.4%
h. Other processes such as telephone interviews and visitations.	28.0%	72.0%

With regard to the composition of search committees, over 85% of the superintendents reported that administrators served on these committees, approximately 75% reported teacher service and approximately 65% indicated school committees members serve as well. Approximately 30% of the superintendents indicate parents served on search committees, and very few reported having students on these committees. Finally, with regard to the roles school committee members played in the selecting and hiring process, a large majority (80+%) of the superintendents indicated that their school committees reviewed applications for finalist, interviewed them, and accepted the superintendent's recommendation on the final candidate.

Educators

9. What are the career goals for the next five years for various types of educators?

Educators in a variety of positions were asked what type of position they would like to hold within the next five years, and which position was their top priority. Table 10 reports this information by various categories. Column 1 reports the number of individuals who indicated they desired to hold the different positions, and column 2 lists the number of individuals who listed the different positions as their top priority during the next five years. Because a number of educators indicated their top priority position was the one they currently held, column 3 reports the number of individuals who list the different positions as their top priority and who are not currently in these positions. Columns 4 and 5 provide a breakdown of column 3 by gender.

As Table 10 reports, a large number of individuals (N=398; excluding teacher role) have administrative positions as a career goal within the next five years. However, this number is somewhat deceiving, given the fact that 123 of these individuals currently hold these various administrative

TABLE 10
Five Year Career Goals of Educators

<u>Position</u>	<u>No. Desire Position</u>	<u>Top Priority Position</u>	<u>Top Priority w/o Current</u>	<u>Top Priority Female</u>	<u>Top Priority Male</u>
a. Superintendent	74	40	40	11	29
b. Assistant Superintendent	129	40	40	24	16
c. Current Director	90	31	28	15	13
d. Special Ed. Director	63	48	9	8	1
e. Guidance Director	47	35	14	10	4
f. High School Principal	69	39	35	10	25
g. Asst. High School Principal	36	14	12	7	5
h. Middle/Jr. Principal	72	31	25	10	15
i. Elementary Principal	146	82	60	33	27
j. Teaching Principal	26	10	6	3	3
k. Department Chair	68	28	6	4	2
l. Teacher	109	53	37	22	15
TOTAL	929	451	312	157	155

positions. In fact, approximately 45% of the current elementary and middle-junior high principals and guidance directors wish to remain in their current positions, and approximately 50% of the high school principals and special education directors also wish to retain their current positions. Of those who desire new positions, many want to become elementary principals, and approximately an equal number want to become superintendents, assistant superintendents, high school principals or teachers again. Also there appears to be some gender differences. More males than females want to become high school principals and superintendents, and more females than males want to become guidance directors and assistant superintendents.

10. What are the professional and personal barriers these educators think may influence whether they achieved their desired positions within the next five years?

Table 11 reports the barriers most often mentioned by five categories of educators by gender. The single greatest barrier is place boundness, followed closely by the availability of graduate programs near to their residence. Age and gender bias were also listed by quite a few individuals with age bias not specifically tied to gender but where gender bias was related to being female.

TABLE 11
Educators Perceived Professional and Personal Barriers for Desired Position

BARRIER	PRINCIPAL			ASST. PRINCIPAL			SP. ED. DIRECTOR			DEPT. HEAD			TCHG. PRINC.			TOTAL		
	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M
Age	9	5	4	2	-	2	4	2	2	2	1	1	1	-	1	18	8	10
Gender	7	7	-	3	2	1	2	2	-	-	-	-	1	1	-	13	12	1
Lack of Experience	8	2	6	3	1	2	2	1	1	2	1	1	-	-	-	15	5	10
Place Boundness	15	7	8	10	4	6	4	3	1	-	-	-	3	1	2	32	15	17
Salary Too Low	11	4	7	3	-	3	-	-	-	2	1	1	-	-	-	16	5	11
Lack of Certification	11	2	9	-	-	-	5	3	2	2	-	2	1	1	-	19	6	13
Graduate Program Availability	8	5	3	-	-	-	10	8	2	6	5	1	2	1	1	27	19	8

11. To achieve their top priority position, how mobile are these educators?

Table 12 reports the mobility of educators by gender. The data support the findings to the previous question. A large majority of

individuals, approximately 62%, indicated they were willing to take a position only if they did not have to change their residence or the position was available within their region of the state. And there was a discrepancy based on gender. Approximately 55% of the males indicated their place boundness to region or present residence and this percentage increased to 70% for females.

TABLE 12

Mobility of Educators

Place	Percent Yes	
	Female	Male
a. Anywhere in U.S.	10.1%	9.8%
b. Only within New England.	6.6%	6.9%
c. Only within Maine.	13.6%	28.6%
d. Only within their region of the state.	28.3%	21.2%
e. Only if they do not have to change residence	41.5%	33.5%

12. How many of these educators have ever applied for an administrative position for which they were NOT HIRED, and if so, why do they think they were not hired?

Table 13 reports the number of individuals by gender who had applied for positions for which they were not hired, and Table 14 reports their reasons why they think they were not hired. Table 13 reports that more males (168) than females (90) applied for positions for which they were not hired, and consequently the percentages were higher for males than females. An analysis of Table 14 reveals that approximately twice as many males as females thought they were not hired because they lacked the appropriate experience or other candidates were more qualified, and almost three times as many females as males thought gender was a deciding factor.

TABLE 13

Educators Not Hired for Administrative Positions

Positions	Not Hired			
	Female		Male	
	N	%	N	%
a. Superintendent	2	0.6%	22	7.5%
b. Assistant Superintendent	4	1.3	19	6.5%
c. Principal	58	19.3%	93	31.8%
d. Assistant Principal	26	8.6%	34	11.6%

TABLE 14

EDUCATORS PERCEIVED REASONS NOT HIRED FOR
ADMINISTRATIVE POSITION

REASON	PRINCIPAL			ASST. PRINCIPAL			SP. ED. DIRECTOR			DEPT. HEAD			TCHG. PRINC.			TOTAL		
	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M	TOTAL	F	M
Age	1	-	1	1	1	-	-	-	-	-	-	-	1	-	1	3	1	2
Gender	4	3	1	7	5	2	2	1	1	1	1	-	1	1	-	15	11	4
Lack of Experience	23	7	16	10	3	7	-	-	-	2	2	-	2	1	1	37	13	24
Lack of Qualifications	13	4	9	2	1	3	2	1	1	-	-	-	-	-	-	19	6	13
Lack Degree	3	-	3	2	1	1	2	1	1	-	-	-	-	-	-	7	2	5
Inside Candidate	11	3	8	4	3	1	1	1	-	-	-	-	1	1	-	17	8	9

13. What qualities do these educators think are most important in the final selection of candidates, assuming all candidates have comparable academic credentials?

Table 15 reports the average ratings assigned to the list of 14 qualities by those educators desiring principalship positions. It also repeats the average ratings assigned by chairpersons and superintendents given earlier. Generally, both female and males rate the qualities similar to the hiring agents (superintendents and chairperson). The greatest disparity in ratings is in the area of experience within the school system. Superintendents assign this a relatively low importance, but both females and males perceive it as being much more important. Also, both female and male educators rate previous administrative experience higher than superintendents, with the greatest disparity between the superintendents and male educators. The only other major disparity between the ratings of superintendents and the educators is in the area of the amount of time the individual is willing to devote to the job. In this case, female educators rate this lower in importance than superintendents.

SUMMARY

In summary, the results of this survey study provide some general insights into the administrative hiring practices used in Maine school systems and the career goals of a sample of Maine educators. The reader may wish to draw his/her own conclusions from the data. However, some general observations of this writer are as follows:

1. School committee chairpersons prefer to hire individuals as superintendent who have previous superintendency experience, principalship experience and experience as a curriculum director.

TABLE 15

Ratings of Qualities in Selecting & Hiring Principals

Quality	Sample			
	Chairs	Superint.	Female Educators	Male Educators
a. Previous administrative experience as prin/asst. principal.	3.67	4.00	4.27	4.51
b. Experience in your school system.	2.19	2.10	3.48	3.45
c. Letters of recommendation.	3.63	3.76	4.04	4.00
d. Previous curriculum committee experience.	3.76	3.73	3.47	3.59
e. Previous coaching/athletic experience.	1.66	1.62	1.72	1.83
f. Knowledge of current educational trends.	4.52	4.42	4.53	4.47
g. Amount of time individual willing to devote to job.	4.49	4.48	4.27	4.46
h. Length of time individual willing to stay in the position.	3.99	3.39	3.64	3.72
i. Skill of individual in crisis management.	4.43	4.25	4.39	4.28
j. Ability of individual to effectively handle the community.	4.45	4.46	4.70	4.56
k. Ability of individual to effectively discipline students.	4.34	4.17	3.92	3.75
l. Ability of individual to effectively manage staff.	4.81	4.70	4.76	4.66
m. Ability of individual to be viewed by staff as effective leader.	4.86	4.76	4.82	4.77
n. Ability of individual to work effectively with other members of the school admin. team.	4.75	4.50	4.70	4.60

2. Assuming candidates for the superintendency have comparable academic credentials, the most important qualities to chairpersons in selecting/hiring a final candidate are:
 - (1) Ability of individual to effectively manage budgets,
 - (2) Ability of individual to effectively manage staff,
 - (3) Ability of individual to be viewed by staff as effective leader,
 - (4) Ability of individual to effectively handle the community, and
 - (5) Ability of individual to work effectively with the school board.

3. Assuming candidates for principal positions have comparable academic credentials, the most important qualities to chairpersons in selecting/hiring a final candidate are:
 - (1) Ability of individual to be viewed by staff as effective leader,
 - (2) Ability of individual to effectively manage staff,
 - (3) Ability of individual to work effectively with other members of the administrative team,
 - (4) Knowledge of current educational trends, and

(5) Amount of time willing to devote to job, crisis management skills, and ability to handle the community.

4. For the individuals who applied for principalship positions within the last five years, approximately 1/3 of the individuals applying for elementary positions were female, 20% applying for middle/junior high positions were female, and 12% applying for high school were female.
5. For the principals who were hired within the last five years, approximately 50% of the elementary principals were female, and approximately 20% of the middle/junior and high school principals were female.
6. The most recent experience of those individuals hired as principals was as follows: a majority of elementary and middle/junior high principals were either principals or teachers previously, whereas a majority of high school principals were high school principals or assistant principals previously.

7. With respect to previous curriculum committee experience, approximately one half of the females and males hired as elementary principals had previous experience, but considerably fewer females hired as middle/junior high or high school principals had previous experience.
8. With respect to previous coaching or athletic director experience, few of the individuals hired as elementary principals had previous experience, approximately 1/2 of the middle/junior high principals had previous experience and a majority of high school principals had previous experience. Of those who did have previous experience, an overwhelming majority were males.
9. Assuming the top candidates for principal positions have comparable academic credentials, the most important qualities to superintendents in selecting/ hiring the final candidates are:
 - (1) Ability of individual to be viewed by staff as effective leader,
 - (2) Ability of individual to effectively manage staff,
 - (3) Ability of individual to work effectively with other members of the administrative team,

- (4) Amount of time individual willing to devote to job, and
 - (5) Ability of individual to effectively handle the community.
-
- 10. A majority of school systems use common procedures in selecting/hiring principals.
 - 11. A majority of search committees are composed of administrators and teachers, with a considerable number also including school committee members. Approximately 30% also include parents.
 - 12. A majority of school committees review and interview finalist candidates and accept the recommendations of the superintendent.
 - 13. Approximately 44% of the educators surveyed indicated they had an administrative position as a career goal for the next five years.
 - 14. In addition, between 45-50% of the current principals, special education directors and guidance directors wish to retain their current positions for the next five years.

15. Of those who aspire to administrative positions, more males than females wish to become high school principals and superintendents, and more females than males wish to become guidance directors and assistant superintendents.
16. The single greatest barrier educators identified as an obstacle to achieving their desired position was place boundness. A second major barrier was the availability of graduate programs near their residence.
17. Several educators identified age and gender bias as a barrier to achieving their desired positions, with gender most often mentioned by females.
18. Like chairpersons and superintendents, educators identified management and leadership qualities as important to the hiring process. Both females and males rated previous administrative experience as more important than superintendents, and females rated the amount of time one is willing to devote to the job less important than superintendents.

INTRODUCTION TO CASE STUDIES

As part of the examination of school district hiring practices in Maine, we present five case studies of districts that had filled a significant number of administrative positions during the past five years. The districts that were selected represent a range of districts geographically, demographically and in terms of governance.

Each case study was written by a different researcher, using a common set of questions as a starting point. In each district, the superintendent, administrators hired, teacher(s) and at least one school board member were interviewed. After the field work was conducted, the researchers met to compare findings and to create a format for presentation which would convey the essence of each case.

In gathering the data for these case studies, the researchers used the methodologies described by most of the literature on qualitative research (e.g., Bogdan and Biklin, 1982; Patton, 1980; Murphy, 1980; Yin, 1984).

Each case study illustrates a decision or set of decisions: why the decisions were taken, how they were implemented, and with what results. By its very nature, qualitative research is descriptive; qualitative researchers are concerned with process rather than simply with outcomes or products. In addition, qualitative researchers tend to analyze data inductively. As Yin wrote in Case Study Research: Design and Methods:

[Qualitative Researchers] do not search out data or evidence to prove or disprove hypotheses they hold before entering the study; rather, the abstractions are built as the particulars that have been gathered are grouped together.

In addition to the five district case studies, this report contains five dialogues of women who have been involved in an administrative job search during the past three years. The women selected represent a range of experience and career goals. Some of these women sought jobs in the districts described in the case studies. Their voices present evidence of the difficulties and frustrations experienced by women seeking jobs in educational administration. Their experiences broaden our understanding of the real-life context of hiring practices.

Together, the five case studies and five women's voices inform our understanding of administrative hiring practices in Maine. It is hoped that the data provided insights will enhance the Task Force's ability to make policy recommendations aimed at insuring fairness and equity in the hiring of all educational administrators.

S.A.D. #99

BACKGROUND

SAD 99 is composed of six towns in the northern half of the State of Maine. A population of between six and eight thousand sends two thousand students to one high school, one middle school and nine elementary schools - which are organized in three regions. The district is governed by a fourteen person board which consists of an equal number of men and women. Many Board members are in the 30's and 40's. For hiring purposes, the Board relies heavily on its five-person Personnel Committee.

During the past several years, the district has experienced some significant problems. Currently, it is dealing with a \$350,000 deficit left over from a previous superintendent. This creates what many people referred to as a "crisis situation" because there already was a scarcity of resources in SAD 99. In addition, one of the district's towns is threatening to withdraw from the SAD. If this happened, the elementary regions might have to be reconfigured and the administrative structure might change. Finally, a year ago voters defeated a proposal for a new middle school. Up until recently, the school district has been under attack by local newspapers and the relationship between the town and school officials has been characterized by a lack of trust.

During the past three years, there have been many administrative openings - the superintendent, middle school and high school principals, two elementary principals and an assistant principal. In contrast to previous practice, every position was filled by a person already in the district. In the recent hirings, there has been little or no competition for the position. Because they were contingent on other personnel moves, most of the positions were filled on a one-year basis.

ADMINISTRATIVE HIRING

In 1986-1987, Beverly Notis, was on a leave of absence from her position as principal of the middle school. She had entered a doctoral program in educational administration at the University of Wisconsin. During her nine years in the district, she had also been a middle school guidance counselor and assistant principal of the high school. She credits a previous superintendent with encouraging her to seek administrative positions. "I owe him a great deal for giving me my chance (as high school assistant principal). I was seeking an opportunity and he supported me."

While Notis was on leave, the long-time Assistant Superintendent in the district took a job in another school system. The district advertised this position in the Boston Globe, Maine Sunday Telegram and other major papers in Maine. According to one Board member, because the Board "wasn't really aware of what the Assistant Superintendent had been doing" the Personnel Committee rewrote the job description. Immediately, a conflict arose between the Board and the Superintendent over the job description. The Board wanted someone with financial expertise. The Superintendent said that finances were his strength and that he wanted someone to "take care of other things." The eventual job description made little mention of financial responsibilities.

In response to its advertisements, the district received only four applications, one of which was from Notis. Two members of the Board speculated that the district's low salary structure creates a problem in the recruitment of staff. After the Personnel Committee and the Superintendent conducted interviews, they again disagreed about who should be hired. The Superintendent wanted to hire a man who had been the school district's labor negotiator. The Board would not support his recommendation. Many of the Board supported Notis. Ultimately, two positions were created - a one-year curriculum director and a business manager. Notis was hired for the former and, after a new application process, a different man was hired as business manager.

However, in the summer of 1987, before she became curriculum director, Notis was named Acting superintendent for a month when the Superintendent took a medical leave of absence. She was the only person in the district with a Superintendent's certificate.

For one Board member, the Assistant Superintendent search was illustrative of a larger problem in the district. She said that:

The hiring practices were not good at all. We all felt uncomfortable about it but nothing can change until your Superintendent changes.

Soon, the Board learned that the district had a \$350,000 deficit. The Superintendent resigned in April 1988.

When the School Board discussed how to fill the Superintendent vacancy, they felt that Notis was "the logical choice." One Board member said:

We felt having watched her (in her various capacities) she seemed like the perfect person. She was a known commodity. We already knew what her dynamics were with the schools and the community. She was a popular choice.

The position was not posted or advertised because, as one Board member said, "I don't believe in advertising the position if you've got what you want." Notis became Acting Superintendent. In December, 1989, the Board will decide whether to offer her a continuing contract.

In 1986, when Beverly Notis left on

sabbatical, the Board appointed Kathy Sullivan, the middle school guidance counselor, to a one-year acting position as principal of the middle school. According to Sullivan:

No one else was certified and because I had worked closely with Beverly on the change to a middle school, it would have been hard for someone else to come in (for one year).

The 300 student middle school had no assistant principal. As guidance counselor, Sullivan had taken on many administrative responsibilities not in her job description, such as building the master schedule. The Board chose her for the position because, as one Board member said, "She was very familiar with that school. She is a very strong woman well able to lead." When Notis took the one-year curriculum directorship, the middle school principal's job was posted internally, again for one year. Sullivan said that she "did not compete for the job." After serving two one-year terms, the Board has chosen to continue to rehire Sullivan. She describes the job as a total time commitment. She works 60-70 hours a week and has had three days off in the past three years.

For the past two and a half years, SAD 99 has had an interim high school principal. One Board member said that after the high school had been through several principals in a short time span, the Board decided to bring in an interim person to hold things together "while we had bigger things to worry about." When the interim principal resigned effective June 1990, Notis talked to Peter Shea about taking the position. Shea had been assistant principal of the high school for six years. Several years earlier, he had been approached by members of the Board about applying for the principalship. They had encouraged him in his career by saying, "If there are any courses you'd like to take, go ahead and we'll support you." However, he was not interested in changing jobs at that time because, he said, "My family was my first consideration." This time he said, "My children are older."

Notis talked to the Board about advertising only internally for the position. Her feeling was - "Here's a known quantity and we need to recognize work done well." When the position was posted internally, She was the only applicant. He was interviewed both by a panel of three teachers and by the Personnel Committee and hired effective June 1990. In describing Shea's hiring, one Board members said:

He has a long history with this district. The students adore him. The Superintendent is confident in his abilities.

In the summer of 1989, the district had openings for two elementary principalships and one assistant elementary principal. The Board decided to make the principals' openings one-year appointments for two reasons - one principal had gone on sabbatical for the year and the future of the other position was clouded by the possible reconfiguration of the elementary districts. The positions were advertised in the Bangor and Portland papers, as well as locally. Notis characterized the applicant pool as "poor" - she said "we got nothing." Of the five applicants (equally split male/female; in and out of district), none had administrative experience. Notis described administrative experience as "anything which provides me the ability to see that this person had done things where they'd administered a program of any sort."

For one principalship, applicants were interviewed initially by the principal leaving for a sabbatical and teachers from the school. That panel sent three candidates to the Superintendent and the Personnel Committee. When the top candidate dropped out because she took another job, a veteran woman teacher in the district was chosen. She had had some administrative experience in a parochial school. The other candidate, a veteran male teacher in the district was offered the assistant principalship. The second principal's job opened up later in the summer. Because posting and advertising had generated no new applicants, the Superintendent sought out a retired principal who had a long history of service in the district. She was hired for the school year 1988-89; and the position will be opened for the following school year.

FUTURE CONSIDERATIONS

On November 28th, Superintendent Notis presented the School Committee with supplemental recommendations for the district's hiring procedure. A key concept of those recommendations was that the search committee, representing all groups affected by the hiring decision, must reach consensus on the qualities included in the job description. In addition, they must reach consensus on the questions to be asked at the interview. Underlying the development of an improved hiring procedure is the notion that better practices may help recruitment. As Kathy Sullivan said:

I would feel more confident applying for a position in a district that has some very accessible and understandable policies - so that you don't have to do a lot of negotiating with the Board to make a decision.

In addition, for Notis, this new hiring process is an integral part of setting a clear educational direction in the district.

The recruitment of all staff continues to be a problem in SAD 99. One Board member expressed concern that because good young teachers are looking for a peer group, "they wouldn't come to this district." She said that "single women don't want to come here because there's no one to socialize with." Perhaps as a result, the Board is beginning to talk about creating ways for more people to advance from within the system. As the Board Chairperson said:

That's the way we're moving. If you have good people and they're able to progress in their career and take on more responsibility, you'd be a fool not to nurture that if you're happy with that person.

URBANIA SCHOOL DISTRICT

Background

Urbania School District, one of the State's larger school systems, serves the children and youth of a milltown. There is a large French population in this area. The School Committee for Urbania was appointed by the mayor until quite recently. Now the members are elected.

Over the past three years, there has been no change in the Superintendent's position or in either of his two immediate assistants. One of these positions, held by a male, is called "Assistant Superintendent." The other position, held by a female, is called "Director of Elementary Education."

There are nine schools in Urbania. Six have men as principals, including the High School Principal and the Jr. High School Principal, and four of the seven elementary schools are run by men. Over the past three years, the only change in the principal positions has been a switch of positions between two of the Elementary School Principals. This occurred because, as the Principal who took over a larger school said, "the Principal had been there for 17 years and he wanted out." She described the hiring process as follows:

We went through the motions. We did the interview and all of that. But, I think it's fair to say that Urbania has always been real supportive of people who have come up through the ranks and have proven themselves.

Over the past three years, three new Assistant Principals have been hired, including two females and one male. In addition, a new Assistant Director of Special Education, a female, and a new Director of Alternative Vocational Education, a male, have been hired.

Salaries for administrators and teachers in Urbania follow:

High School Principal	\$54,000-\$60,836
Jr. High School Principal	\$50,756-\$57,126
Elementary School Principal	\$46,801-\$52,576
Assistant Principal	\$42,187-\$47,481
The top of the range for M.A. level teacher	
	\$35,000

The Superintendent commented that it has become increasingly difficult to attract candidates to apply for administrative positions, because the teachers' salaries have improved significantly and because they like working 182 days a year.

The Urbania Superintendent has been an educator for over 30 years and in his current position for the past decade. He is very much in control of his district. Those interviewed, including administrators, teachers and the School Committee member, perceive him as a strong, hard-working, effective leader and a good politician.

The Director of Elementary Education attended and graduated from high school with the Superintendent. An educator for over 30 years, she has been in her current position for approximately 15 years. She is responsible for the K through 6 curriculum, and for federal projects relating to grades K through 12. She said that her main thrust is curriculum, while the superintendent deals with unions and buildings. She is not interested in the position of superintendent, because she wants to stay connected to children.

She commented that:

I've been the woman here...I've felt that I've had to work harder.

The High School has a student population of 1,500 in grades 9 through 12. The Principal has been there for four years, having previously served as a Principal at a much smaller High School in another school district. In total, he has spent 24 years in the field of education. He wants to be a Superintendent some day and believes that this is a realistic career goal.

There are three Assistant Principals, all of whom are men who have been there for at least 5 years. There haven't been recent openings in these positions. If one of these positions opens up, the Principal said he would "like to be able to hire a women," because he could use the help in dealing with some of the problems of female students. The Principal said:

The obvious limitation is what openings there happen to be. Quite honestly, if one of the Assistant Principals were to leave, it makes an awful lot of sense to look seriously at a female for the position. There are situations in which that would be advantageous.

The Junior High School of Urbania has a student population of 730 in grades 7 and 8. The Principal has been in his current position for 7 years, and has been an educator for 28 years. in Urbania. He got the position as the result of "an internal transfer" caused by the closing of an elementary school, of which he was principal. He said, "My predecessor was not rehired and I was absorbed into this position." He expects to retire from this position soon to get a position with much less responsibility, after his own children complete college.

There are two assistant principals - one man and one woman. The woman was hired in November 1987. The man in the position this year is in Acting Capacity. He replaced Tom Watkin who is the Acting Principal of an elementary school for one year.

The woman who has been principal of the 500+ student elementary school has been in that position for two years. She had previously been principal of another school for four years, and a teacher for ten. All of her experience has been in Urbania. She credits the Director of Elementary Education with encouraging her to become a curriculum specialist. In order to do this, she got her master's degree. She said she doesn't aspire to be a Superintendent because "I don't want to lose contact with students and teachers." This elementary school has an assistant principal who is a man.

Another elementary school has over 950 students. The man who is Principal has spent 13 years as an educator, including six years in his current position. He served as Acting Principal for one year and Assistant Principal for two years in this school before he was named the Principal. He recently got his CAS, but is not certain he wants to pursue a superintendent's position. He, too, fears the loss of contact with students and teachers. There are two Assistant Principals at this school, one man and one woman.

The other elementary schools were not visited for this study.

Administrative Hirings

The Superintendent commented that hiring is a three-step process by law. First, he makes a nomination based on the outcome of the selection team. Second, the School Committee votes on the recommendation. Third, the Superintendent executes the contract with the newly hired administrator.

The Superintendent described the Urbania hiring process for administrative positions as follows:

- * Positions are advertised in two major newspapers with statewide distribution, as well as in the local paper.
- * They are posted internally.
- * There is a selection team comprised of the superintendent, the Assistant Superintendent, the Director of Elementary Education (where applicable), and the Principal (if applicable). The team reviews all the applications, culls them down to a smaller number to interview, completes the interviews, and does reference checks.
- * The selection team uses the same set of questions for all candidates. Candidates are rated on their interviews. Credentials and references also are important.
- * The Superintendent is the final arbiter of the selection team process. This does not mean that the person recommended to the School Committee is always the Superintendent's choice.
- * The selection team recommends one name to the School Committee, which then votes the recommended choice up or down.

The School Committee is only rarely involved on the selection team. For example, when the High School Principal was hired four years ago, the School Committee was involved.

The Superintendent said that anyone hired "must fit into the school system." In other words, the person would have to "get along." For example, in explaining why some applicants were not hired, he described them as a "know it all" person or "too union-oriented." He also noted that a person's background, references and leadership skills were important.

Several persons interviewed mentioned that there has been an emphasis in Urbania in recent years on hiring women into administrative positions. The prevailing sentiment of those interviewed was that while there are probably problems elsewhere in the State, women in this district do have opportunities to attain administrative positions. In the words of one of the teachers interviewed:

Urbania is moving forward in a positive way. I think I'd be treated fairly (if I applied for an administrative position).

As previously mentioned, there was a switch in two of the Principal positions over the past three years. Handled internally, this did not involve any new hires. The male Principal at the second largest Elementary School switched places with the female Principal at a smaller Elementary School.

Over the past three years, the district has hired three new Assistant Principals.

Joan Evans, who was hired as Assistant Principal at the Jr. High School, was one of 16 candidates who applied, and one of 12 who were interviewed. Her background and experience included teaching, physical education department head in a high school, and chairing of committees in another district. According to the Superintendent:

She was female. We wanted a female... She has "quasi-administrative" experience... She had some leadership qualities.

However, Joan was not the first choice of the Principal and the Superintendent. The first choice was a male, who formerly had been a Principal. He had become a teacher because of the effects of job pressures on his health. However, in the end, the selection team was not certain he was ready to resume the pressure of even the Assistant Principal position.

Thomas Atkin was hired last summer as Assistant Principal at the 500+ student elementary school. Of the nine candidates, there were 5 men and 4 women. He was the first choice of the selection team (which as in all other cases included no teachers). He had been a teacher and curriculum specialist, with expertise in Kindergarten through 6th grade reading and gifted and talented programs in Urbana.

According to the Superintendent, among those who did not get the job was one person with "quasi-administrative" experience who came across as a "know it all;" another person who bad-mouthed another school system; and one from Urbana who lacked the basic credential (050) and had been told about this before the process began.

Over the past three years, Emily Downs, Assistant Principal, was hired at the largest Elementary School. There were 15 candidates of whom 11 were interviewed. Emily had been a teacher in another school system with at least 10 years of experience. She had a special education background. This was important to the selection team, because the Elementary School has a self-contained EMR unit for the students. There was another strong candidate, but the selection team felt that he was somewhat young and in need of more experience. Emily was the unanimous choice of the selection team. In the words of the Superintendent:

We wanted a person with a special education background.

Reflections

It does not appear that there are many women in the pipeline within the system who are interested in administrative positions. There does not appear to be any plans afoot to develop this interest.

No teachers are involved in the selection process.

Every person who was interviewed was selected by the Superintendent except for the Board member.

BACKGROUND School Union #10

Four towns form School Union #10 in rural Eastern Maine. Each town maintains its own K-8 elementary school, elects its own local school committee, and annually raises its own school budget. The four towns share the cost of a superintendent, special education director, and a central office. Secondary school students attend a "private public" academy on tuition paid by their communities. The elementary schools range in size from 78 students (7 faculty) to 280 students (20 faculty). Each school is served by a teaching principal.

This case study describes recent hiring practices for the principalship in Union #10 --- a decentralized, traditionally structured, rural Maine district. In 1986-7, six administrators were employed by Union #10 and its constituent towns; all four principals and the superintendent were men; one woman served as special education director. By 1989-90, this pattern had nearly reversed itself; three women had been hired as principals; a man had replaced the woman special education director. This report focuses on the procedures used to hire the three new teaching principals. Interviews were conducted with the superintendent, the three principals, and a board member from each town involved.

ADMINISTRATIVE HIRING

The Application Phase

Two principal vacancies occurred in the late spring of 1987, at the end of the current superintendent's first year with Union #10. The third vacancy was announced early in 1989, to take effect at the end of the 88-89 school year. In all three cases, the superintendent's office placed a position announcement in local and statewide papers and with state university campuses in Maine, New Hampshire and Vermont. The announcement contained no description of the position requirements or selection criteria. In fact, according to all those interviewed, no explicit criteria were developed to assist with the selection process, although several "seemed to remember" that a job description existed.

In all three instances, the women who eventually became the principal did not respond to the published announcement. Instead, each was approached by individuals in or associated with the school and encouraged to apply. In the largest town, the successful candidate had been employed in the school for two years. As she put it, "Never in the wildest realms of my imagination would this (job) have entered my mind" until a board member suggested she apply. Although she had a doctoral degree

in reading and extensive experience in schools, she had no administrative training and was not certified. She was, however, committed to the substantial changes the school had begun under the leadership of its departing principal and, after considerable discussion with the superintendent, teacher colleagues, and several board members, she applied. Her motivation was largely altruistic: "My God, could I have an impact?, " she wondered, "Could I do for all the children and their families what I do for the students I now have"?

In the second (school of 152, staff 12), the successful candidate had been a teacher and resident for nine years. During that time, she had established a widespread reputation as an indefatigable worker, informal leader, and vibrant force in the school and community. In the spring of 1988, she had resigned her teaching position and moved to the Portland area to pursue a Master's degree in educational administration because, as she put it, "I had gotten to the point of feeling powerless as a teacher over school-wide problems and issues". The following winter the principal announced his resignation and within days she received long distance phone calls from several teachers, a board member, and the superintendent notifying her of the position and, in some cases, urging her to apply. Inspired by her "great graduate program at USM" and feeling still very much attached to the community where she had spent her entire teaching career, this principalship seemed for her a "natural" place to start her administrative work.

The third principal had been a teacher of some 20 years' experience in a variety of settings ranging from elementary schools to college (she held a Master's degree in English). At the time the opening in the third town occurred, she taught English to grades 7 and 8 in a town forty five miles away. Although she had no "line" administrative experience, she had taken two courses in administration in recent years to "test the waters". She had worked during the summers in the third town for several years, but it did not occur to her to apply for the position when it was first advertised. It was only after a community member suggested it to her that she even considered applying. By then it was June; the school committee had not been pleased with the first set of applications and was considering readvertising. She discussed the idea with several former colleagues and other community members and, despite the fact that she was not certified as a principal, she concluded, "Why not"? She called the superintendent and sent her resume to him. They met a week later, explored the position, discussed her philosophy and qualifications, and in June she decided to apply.

The Interview Phase

In all three searches, the screening of applications was left mainly to the superintendent. Although board members were "invited" to review applications and "rank order" them, few members actually did so. Further, it was the superintendent who called references and performed whatever background checks he deemed necessary. In none of the three cases did the school committee prepare a detailed set of questions or an explicit set of selection criteria (the same list of six general questions with a rating scale for each was used in each town). The applicant pool was "about 12" for the first position, four of whom were invited to interview. For the second position, four of the ten applicants were interviewed and for the third, three of "five or six" applicants were involved.

In the largest town, the successful candidate was both the only woman and the only candidate with no prior school administrative experience. From her standpoint, the interview was not as significant an event in the hiring process as were her conversations with the superintendent and several board members before she applied: "We had direct discussions ... Where do you want X school to go? What kind of principal do you want -- someone to balance the checkbook or someone to lead the instructional program"? As she said later, these discussions were "key" because they convinced her that "we'd be compatible". Clearly, some board members felt similarly.

In the interview itself, committee members asked her about her ability to handle discipline (then an issue at the school), to deal with "the small rural Maine community pressures" such as angry parents, and to commit time to the job (with two children at home and a husband just starting a demanding job 30 miles away). One member asked her outright, "Do you think this small town is ready for a women principal"? She saw these and other questions as "straight thinking", as attempts to see whether she had thought about these challenges rather than as "worries that I couldn't do it". The committee member noted that the interview had been conducted in an unstructured manner ("the old Maine board seat-of-the-pants routine"). He recalled a number of comments about this candidate's gender, her ability to handle "discipline, bus drivers, bus routes...and angry parents". He recalled, too, that these entered into the deliberations, particularly following the interview as the board weighed her candidacy against one of the men's. In the final analysis, the successful candidate felt that the interview had been her opportunity to lay out her plans as principal and say to the committee, "Hey guys, you're going to have to back me (if you choose to hire me)"

In the second town, the successful applicant was one of "two or three women" in a field of ten candidates. The women and two men were selected for interviews by the superintendent, the

school committee and the one teacher who was included on the selection committee. The successful candidate was, again, the only interviewee with no direct administrative experience; the two men, in particular, looked well equipped for the position "on paper". As in the first town, the candidate's extensive contact with teachers, community, board, and superintendent prior to the interview had educated everyone to the conditions of the job, the qualities of the candidate, and the levels of popular and professional support for her. As the successful candidate put it, "Parents felt they had lost control of the school; teacher morale was low and everyone was looking for the new principal to be a communicator... Support for me was very widespread". These same points were echoed by the superintendent and the board member.

Nevertheless, she made a point of using the interview as a forum "to expound my philosophy". She recalled discussing her "experience with curriculum, her beliefs (supported by the research) about teacher leadership... and stressing community involvement, especially my past relationship with the community and parents". She encountered no questions concerning her gender, her ability to handle discipline, athletics, or the time demands of the position (she noted that most of them knew that she had put in 50 to 60 hours a week as a teacher). One committee member asked about her financial skills, to which she responded by noting her 14 years' experience handling two summer businesses that did a half million dollars' business annually. The superintendent, board member, and principal remembered the interview as a lively affair; and, as the superintendent recalled, "when she interviewed, there was no question (that she would be offered the job)".

In the case of the third town, the interview played a larger role than in the other towns. Here, the successful candidate was not known locally for her school work, nor did all three board members and the superintendent know her personally. The board member noted that "she was an unknown quantity...although there were some older folks in town who were very enthusiastic about her". Three candidates were interviewed: the woman who got the job (who had no direct administrative experience), a man with experience as assistant principal in a neighboring town, and a woman with little administrative experience but who held a doctorate in education. Although they had no explicit goals for the position, the superintendent and board member agreed that they were "looking for someone who could herd the staff a little and also be exceptional at instructional leadership".

The interview itself was "very thorough", according to the successful candidate. The board asked many questions about her past experiences; and they asked, as she put it, "real questions ...dealing with education, not athletes and they steered clear of dumb questions such as 'What's your philosophy of education'". As in other cases, the candidate felt that the committee had provided a place for her to talk about her beliefs, her platform

for educating children; as a result, she left "feeling good... I liked them". They did ask her about her ability to discipline and raised questions about her ability to devote time to the job, since she lived forty miles away and had domestic responsibilities. The board member remembers her "coming on strong...brash...confident. We didn't know what to make of her so we took a few extra days to think about it".

Making A Match

In each of the three towns, the school committee's decision to hire the new principal and the principal's decision to take the position reflect a slightly different chemistry. Nevertheless, some similarities were evident.

In the first town, the superintendent and board member remember the decision as a difficult one. Both recall major concerns about the successful candidate's lack of experience, particularly in comparison to the male candidate who was her closest competition. Some were concerned as well about her being "too soft and motherly", fearing that the community might not believe that someone like her could control a school of 250 (she recalled one board member asking, "You're soft-spoken. Can you yell at someone if you have to?"). In the end, as the board member remembers it, the superintendent advocated strongly for the women because "she had a clear idea of what excellent teaching was and her major focus was on children. (The decision) was superintendent-driven".

The successful candidate remembers it much the same way. The board was not unanimously supportive; several board members made her think hard about her readiness for the position. In the final analysis, she took the job because she felt committed to the changes begun by her male predecessor and because "I wanted to see if it was possible to have a public school that was based on what we knew about how kids learn". Moreover, her sense that "the board was interested in my philosophy" and that she "knew that the superintendent and some board members would be supportive" were "key" factors in her decision.

In the second town, the school committee's decision appears to have been made practically before the formalities had begun. The school had been through "rough times that last two-three years" with repeated concerns from parents and the community leading to some rifts between staff and community. The superintendent and board member stressed the candidate's "superb qualifications as a leader and communicator" and the fact that these were "proven skills in her case". Further the fact they received unsolicited recommendations from community and staff and the everyone acknowledged her energy ("she runs 100 miles per hour day and night"), her self-confidence, and her being "super organized" made the decision an easy one.

For the principal, the decision was equally easy; in fact, she remembers deciding "that I wanted it right off" when she was first phoned and told the position was open. She felt tied to the town; she was "friends with all the teachers"; and "I needed the experience...with the support I had there, it was great place to start"! Further, it fit her career plan, allowing her to complete her Master's degree and fulfill a long-standing ambition to work as an administrator, to try "shared leadership" from the administrative side as she had from the teacher side. Finally, the superintendent was a critical factor; "(He) and I have a deep affection for each others' work and for each other".

The decision by the third town's school committee to hire the new principal was less clear-cut. In fact, they could not agree between the male candidate with experience as an assistant principal and the "brash" woman with no administrative experience. They had eliminated the other woman because, in the superintendent's words, "the board didn't see her as forceful, they felt she may have gotten walked on". Interestingly, the board chairperson saw the choice between the successful candidate and the male as a choice "between a safe man and a risky, action-oriented woman". Their decision, in the end, reflected the fact that their last principal had been a "typical school principal" and they felt that they needed a change. In the successful candidate they saw someone "forceful", someone with "good academics", and someone who "could bring back a sense of peace and morale to the school."

From the principal's perspective, the fact that she "liked the board and thought they felt positively about me" helped persuade her to take the job. In part, this reflected a philosophical compatibility: "They wanted someone to bring the focus back to the children and what we do in the classroom...to draw together the faculty and make that (classroom practice) the best we could make it." And, to a degree, she felt simpatico with the board: "They are mavericks (as I am). They don't begin with the assumption that they must comply with MDECS. They do what's best for kids." In the end, it was the superintendent and their offer of a job "at three thousand dollars higher than I'd expected" that convinced her to take it; it was not so much the money, it seemed, that persuaded her as it was the vote of support for her own maverick platform coming from a board and superintendent whom she clearly liked and respected.

Reflections

While the Union #10 case is three cases in one, some common lessons concerning women's access to administrative positions are suggested by the recent hiring experience in the Union:

First, none of these principals' initial contacts with the position or community concerned the formal application procedure. All three, to varying degrees, were recruited. All three knew the schools, the school committees, and the communities or took pains to learn about them prior to applying.

Second, these three candidates all were known quantities in the communities that hired them. Moreover, they each had advocates who were willing to speak for them from within the town and, in two cases, from within the schools. In a sense, each woman was a "tested" commodity, one that had "proven" out to the degree that local people had faith in their abilities that allowed them to be selected even over men with "proven administrative experience".

Third, each candidate knew what she stood for, and it wasn't the status quo. More particularly, each woman found a way to convey to the school committee and others what she valued as an educator, whether through discussions outside the formal application process or in the interview. Each one had "kids" close to her heart, could convey the importance of instructional improvement to others, and believed strongly in building staff teamwork.

Fourth, when small Maine towns use an informal "seat of the pants" hiring process (as many appear to do), the superintendent can exercise inordinate influence. In Union #10, every person testified to the importance of the superintendent's philosophical disposition, his willingness to advocate for "taking risks", and the esteem in which he was held as he successfully recruited and promoted the candidacy of women.

Fifth, the school committee in these three small Maine towns were looking for a change. Although the school committees worried about management of "buses, buildings and budgets", either recent experience with men who dwelled mainly on these or, as in the largest town, with a man who had begun major changes convinced each board to follow their superintendent's advice and hire the female candidates. In two towns, this involved some risk; in the second town, it meant looking to a proven "dynamo" to bring the school back from a low time.

RIVERBEND SCHOOL DISTRICT

The Riverbend School District is a two-town school administrative district south of Bangor. The district enrolls 2,000 students, K-12, and is organized into three elementary schools (with a fourth under construction), a middle school and a high school. A nine-member school board governs the district and employs a Superintendent, Assistant Superintendent, two Special Education Directors, and a Business Manager. Of the five Principals in the district, only one is a man and four Principals are women. The female to male teacher ration is 3:2.

The two communities which comprise Riverbend are, relatively speaking, fairly affluent. The population consists primarily of two groups - transplants and residents whose families have been in the community for generations. The community is extremely demanding of its educational system. Parents have a high level of involvement in the school district, coinciding with a high level of expectations for their children. The school district has won multiple awards and the Superintendent is well known throughout the state. The school budget in fiscal year 1989 was approximately \$10.5 million.

The educational philosophy of the district is, in a word, excellence. An extremely strong Superintendent oversees educational activities at all levels, somewhat like a benevolent dictator. His educational philosophy, mirrored throughout the district, reflects an emphasis on tailoring education to meet the individual academic and affective needs of children. The Superintendent is perceived by his staff to be an adept politician who inspires loyalty among the School Board and throughout his administrative staff. He is proud of his ability to maintain and "nurture" relationships with all 160 teachers in the district. Although his Principals attest that he is willing to listen to dissenting views, they all noted that this must be handled discreetly, "in the right place at the right time."

Within the last five years, the district has instituted a career ladder to raise the aspirations of teachers. The career ladder represents four levels of teaching certification culminating in the master state teachers' certificate. Any teacher can get on the career ladder. Compensation, while going through the career ladder stages, is an extra \$3,000 a year, for which a number of extracurricular activities are expected.

The career ladder was voted on by the local teachers' union and will need to be ratified again this year to include some new provisions. Since teachers helped develop the career ladder, acceptance of it is broader, though certainly not total, than it might otherwise receive. The Superintendent sees the career ladder as a way of developing both teaching and administrative skills in his staff and of promoting individuals who aspire to lead. Anyone wanting to achieve an administrative position in the district must be on the career ladder. However, almost all administrators predate the career ladder. New teachers within the district must try for the first rung of the career ladder every other year. Teachers who were already in the district before the career ladder was instituted are strongly encouraged to participate, but it is not a requirement.

The Hiring Process

Riverbend has hired only one administrator in the last five years who is presently a female Assistant Principal at an elementary school. The reason Riverbend is included as a case study is its pattern of hiring women for administrative positions. No one in the district says this is a deliberate pattern. In fact, the vice chair of the School Board said he hadn't even noticed the preponderance of women in administrative positions. Rather, the value placed on educational leadership in the district is pointed to as one reason women have succeeded here. Riverbend has a strong preference towards hiring people already within the system. Since the majority of teachers are female, and since all teachers are encouraged to aspire professionally, women have been well positioned to achieve administrative positions.

Hiring criteria as articulated by the Superintendent, Assistant Superintendent and Business Manager include people skills, sincerity, enjoyment of children, leadership, management skills, understanding of curriculum, ability to delegate, and workaholic tendencies.

Job descriptions are developed for each open administrative position. Usually, a first draft job description is developed by those most closely involved with the position, and then refined by the Superintendent. The job description is approved by the School Board and advertising outside the district almost always occurs. The interview and hiring team consists of all the Principals and the teachers who are team leaders in that school, along with the Superintendent, Assistant Superintendent and

Business Manager. Everyone participates in the interviews, and in some instances, the Superintendent has an individual interview with the final candidates. Until a few years ago, the superintendent would bring two to three finalists to the Board for their final selection. However, when the board commented that it was always obvious who the leading candidate was, they asked the Superintendent to just bring his chosen finalist for their review and approval.

With one exception, all administrative positions have been filled from within the district. This leads to considerable stability among the administrators. Some might charge that stagnation will occur. However, the administration views this stability as a plus. Due to the importance placed on maintaining strong ties within the community, administrators who are well known to parents are seen as most valuable to the system.

Profiles of Administrators

Ride Street Elementary School Principal

The Ride Street Elementary School Principal entered the Riverbend school system in the early '70's as a part time teacher's aide on the Chapter 1 reading program at the Ride Street School. She then became a full time Chapter 1 reading specialist when the prior female holder of that position took a position as Special Education Director for the district. While working as a teacher's aid, Beatrice Cook went back to school to earn her bachelor's degree. She was able to keep most of her credits from a previously obtained professional degree. She completed her bachelor's degree in elementary education while working part time and caring for four children, with the help of her husband. Although the workload was overwhelming, she commented that the logistics worked. She got the encouragement and help she needed on the home front, as well as within the school system.

When the Superintendent encouraged her to pursue a master's degree in educational administration, she consulted with her family who said they would continue to pitch in, and she attained her M.A. in two more years.

Her predecessor as Principal suggested to the Superintendent that Beatrice would be an outstanding candidate for this position and the Superintendent strongly encouraged her to apply. Although she claims she is not a risk taker, her actions speak otherwise.

Beatrice is an example of succeeding in this district through sheer hard work and talent. She is very outgoing, confident and has a great sense of humor. She is certainly one whom others enjoy working with, and who herself has an enormous appetite for work. Like others in the district, she has worked her way through the ranks and feels an enormous debt of gratitude to the superintendent. "I learned a lot from him, but each of the Principals are very different. The Middle School Principal is a visionary.

"I couldn't have reached this position without the support of my husband and kids. When I told them how working and going to school would change our home life, they said, go for it."

Manor Elementary School

Sandy Rydell has held the position of Principal at the Manor School for the last 14 years. Prior to that, she was the learning disabilities teacher in the same school. She was tapped for the principalship when the Principal went on to a higher administrative role in the system. She believes that her opportunity to work closely with parents in difficult situations was one of the reasons that she was viewed as a candidate for principalship. She comments, "It is accidental that women have succeeded to this degree in the Riverbend district. But the Superintendent has opened the door to women, and they have eagerly walked through."

Although she did not come up through the ranks with the career ladder, because it was not in place at that time, she believes, "The career ladder allows people to stay as teachers and earn more money without having to go into administration. The keys to success in this district as an administrator are hard work and an emphasis on individualized education for children." Although she will be moving to a new elementary school as Principal, she does not foresee aspiring to either the middle school, high school or central office position. "I am very comfortable where I am as an elementary school principal."

The Middle School

Kathy York became Principal of the Middle School five years ago through a somewhat non-conventional route. As the language and arts teacher and gifted and talented coordinator, Kathy had been in the Riverbend system for seven years.

When the Middle School principalship became vacant, Kathy was on the search committee for a new Principal. After interviewing a number of candidates along with the Superintendent and the hiring committee, she remained dissatisfied with the pool of applicants. Finally, the Superintendent pulled her aside and asked what she was looking for. When she described the qualities she wanted, he told her, "You have to apply for the position." She did not aspire to the principalship and had to be strenuously encouraged by the Superintendent to submit her name as a candidate. When she finally met with the School Board, she put all her cards on the table. She said, "Your rosy view of the middle school is inaccurate and I won't even consider taking the position unless you listen to my concerns and goals for the school and concur with my sense of what needs to be done." The School Board told her she would have a relatively free rein to make changes and offered her the position.

She accepted the position without the necessary certificate and has been doing sporadic course work for the last five years. Presently, she has a temporary certificate, but has only two courses toward the master's degree she needs to hold this position permanently. Although she has the option of doing her master's level course work at the University of Southern Maine, that system is not as flexible in meeting her needs as the course at Lesley College in Boston. Kathy feels one barrier to women in administrative positions "is the lack of flexibility in certification." She comments that "creative intuitive leader types don't fit through the same hoops to qualify as administrators." She notes further that society tends to "batch process administrators, while individualizing education for kids." She maintains a profound disagreement with the certification system.

Kathy is often cited by colleagues as an innovative and creative administrator. She regularly spends time in classrooms to help teachers explore their "crazy ideas." One of the reasons she was willing to accept this position was that she saw that her predecessor was able to stay close to teaching, while in an administrative position.

Another barrier she perceives to hiring women is the lack of apprenticeships. "Assistant principalships are a key training ground." She notes that there are not enough of such positions in hers or most other school districts. "There needs to be a way to get teachers to try administrative positions without having to get their master's degree first."

Kathy credits the Superintendent with much of the success women have enjoyed in Riverbend school district. "He empowers people and trusts his teachers." There is a great emphasis in the district on interpersonal skills, and this also works to the benefit of women who are strong in this area.

Kathy will eventually earn her master's degree and is likely to stay as Principal of the Middle School until she is tapped for another post. She is having considerable success trying out new ideas in this school and enjoys the widespread support of parents and the admiration of teachers and principals throughout the district.

Assistant Superintendent

Sherry Matthews has been in Riverbend District since 1975, beginning as Special Education Director. She moved to the central office along with the present Superintendent. He gave her the Assistant Superintendent duties but without the title until just two years ago when the board approved a full-time position. They have worked together for the past 30 years and obviously have considerable rapport.

It is interesting to note that Sherry finally achieved the Assistant Superintendent position and concomitant salary and formal responsibilities only after she had informally shouldered those responsibilities for the prior twelve years.

Comments on the Riverbend District

The Riverbend District differs considerably from the other case studies in that women have achieved a preponderance of administrative positions throughout the district. This is not a new development responding affirmative action or other community pressures. The women studied have held principalships from five to fourteen years, and the only new Assistant Principal to be hired in the last five years is female.

Several factors contribute to this situation. The first is a Superintendent who is extremely supportive of teachers and has nurtured teachers, most of whom are women, and helped them achieve administrative positions. There is little value put on coaching or athletic director experience, although, "these people often apply for administrative positions because they are competitive by nature," according to the Business Manager. Rather, the emphasis is on interpersonal skills and effectiveness with children. Women have excelled in these two areas and thus have been promoted to administrative positions.

Another factor contributing to women's success in this district is the strong preference for hiring within the system. Since women represent 60% of teachers, they have a strong chance of achieving an administrative position. There are also a number of quasi-administrative positions created within the district to provide teachers with leadership opportunities. These include team leaders at the high school level (all department heads are considered team leaders) and two team leaders per grade for the middle school. The elementary schools range from one team leader per grade to two team leaders per school. Team leaders are selected upon application to the Principal and Superintendent. In the future, team leaders must be on the career ladder to be chosen, however, there has been no team leader turnover since the career ladder program was started.

There is also an Administrative Council consisting of all Principals and central office staff, which meets twice a month to set goals and problem solve. This provides another forum for leadership and administrative experience.

The career ladder, although it is relatively new, may in the future serve as an opportunity for women to achieve administrative posts.

It should be noted that all the women who have achieved administrative posts within the system have been in the district long enough to be considered proteges of the Superintendent. How women candidates outside the district would fair is unknown.

MOUNTAIN VISTA SCHOOL DISTRICT

BACKGROUND

The Mountain Vista School District is a four-town school Administrative District in central Maine. Half the population, and half the school enrollment, is located in the central town.

M.V.S.D. enrolls 2,800 students K-12, and is organized into seven elementary schools, a junior high school and a high school. The district is governed by a twelve-member School Board and employs a Superintendent, Assistant Superintendent and Special Education Director as district-wide administrators. The high school has a principal and a full-time assistant, the junior high school and elementary schools are directed by four supervising principals. (One principal has a single building, the others supervise two each.) The special education director, high school assistant principal and one elementary principals are women.

ADMINISTRATIVE HIRING

Traditionally, the district's administrative vacancies were filled by the Board and the superintendent operating with little openness to other constituencies. Although positions were duly posted and openly advertised, Board members frequently used an informal network in which specific persons within the district, or perhaps in nearby districts, were invited to apply by Board members. These Board Members served as advocates for particular candidates in the hiring process. Sometimes "candidates were chosen by the Board before the interviews took place," in one interviewee's words.

Over the past eighteen months the District has hired an Assistant Superintendent, High School Principal, High School Assistant Principal, and a Principal for Bluefield School, a grade 4-6 elementary school. The Assistant Superintendent was hired in June, 1988. The other positions were filled within the last seven months of 1989. All of the persons hired are from outside the district. The process of advertising for and recruiting a candidate pool has been generally the same across the positions, but the screening, interviewing and hiring process changed dramatically between 1988 and 1989.

ASSISTANT SUPERINTENDENT (SPRING, 1989)

The position was advertised statewide and throughout New England. Thirty-one applications were received, five from women.. The screening was conducted by the Superintendent and the four

members of the School Board's Personnel Committee. About half the applicants were quickly eliminated, either for lack of certification or significant administrative experience, or both. Of the fifteen applicants deemed qualified, two were women, both elementary principals in a nearby school district.

Five of the fifteen were chosen for full School Board interviews. One woman was included among the five. She was not offered the position. A member of the School Board's Personnel Committee who was intimately involved in the hiring of all four administrators stated that the Board was "looking for a candidate who showed a willingness to truly listen to the Board's concerns and b) was able to convince the Board that he or she could communicate effectively with the students, faculty members, custodians, bus drivers and people in the community." The woman finalist (along with some of the men) was viewed as "not convincing" to the Board on the criteria. Although she had administrative experience at the building level, she did not project confidence to the Board on her ability to handle the variety of challenges that confront administrators at the District level."

Reflecting on their experience in filling this vacancy, both the Superintendent and School Board member expressed some dissatisfaction with the process. The Board member stated that there was "not enough time between the vacancy posting and the job starting date, [therefore] the number, and possibly the depth of quality of the applicant pool was not as rich "as he would have liked. Also, the Board did not have the benefit of a "broad perspective" on the job role that the later search process provided (see below). The Superintendent felt the search was more susceptible to the biases of individual Board members" about the qualifications needed for the job than it should have been. He also felt that because so few people were involved, this hiring procedure was far less thorough than the later process in checking candidates references.

THE SEARCH PROCESS IN 1989

When a Spring, 1989 vacancy occurred in the High School Assistant Principal position, and a short while later in the Principal's position as well. advertising for applicant pools was conducted as before by posting the positions both within the district and throughout the New England region. However, the Assistant Superintendent convinced the Superintendent and the Board to change the process for screening candidates from that pool. M.V.S.D. decided to utilize the Maine Leadership Consortium's administrator needs assessment and selection process in filling both vacancies. This process involved a wide range of constituencies within the school community both to determine the

type of individual who should be hired for the vacancies and to conduct the search process itself. The Board was so impressed with the results that the process was used again when an unanticipated vacancy occurred at Bluefield School in August.

The first stage of the new process, determining a "profile" of desired qualifications for the new administrator, involved between 20-25 persons, representing the entire school board, selected teachers, administrators, students and representatives from parent organizations. Each respondent was invited to complete a ninety-item questionnaire on specific job skills found in principal job descriptions. Each item was to be ranked high or low in terms of its priority for Mountain Vista as the rater highlighted differences in perspectives between constituency groups (i.e., teachers, Board members, parents).

The second stage involved selecting representative teachers, administrators, and students (in the high school search) to join members of the Board's Personnel Committee on a formal committee to determine a desired candidate profile and use it to screen applicants and recommend candidates to be interviewed by the full School Board.

Once formed, the Screening Committee's first task was to develop a consensus on the needs assessment profile. A teacher on the very time consuming, but possibly the most rewarding professional activity I have engaged in over my entire career. Board members and teachers struggled to understand why one group's high priority was low for another group. But in the end, we all learned a lot about our educational goals for this district." The Board Personnel Committee member echoed this sentiment: "through the Screening Committee's discussion, the Board got a true understanding of the school's needs. It was a healthy process of give-and-take. I'm not a college graduate, and I don't know all the education theory, but that didn't matter in the discussions. Everyone listened to everyone else's viewpoint. It's been my most enjoyable experience on the Board."

Having developed a profile of the qualities sought for the position, candidates deemed generally to the qualified were invited to rank-order some of the same job description items in a self assessment format. The profile drawn for each candidate was used as part of the evaluation process. More important, however, was the reference checking process. Each candidate considered to be "a strong possibility" (approximately one-half to one-third of the original pool, based generally on certification and minimum experience qualifications), was checked through a variety of references by at least three different Committee members. Members called not only listed references, but other people in

the candidates' schools and communities. As a result, the committee heard from twelve to twenty different commentaries on performance as related on each candidate's character, experience and present job performance as related by school board members, peers, supervisors, community members and students.

When the Screening Committee winnowed the pool down to a consensus list of finalists, interviews were arranged. Candidates were invited to meet with groups of students, teachers, and parents in informal interview sessions in a process of mutual assessment. Committee members interspersed themselves in each of these sessions in order to observe each candidate's performance and the interviewers' impressions of the candidates.

Each finalist was then invited to interview with the full School Board. Although the Screening Committee was not to make a formal recommendation on a preferred candidate, members of the Committee were invited to offer their observations and findings from the reference checks following the Board interviews. At least three people involved with the screening process stated that this feedback was highly influential in the Board's selection of the successful candidates.

HIGH SCHOOL PRINCIPAL SEARCH (SPRING, 1989)

Twenty-six candidates formally applied for the position. Seven were women. As in nearly all the searches, one-half were quickly screened out because of certification, no experience in a high school setting, or no evidence of having any demonstrated leadership experience. Five of the women, in one screening committee member's words, were "technically qualified, but were disadvantaged in terms of the committee's mindset, in that they did not have any relevant experience for the position. Some were deemed impossible to consider seriously for this job." A woman committee member echoed this view, saying that while the committee would have liked to consider a woman as a finalist for the position, none of the candidates had the basic administrative experience necessary to head a 900-student school.

The successful candidate was viewed as "a change agent" for the school, with a "strong background as a instructional leader and successful principal of an excellent [smaller] school" in his previous position. The other strong finalist for the position was described in similar terms. The third finalist (a fourth voluntarily withdrew before final interviews by the Board) was seen as less qualified both administratively and in terms of instructional leadership. Several interviewees described his strengths as athletics, which was seen by the Screening Committee as a low priority qualification for the new principal. Several committee members, including the Board member interviewed, stated that the criteria used by the Board in making its final selection would have been quite different without this process. Four persons interviewed for the study stated that

experience with athletics would have been viewed as a more important qualification by the School Board had the priority setting process not been used.

The new principal was impressed by the openness of the process. While he, and several others interviewed, felt that some of the district's former process of "informal networks, promises and dealmaking" between candidates and some Board members was still operating in the search process, in the end, the new formal process was more powerful and convincing to the full Board.

HIGH SCHOOL ASSISTANT PRINCIPAL SEARCH June, (1989)

Thirty-one candidates applied, eleven were women. Seventeen were determined qualified applicants, including six women. Unlike the principal's position, previous administrative experience at the high school level was not required. Most of the 17 qualified candidates were classroom teachers, middle school assistant principals or department heads.

After following procedures described above, the full Screening Committee determined four finalists, including two women. The Committee then interviewed these finalists, when the School Board indicated that it would accept one candidate recommended to it by the Committee. Two, a man and a woman, were determined to be equally qualified. The new principal, who had actively participated in the search, was asked to select the finalist. He chose the woman candidate.

The woman selected had taught high school for seven years. Several of the Committee members interviewed commented on her prior leadership experience on a school staff development team. The principal commented on her "more global perspective" on her intelligence, her organizational skills and her ability to work equally well with students and adults.

The new assistant principal felt that the hiring process in M.V.S.D. was very positive. She stated that "interviewers were well prepared; questions were coherent, focused, yet open-ended for the candidate." When asked how being a woman affected the process from her perspective, she stated that "the process helped me in getting hired. The more people who have a stake and a say in the hiring process, the better for any woman applicant."

Although she noted that she found "some evidence of sexism or chauvinism" in her interviews in MVSD, as she did in all her interviews in five other districts, she felt that "it was easy to deal within the context of a fair screening process."

Bluefield School Principal search (August-October, 1989)

There were only fourteen applicants for this position, due to the lateness of the advertising period (mid-August). The Committee (with a somewhat different composition, reflecting the different grade level) determined that four candidates, two men and two women with previous administrative experience, were worthy of full reference checks. In the end, only two candidates were presented to the School Board, both male. The person selected was seen as "very child-oriented."

The two women, while qualified by training and experience, were eliminated because of "character." They were seen as "too aggressive, not child-oriented or nurturing" according to some Committee interviewees. Other Committee members spoke of some strong internal discussion on this issue, as members challenged the characterization of a woman candidate as "aggressive" while a man might be more positively seen as "assertive." This discussion led to several more reference checks being undertaken in order to satisfy Committee members that a subtle sex bias from references was not tilting the selection process.

Summary and Comment

All parties interviewed see the change in the Mountain Vista School District's administrator selection process as beneficial to the district and to women candidates for administrative positions. Involving all affected constituencies in the hiring process has made for a more informed choice by the School Board and wider initial acceptance of the person hired by students, parents and staff members. The Superintendent stated that "women are much more likely to get an interview before the Board through this process than through the traditional one." All others interviewed agreed.

The district's traditionally strong "good old boy" patronage system is undercut by the new process. Interviewees stated that several candidates with known advocates on the School Board were eliminated from the finalist consideration by the Screening Committee. Committee members stated that they felt strengthened in their refusal to advance such candidates by the objective data gathered in the needs assessment and the direct collaboration by Board and staff members in the search.

While everyone feels women candidates are well served by this new process, some interviewees stated that all is not yet equal for them. "Women still have a tougher standard to meet than do men," said one interviewee. "It seems that people involved in the search process remain more likely to question a woman's ability to lead a school than they are to question a man's . At least now we've got the opportunity to confront this bias when we see it happening, and we do. So ultimately, this is a good process for women."

TRANSCRIPT #1

Martha is currently a special ed director in southern Maine. I've been in public education. That's where my career started. And I was a speech language therapist, and I worked in various programs, I worked in a self-contained room that employed traditional teaching as well as, you know, more involved kids. And really, with the Nation at Risk and all of the, I guess, writings of newfound research on education and the new wave of it, I became very interested in what was really happening in education, and I saw myself more and more going for a leadership role. So I did, I talked with some people at the university and I decided that I did at least want to delve into educational leadership in entering their program.

'86, I believe.

And I finished the program in less than two years. I really plugged away at it. It was my second Masters degree so I knew what I going in for and everything and with my eyes wide open. I knew it wouldn't be easy to keep a full-time job and trying to juggle everything else.

Oh, I worked in Gotham City a total of seven years, so this was like my fifth and sixth year. And I had the support of someone, a principal there, a male, who took me on as kind of a mentor-mentorship role. And that was helpful because if I needed, you know, extra time to get through courses, anything like that, it was kind of like, yeah, I understand why you're doing this.

I began applying at jobs that I thought I was suited for. I didn't go blindly. I went, you know, I looked at the district, and if it was someplace that I feel my philosophy and their philosophy would mesh.

I was looking at elementary principalships and directors of special services or assistant director of special services. Because my background was special education but, as I said, I had the curriculum component from teaching kindergarten classroom. And all the committees that I worked on. You know, I purposely put myself on committees where I would gain this type of experience. Now, from my perspective, I had a well-rounded background. I saw it as double pluses. I had the background in special education which gives you the developmental philosophy, etcetera. I worked very--I worked in a regular school, and I was working very closely in team teaching or consulting with other teachers so I knew what the regular curriculas looked like. I was on the teacher certification committee where all of the new, the renewals for 502. I was on--we have, in Gotham City, had a five year self-evaluation process. We would take a program and look at it in a five year cycle, and so I was put on the administration subcommittee of the program evaluation, and I chaired that. And that was looking at your whole administrative picture. I worked on staff development for two years, I chaired the elementary committee, I was a special ed representative, and I was also a building

representative. What else did I do? I was selected to be a candidate for NASSP assessment center.

That was very valuable also. And I guess as a combination of all that, I saw this as a really well-rounded background. I thought as an elementary principal, I've got it, because very often elementary principals have to deal with special ed issues. That's where the bulk of your caseload's going to be. You have to be able to talk to parents intelligently about that. With my language background, I have a good idea of reading, which is, you know, the basis of elementary. I was going to interviews and people in Gotham City and also some people in other districts were saying, "Look, I don't see that you could handle regular education principalship." They weren't saying it in so many words. In Gotham City, they were telling me this. That you don't have the curriculum background. I mean, so I purposely went and I took a curriculum course. As I said, I got on committees and all, I talked to teachers, I did a lot of reading.

The curriculum would come from the supervisor of elementary education in Gotham City. That's what they would say after the door closed. And it would get back to me, you know, that "she doesn't have the curriculum experience, that's why we can't hire her as principal." I didn't seem to have the credibility there.

But yet, I would go for special ed directorships, and the word there, and nobody told me this, you know, pointblank, but the word there is, "Well, with the speech and language background, you don't have the wide range of abilities that we need for a special ed director." So then, it seems like such a long process. It seems like you were going to apply for jobs forever. And really, it was only that really year and a half. But every time you're rejected - and that's what you perceive it as - every time you're rejected, you think, "Well, what was it now?" Well, I didn't have the curriculum. Well, then you go one for the special ed. "Well, I didn't have the LD background," or something like that. And so you start thinking, well, how can I get all these backgrounds? But then you turn around and look at the people who did get the job, and what's their background. You know. I had an instance where - this was in Gotham City - I was applying for a job and it was an elementary principalship. I had actually worked in the building, so I knew the situation.

So I was asked to interview for that position and I was right in the district and so I called that my pity interview. You know, they say, "Well, you know, she's here. If we don't give her the interview, she's going to feel badly, so let's give her one."

The first one that I applied for, this was before my coursework was finished. This was like May of '88. I applied for the assistant principalship in the Mayflower school in SAD 120. And the scuttlebutt around the district was it's all sewn up. They had had an acting assistant principal there for a year and they wanted him to have

the job. But if you want to apply for it, apply for it. So I wanted to apply for it. I saw it as elementary, there was a big school, it was heavily special ed. So I saw my elementary background, my special ed background as assets. I had the administration on paper. Some people have the one or two courses and get their certification. I went the whole route.

It was a three-pronged interview. I showed up at 3:30 and I went to the committee of seven teachers, and that was in one part of the school. And they asked me very specific, you know, curriculum things. What would you do if I came to you as a classroom teacher and said I couldn't work with so-and-so because he has a different opinion or something like. Very pointed questions. I felt, you know, confident that I answered their questions. After that, they led me to the next building. I had a committee of five school board members, two parents. They asked me of the parent issues. How do you feel about parent support groups? If a parent called you at 7:00 o'clock in the morning and said such-and-such, what would your response to them be? After that, a committee of seven, the superintendent, the assistant superintendent, all the principals, the special ed director, and the current principal. They asked me more of the nitty gritty educational questions. And a lot of those were overlap. And I don't think I got out of there until like 6:30 or something. It was really quite a process.

And I think two days later they called me and said, "We have a head."

They sent a letter, saying that they had chosen somebody else. Well, lo and behold, it was the person in the acting position.

Gotham City had an elementary principalship, and it was K through 3. And I thought, well, they can say I don't have K through 6 experience or they can say I don't have high school education, but they can't say I don't have K through 3 experience. So I went to that one, and I called Lynn, my professor, to ask her to write me the reference, and she said, "I'll write you the reference. The word out on the street is they have somebody inside selected for that position."

It was their special ed director wanted to move into a principalship. And so I said, "Yeah, that's what I've heard too from more than one person but I'm going to go for it anyway." Because at that point, I felt at least the interviewing experience was good for me.

I was interviewed by the superintendent, two principals, two parents and two teachers.

Usually it was seven people. That seemed to be the magic number for interviews. I liked having the parents in, too. That was really important because you they asked the different questions. It was a very nice interview. They asked me about my experience,

they asked me what led me to wanting the education administration position.

They called me two days later and said that they had selected somebody else, and then I waited awhile and found out that yes, indeed, the special ed director had gone there. After that, because their director went to a principalship, the directorship opened up. So I said, fine, they can say I don't have the elementary experience but I've got the special ed experience. And I have my certification and all. And didn't even get an interview for that one. Didn't get any acknowledgement whatsoever.

They hired Norm Crosby who was an outreach worker at Governor Baxter School for the Deaf. He was doing pretty much directorship work there. This spring, I applied to River Bend. They had an elementary principalship open. And I got a letter back just saying that they had decided to go in-house. They didn't do any of the rigamarole.

They just called up and set up an interview as if I was any other candidate, because I was working right in the district then. So the teachers sent out a memo to everybody at that school that they were going to have a meeting with the teachers and decide what they wanted in a principal. And I knew that I would be applying for the job, so I purposely didn't attend the meeting. I just didn't think it would be the right thing to do. Anyway, I applied for the job, they gave me an interview like anybody else, and it was the superintendent and the director of elementary education.

They wanted to know what I knew about the school and what I perceived problems, what I would do differently. It was a pretty straightforward interview but, again, it was different because I knew the district.

The person who got the job was in Gotham City, he was a teaching principal at Emerson School. His father had been a high school principal in Gotham City years past. But I didn't feel really badly because they needed somebody in there who was new and who could organize and who could tell people, this is going to be the way it's going to be. I think them knowing me as a speech therapist and then all of a sudden me going to the big office, it might have been difficult for some of those people. Because he moved from Emerson to there, the Emerson one opened up. It must have been maybe July that they finally made the decision, because they're very slow to make decisions in Gotham City. They just drag and drag and drag and then all of a sudden they hire. That one was half-time principal, half-time teacher. There again, I felt I was ready, the assessment center told me I was ready, my professor told me I was ready. The people I was working with kept looking to me for leadership and people in the building were telling me I was ready.

The superintendent and elementary teacher interviewed me again. And what they said was, they said, "You know, look, we've just interviewed you for Wadsworth, we're not going to fool around with you. Tell us what you know about the school. Tell us what you would do." Then came the question, and it is probably the only time I came near thinking, "Gee, I wonder how you file a complaint with the Human rights Commission." They said to me, "This is a school that is, you know, it's in downtown." I mean, downtown Gotham City is not like downtown New York City or downtown Boston or something. They said, "We'll have parents come in now and then who are verbally aggressive or whatever." They didn't say it in this way, but that's what they were saying. And they said, "What would you do if a parent came in and began being verbally aggressively with you, maybe swearing or something like that. And I sat back to collect my answer, and I said, "Well," and the other principal said--Mark, who had left, "Well, Mark was 6'2" and 200 pounds. All he had to do was stand up."

They said this to me. And I thought to myself, "You would never have asked a man that."

They said I would know by Thursday. And so Thursday afternoon, the person, the principal, who had been like my mentor called me up and he said, "So, did you get the call?" I said, "No, not yet." And, you know, it was kind of like this "Oh, oh, what have I done?" And I said, "Are we both talking about the same thing" because I thought I was getting a call to say, you know, you don't get the job. But he thought I was getting a call to say you will get the job.

Yeah, so I don't know what was going on and I said, "I don't think we're talking about the same thing." But in any event, they chose another person for the job. A man from out of the district. He had gone to the administration program with me.

I got a handwritten letter two days later saying I didn't want you to find out through the newspaper, but we've chosen another applicant and your qualifications are wonderful and I know at some point you will get a leadership role.

Anyway, and that was that the whole administrative structure there is heavily male dominated.

I couldn't even get hired by my own system, and that kind of erodes your self confidence bit by bit and piece by piece. So then Bayview came up with an assistant special ed director and I applied for that one. Got the interview. And that's the thing, everything I was applying for I was getting interviews for. So then I started saying, "Well, gee, I must look really good on paper and I must really blow it in the interviews."

I was interviewed by the director and a middle school principal, an elementary principal. It was like the committee type. Two

teachers, two regular ed teachers, two special ed teachers. So it was maybe ten people. And, of course, you're going to get a variety of questions. Now, they have a very precise--I will ask this question, you will ask that, you know, and they go right through.

You know how Bayview hires. You know how they hired their three principals this year. From inside. I found out about that in the ladies room at the Women's Educational Conference. I said, "Well, you know, they could say I can't be a director because I don't have the experience, but now I can't even get the experience." Because I was thinking I would go to Bayview as a stepping stone. I would get my assistant experience and then assistant in Bayview is like being full-time director in any other district where I would move up. So I can't even get hired as an assistant. So that was on the bad days. Let's see, what else came up. Hartford had a director just this past December. And I went for that one and I thought it was a great interview. I kept doing my homework and all and polishing my responses without sounding too phoney and everything, and like they were rehearsed. And I went to the interview and I had an answer for every question. And I felt so confident at that interview and I came home and people said, "Oh, how'd it go," and everything, and I said, "If I don't get that job it isn't because I blew it at the interview it's because of something else." And they hired somebody else. They did hire a woman, they hired Carol Strout.

Another job opened up--it was announced like early part of June. In SAD 101. I applied there. The assistant superintendent interviewed with parents, special ed teachers, and I think a principal or two. They had their list of questions and everybody asked a question. They did it very much by the book. They also have a point rating system which Gotham City is supposed to have although I'm not always sure they use it. They narrowed it down to three people and I wasn't one of the three. And I do know one of the three--two of the three now because one of them went back to that job, and they hired Judy Triano who was already a special ed director. So she went over there. I was interviewed by the acting superintendent, all of the principals, a parent of a special needs student, two teachers, a regular ed teacher and a special ed teacher. That was a real good cross section. It was a pretty traditional interview - a little bit about your background experience, what led you to want this position, and then the various points of questions about special ed law and what would you do in this situation and that sort of thing. And the parents wanted to know how I felt about parents being involved in their kid's programs. I felt that I really had all the answers and didn't really have high hopes of getting anything because, after you're shot down several times, then they did call and they saw they'd like to nominate me. And I said, "Fine," and here I am. So, you know, now I can take my reams of references and everything.

To look at it, the whole thing, you think when you're in the process, you think, this will never end. You think we must have been doing this for five years, but really it's less than two.

I guess that isn't so long if you're looking to move out, to move up to a different level. But on the other hand when you're in the process, every time you get the rejection letter, it's like, well, there must be something I'm doing wrong or there must be something I said. And I'd--maybe that's a women's thing, it must be something I said wrong or something rather than well, somebody more qualified got the job or something like that.

Well, personally, the inside people moving up bothers me. You could say the same thing in Gotham City, but I could have been one of the insiders moving up, but what Bay View does, they announce it, you know? They put the little ad in the paper as if it's really a job, but the person is already being groomed for the job and they're going to get it. But the people who turn out the ten page letter of application and references and the whole packet, they don't know that. And they're really hoping and they're really trying for it. And they go in and give it their best shot and somebody else already has the job. I don't think that that's fair.

(Central Office Administrators in Gotham City) knew that I was looking for something. And I would say, "Well, I'm applying to this place or that place," and nobody ever said, "Well, I know so and so, I'll give them a call," or, "Do you want me to give them a call?" I also belong to NECE, and I thought that would be a good networking way. But it's all women, and the women just don't have the roles of administrators where they can make the phone calls for you.

Very often, I think that the people interviewing you don't know exactly what the job is, but yet they feel confident in saying, "I don't think you can do it." They're making decisions like that. But the day to day administration, a lot of it is just very routine work. And it's a matter of being very efficiently organized. You have to be able to sit down with people and talk with them. You have to be able to be willing to listen to them and really hear them out and let them know that you're actively listening and you're not just giving them ten minutes and going to shoot them out the door to get to your next thing. That's a lot of it is being aware of people's feelings. And I think that's where a woman has good experience.

When I was going through the Masters of Administration program, I had an agreement with a friend of mine that if either one of us got an administrator's job, we would call one another. She would come into class and say she was applying for this one and the next week I would say, "How did the interview go?" And she would say, "Well, they picked somebody else and it was a man." So she wrote me a Christmas card last December and she said, "How long can we

call ourselves aspiring administrators?" It seems like such a long process, and it seems like you're doing this forever. And I would be interested in talking with men and seeing how many times they were rejected, and did they feel it was a never ending process, too. In the educational administration courses, you're in there and you're all spouting the same theories, etcetera, and then you go to break, and all the athletic department goes off. There are all the men and they're going, "Oh, did you see Coney is going to be first place in class A," and, you know, so and so, "Well, did you see what she did to our field," and all that traditional old boy network stuff. I was kind of supporting myself from the inside out as opposed to having this network who were supporting me from the outside in. I was doing the things like attending the Maine LEAD. I was signing up for NECE, I was going to the Women in Leadership conference. It was nobody saying, "I think this is something that would help you along." I think of myself as a fairly intelligent person with a lot of drive, you should be looking for those things yourself. But somebody could have been making it easier, I guess, is the way to look at it, too.

I had the one mentor who was really pushing me along. And the other people, I guess, if pressed would say, "Oh, yes, I think she'd be a very good candidate." "Yeah, I'm sure some day you will--someday out there." One person told someone I know, "She'll be okay, but I think she's got to go up north and get some experience first." You know, there was always that thing that, you know, "She's okay, but she's not good enough (for Gotham City)."

That's the implied message. Well, you know, that's what it means. It means, you're okay, but you're not good enough for us. Go somewhere and get your experience--

Transcript #2

INTERVIEW WITH ASSISTANT PRINCIPAL, ELEMENTARY SCHOOL

Background

Deborah worked as a teacher at the second and fourth grade level in Riverbend for five years. She worked on Chapter 1 Remedial Reading Program. She started as Assistant Elementary Principal in Riverbend this past September.

I started the Administrative Graduate Program while I was in Riverbend because I knew I didn't want to stay in the classroom forever. I'd worked out of state with administrators and felt they didn't listen to human needs. I was very disgruntled by what I saw and felt. There must be other ways of leading a school. This piqued my interest in administration.

Betty Buzzell was the head of the Chapter 1 Reading Program in Camelot. She aspired to an administrative position. She is 20 years older than I am and is my mentor. Betty is very forward-thinking and extremely brilliant. I applied for an administrative position in Camelot but didn't get it.

At one point I thought of going into guidance. Betty suggested I ought to think of educational administration so I got into the administrative program part time. I completed the program in 2 1/2 years while I worked full time in Riverbend. I worked for Sandy Rydel at Manor Elementary School in Riverbend. Sandy was very encouraging to me and always made sure I had time for my administrative classes.

I talked to the Superintendent about becoming an Assistant Principal for Sandy, which I would have been willing to do at no cost. He was not interested in having me take this position for what I perceived were political reasons. He wanted to see all of his administrative people get on the (district's) career ladder. I think the career ladder demoralizes and divides people. Those who are on it get pushed up, but there are lots of people with equal skills who are overlooked because they are not in the career ladder. This is often because they want to devote all their time to teaching. Once you are on the career ladder, it's mandated that you do lots of work beyond your job for just \$3,000 a year. I think this takes very capable people out of teaching. Since I was already in the graduate program when the career ladder started, I didn't have the time to participate in it and I don't feel it's a good system.

The Superintendent has a plan laid out for all of the people who get picked for administrative positions long before they're hired. I do sound bitter, and I am. An example of how everything is planned for people who are picked for administrative posts is Sally Wright. She was picked for the Assistant Principal of Elm Street School. She had taught at the school. A lot of teachers asked me to apply for the position, but I knew Sally would get the job. I would have liked the position but I was sure that it was already set up for Sally. All the teachers got a letter from Sandy Rydel, the Manor School Principal, announcing that Sally had been selected for this position. The next day I saw a posting in the teachers' room announcing an Assistant Principalship was available. I called the Central Office and the Superintendent's secretary gave me the runaround. Thirty seconds later, Sherry Matthews, the Assistant Superintendent, called me back and asked about the nature of my call. I said that I was wondering what principalship was open, and was it the position that Sally Wright had gotten. Sherry said Sally hadn't been approved yet by the Board, so I was still free to apply. The position was technically open. That made me really mad because I knew the position wasn't open at all, and that they had just forgotten to post it, and so they were doing this after the fact. I have a real problem with that. It's wrong. They had already decided a year and a half before the position was available that Sally would get it. I just decided I wasn't going to play their game.

I have applied for other jobs in other school systems. If you're really honest with the Superintendent in Riverbend and very strong and have convictions, he doesn't appreciate it.

MARJORIE MORNING

I've been in education 22 years. I am 49 years old. I started teaching at Riverbend High School and I taught algebra, geometry, general math, algebra 2. I did that for four years. My children were quite small then and I decided to stay home for a few years. That was when learning disabilities were just coming on to the horizon and I was concerned about my high school students because I noticed that some kids that could do real well in algebra couldn't do geometry and vice versa. I thought there was some reason why, but I didn't know what it was and I thought that learning disabilities might give me some information. I took an in-service course when Riverbend was offering one, and that got me interested in learning disabilities and special ed. By December of that first year, after I started teaching, I was working on a master's program and I was taking a lot of special ed courses. The degree was from USM.

I was also doing volunteer work at the Ride Street Elementary School in Riverbend and SAD 107 had just gotten a grant for a learning disability teacher - their first one - and I was in Joe Kalman's office one day, and Karl Malone called him and was looking for a learning disabilities teacher and I was sitting right there. I talked to him on the phone and went up for an interview and then I got that job as a special ed teacher in their K-6 program as an itinerant learning disabilities teacher in 1972. I was an itinerant teacher for all the six towns for all the schools - there were like 1,200 K-6 children. The next year we reorganized a little bit and they hired another staff person and I was responsible for not as many schools. I think it was 2 years that I stayed just in the Hollins School which was a K-6 school. Then they were reorganizing administratively and they had hired an area Principal. Then the next year they wanted an Assistant Area Principal. In the meantime, they had hired a special ed coordinator and when I went there, I felt that by the time they got ready to do that, I would be ready to apply for that job. The way it worked out, it wasn't even advertised - they just hired this person and it was published in the paper and it was quite a surprise. I was pretty unhappy about that. That was the one that I felt I would be able to go for, but I never got a chance to. So when the Assistant Elementary Principal's position opened up, I just thought that I would go for that. I felt that even though I didn't have any certification. I put my hat in the ring and got the position.

The only thing that motivated me to go for that position was that I had wanted that administrative position in special ed. When this opened up, it just occurred to me that I could do that job, so I applied for it. I think at one point I did decide to withdraw, but they did call me and encourage me to stay in and, as I said, I ended up getting the position. At the time, they didn't require certification for an Assistant Principal, and I didn't have it. But they did ask me to get my certification which I would have done anyway. Karl Malone and Bill Perkins - they encouraged me to get my Principal's certificate.

I did take those courses and then looked for other ways to develop professionally and that was why I got into the Principal's Academy. I became the Assistant Area Principal - for all of the schools - in 1975. The person who was the Principal resigned the next year, so another person came - that was Randy Miller - I was asked to apply for that but I didn't want to - I didn't feel I was ready at that point - and during all this time, that district was growing very rapidly, so eventually, another assistant was hired. Randy was there about 5 years, and by the time he left, it had been changed into 3 areas. There were 3 Principals - and one of them was the Cove area so I went to that spot as the Principal of those three schools.). One thing about SAD 107 that I think was important to me was Bill Perkins' attitude and the way he operated that school system. He had an administrative team and treated me as though I were a Principal equal to anybody else on that team. Everybody on the team was equal. I never felt like he treated me differently because I was a woman or because I really didn't have the qualifications and experience of anybody else. I remember the very first year that I had that job that one of the first things they asked me to do was to be right-to-read director - that was like the first night after I was appointed, they called me up and said wouldn't you like to go to Rhode Island and be right-to-read director for a week and get that training? As right-to-read director, I went to a number of meetings and would bring other administrators with me and I remember going someplace with Bill and he introduced me to some people he knew as one of his Principals. I wasn't a Principal, I was an Assistant Principal, but that was his attitude. I think that that really made an important difference to me in terms of my ability - being on that administrative team put me in an arena where I could learn from others who did have experience, gave me the opportunity to have input and have people react to things that I said so that I could learn by that.

I was an Assistant Principal for five years, and the three years as Principal in SAD 107. I had been in the system altogether for 12 years and I decided that things were changing, there was a new Superintendent, a lot of new administrators - different from the original group that I had worked with - I was interested and had been involved a lot with the Principal's Academy and looking at effective leadership and the role of the Principal. I wanted to find a situation - this was the most deliberate career move that I've ever made - I wanted to look for one where I could do the kinds of things that I had learned about. I wanted one school so that I could make a larger impact. I had gotten into the habit of reading the Sunday paper anyway - the want ads - and I saw this advertisement for this job in Charlotteville and I said to myself, they are looking for me! It was close to home. I did up my resume and sent it down and I was lucky enough to get called for an interview and got the job. I do know that they had a good number of candidates, and they did a very thorough - the most thorough interview process I've been through - I had a real long individual interview with the Superintendent - I had an interview with the school committee - I had to write on the spot an essay - and then I had a take-home essay that I was supposed to put in the mail back to them the next morning. Then they had a committee that came and visited my school. I felt like I earned that job.

I felt really good about that. I felt that what they wanted was what I could do. I was going to have that one school. One of the factors that was really important to me was the Superintendent - because I wanted a situation where it would be a good environment to do the kinds of things that I wanted to do as an administrator and I felt that there were some school systems where that kind of thing wasn't happening. I felt that Evan was a Superintendent who was working in that same direction.

I was there 6 years - most under Evan. He had been there maybe two years when I got there, and in the interview process I learned that all of their administrators had been there for 20 or 25 years and all of them were getting ready to retire within a few years. He told me that he would be hiring that administrative team and he did do that. He had just gotten a good group together and we really could have worked well together, and then he left. The High School Principal had only been there a year, and he came thinking the same things that I

did. He was really upset too. After he left, things changed a lot. I had been there for 6 years and I really got tired of driving down Route 1. I really didn't know what I wanted to do. I didn't want to be a Superintendent, I knew that. The thing that I was most interested in was curriculum. I had also in the meantime examined teaching at the University, and in fact, did get the opportunity to teach one semester course on Methods and Materials for Gifted Students. At one point, I was doing a lot of workshop kinds of things in the area of gifted education and in right-to-read, I also did a lot of workshops. I explored that quite a bit and decided that that wasn't really what I wanted to do.

The area that really excites me about education is curriculum, and I think some of the possibilities for changes in curriculum at this stage of the game in education are really exciting. When this position (her current position as Assistant Superintendent in Mineville) opened up, Randy Miller, who is here working now, and I had breakfast together one morning, and he said why don't you apply for that position. The more I thought about it, the more it sounded like maybe it would be a good thing for me to do. Once I put my application in, the more I thought about it, the more excited I got about it. The interview process was interesting again, and the competition was interesting the way it worked out, because a good friend of mine and I ended up being the finalists - that was a little uncomfortable. But here I am. In the meantime, I had worked on a CAS. It wasn't because I wanted to be a Superintendent. It was just so that I would have it if I needed it.

I have never felt any real discrimination - maybe I'm blind to it but it's never really been on my mind very much in terms of the jobs that I've had and looking for jobs. I've had individual people who have been a real pain, but I've never felt I've been in a school system and been interviewed and just have this feeling like, I'm a woman and that's a real strike against me. The only times I've had that feeling were with a professional organization, the Maine Principals Association, the first time that I went to one of their meetings, I felt like I am never coming back to this place. And I didn't for a while. I was worried about going to the Principals Academy but it didn't turn out that way at all, and that was a real help to me. Then I have been to some County Superintendent's meetings for other reasons, just as a guest, and I haven't been to a meeting since I've had this job. I don't think that they're consciously anti-women.

It's just that, it seems to me, that men and women have their own groups - behave differently with each other and when women are first there, it's just not comfortable. I don't like to be there. I avoid it. I suppose that gradually as more women and men work together in organizations, I know it's not a problem. Because in ASCD, I didn't find it a problem. I didn't find it a problem in the Principals Academy, and it's not a problem now in the Principals Association, but I cannot imagine going to the State Superintendents Conference - I've been with the New England Association - it's a New England group of State Department people - Superintendent's, educators, who have a fall conference - Bretton Woods - because of the Principals Academy, I was invited to participate in that. I found that really difficult. If you're a woman there, you're generally considered a spouse. It's a very social kind of conference - not a very professional kind of conference. In that social setting, the men's club comes to the fore. In a more professional setting, women can participate more easily. In a social setting, it's harder to draw the line between just joking around and the relaxing of peers vs. professional business - in that context, I think it would be harder for women. I don't think I want to be a Superintendent because that's the thing I like least about my job. Last night going to the school committee meeting, I don't like all the politics of that - I think it's important for the Superintendent to be involved with some of the community groups, like Rotary and all of that. As you can guess from my previous comments, that would not be something that I would view as a strength of mine, or something that I would anxious to get involved with. I see that would be a real disadvantageous for me as a woman, and as a person. All of the problems with the Principals in terms of disagreement with teachers, with parents, that's what the Superintendent does. I think I have the best part of the Superintendent's job right now and like that. What I have cut out for myself is the challenge for this job, it's not going to be an easy...if I could accomplish that in 5 years, or even come close to it, I think I'd be really accomplishing something. If something came up that was really interesting, that I could see that it would be a challenge to me - for instance, one thing that I have heard of - Superintendency in Chelsea - is, I guess, going to open up. I had never thought of it, but that's a K-8 system and I think that would be interesting. But I'm not ready for that right now. I'm here. I was at a LEAD meeting last spring and one woman who is a Superintendent now told about how she had set her goals before she even got into teaching, that in 10 years, she wanted to be a Superintendent. She had it all mapped out. My career development hasn't been along those lines.

That's not how I've operated. In the meantime, I have become very interested in environment issues, particularly, in marine environmental issues, and I have really gotten quite involved in that area, and since I will be 50 next year, and I will have been in education for 25 years in just a couple of years, I might...I really think that I might look for something in environmental issues, particularly that could be related to marine issues. This Thursday my husband and I are going to California to a Marine Mammal Society Conference where national and international marine researchers on marine mammals will be recording their research, and I'm really looking forward to that.

TRANSCRIPT #4

PAMELA DUNN

My background is 23 years in education, 13 years in the classroom with a concentration in middle school. I taught everything. I also hold regular classroom and reading specials. I have a masters in counseling. I have a B.S. in educational administration and am certified in superintendency. I taught a year at the University as an adjunct faculty member.

I was practicum supervisor for early childhood, elementary and secondary practicum students. I was responsible for both placing and teaching students. I loved that. That was a year position. But it made me decide to become an administrator. I knew then I had enough moxie to make some of the leadership decisions. I moved on to administration, and I've been in administration eight years, two years as principal in a Kindergarten through 8th grade school and six years in what was 5th through 8th grades and is now changed to 6th through 8th grades. And I look forward to pursuing my doctorate.

(About her start in administration.)

At some point, you find out how everything works in a district. So it's either we groom you for something better, or you move on. I was in a district that was extremely sexist. There was one woman and that woman since has left, and there's never been any other women in that district. I knew I couldn't get a job. I did do a good enough job so I was recommended for an upper position. I also think it was the University that was a positive influence on me because my name went out into the network from the University, and I did not apply for my first administrative job. I was called.

I received two calls, and one was for curriculum supervisor and another one was for the principalship. I said sure, I'll come to the interview. So that was interesting. That was very interesting.

I was a single mother and two children, I just bought a new home. I was in the middle of a lot of things.

The second job I was offered, I didn't even go for the interview. The scary part in taking this job was you gave up absolutely all of your security.

You start at administrative step zero. And with the teachers, you have all that security.

It's all negotiable once. When I became a principal eight years ago, there were, let's see, I can't tell you the percentages, but very few principals had contracts. There were like one year agreements.

(About two job interviews.)

So I applied for both. I did receive an interview at both. When I got my interview in Centerville first, I called Waldoboro because I was so excited about Centerville and told them that I wouldn't even accept the interview so that they could continue their process. And I knew I had a good chance. The interview was very tough but it was very fair. I thoroughly enjoyed it. It was, again, with teachers, School Board members and administrators. I'm not sure but I almost think a parent was there. There were like 11 people. It was one of the better -.

I got the job - that's the one I have now. It's the longest I've stayed anywhere. It's pretty safe to say after about four years you should leave in administration.

I think your effectiveness shifts. It becomes much more difficult to deal with people as you get to know them better. I'm very much a people person which probably increases risks. I had a chance for a transfer. However, that was my first experience with politics. I'm the one who eventually withdrew because it was - a male had been promised the job behind the scenes. I did not want to cause a problem or interfere with my career. I had applied for the assistant superintendency (in another district) along with several of my peers and I knew that I was probably one of the better qualified. However, I went to the going away party for the exiting Assistant Superintendent, and I overheard very clearly that he had already been promised the position which I had applied for.

It was really hard to swallow. Well, at that point in time, I was so angry about that that the transfer really was minor. And I was more determined than ever, so I applied for others. I applied in southern Maine and I was given a courtesy interview. It was so relaxed, and the questions were so mundane. There was no follow-through. You ought to at least put the person through the interview. I knew the secretary in the office and she verified those feelings several months later. But I did learn a lot. I learned an awful lot about politics, people.

The next interview I had was north of here. A female assistant to the Superintendent left under not very good circumstances. She was not effective. I don't know why. They were extremely courteous about it. I really liked the interview. They were in depth questions asked by the Superintendent and a fellow administrator, male and female, it was very well balanced. I felt very good about it because after they had discussed me when I was outside the room, I toured the district. The procedure after that was the regular - you'll receive a letter in the mail saying thank you for your interview. We are not going through the second phase of the process. You will be called for a second interview.... But I was not called for a second interview meeting with anybody else. And again, a man was hired. I knew

nothing about the circumstances until I went to a workshop on supervision and one of the Principals who was present at the interview saw me in the bathroom and said, "Did anybody ever tell you why you didn't get the job, or that you were runner-up?"

And I said, "No." "Would you share it with me?" She said, "I will because I know some day I'm going to be in the same position." And she said, "You had made it very clear either way that you really wanted to know." And she said, "You did an excellent job during the interview but you had two counts against you. Actually, I want to be very honest with you. Number one, a female had been in the position before, so the cards were sort of stacked against you to begin with." She said that, "Secondly, your stature is small and you did not come across strong enough because of your size and your mannerisms to be able to handle some of the more difficult teachers."

And I said, "Well, how did you feel? You were the only - you were the female?" She said, "I knew you wouldn't have any problems because all of your references stated very clearly that you were hired as, number one, a cleanup person. And number two, your strength is supervision and personnel." She said, "But you did come across carefully there, as if maybe you'd feel you're too aggressive." So that was positive feedback for me. And then she said, "He hired his friend from...."

She felt I should know that. And not to give up, to keep trying. So I appreciated that. Okay, the next one I applied for was the Assistant Superintendent in Mountain Vista. I had been literally told that I was the best qualified candidate for this position by two Superintendents. My letters were impeccable. I had withstood a lot of pressure from my own male peers here. And this is a tough school. A lot of very difficult situations. I'd handled them well and I literally had been groomed by two Superintendents. I went to the interview and I knew there was some favoritism towards one candidate but I was completely unprepared for who was hired. That did help a little bit. But my mentor said to me, "This job," he said, "I know who the candidates are. I have given my input and you should have the job because you were - your interview was absolutely excellent, I was told." And I knew it was. I just knew it was. And I didn't get it. And I was - my ego at this point was completely - it was in bad shape. But I'm the type that when I'm kicked, I don't stop. I asked.

(The reasons she got.)

You're a single mother. We were afraid you wouldn't be able to put in the time. You're young. You've come up the ladder fast. I'm not. I'm not. The size thing came as strange because a lot of male Superintendents are small, but I guess I'm very small.

It was very clear, you're a woman. At first, I thought the School Board wasn't too liberal, then I realized it was the Superintendent, as much of came from there.

My mentor is Daniel Black. I have no problem giving his name. He is an outstanding educator.

I trained for a whole year under him for my internship and superintendency. He also was my supervisory Superintendent when I was in my first principalship. He taught me how to be tough because he knew it was going to be tough. And when he says you should have a job and you didn't get it, you know something's wrong. But, anyway, my ego has been - I've been in really bad shape for about six months. And I have, however, pulled myself back up by the bootstraps and am taking a really close look at what I should do. My present Superintendent has been wonderful to me. I have been the acting Superintendent in Centerville many times. I have been sent to do things, served on committees, I have done absolutely everything. I have spoken, I am teaching - will be teaching classes at night for parents. To get anything on my resume. I do know I have weaknesses. I will do absolutely everything, even train. I work with my budget director here. I am very assertive. I know that my style will have to fit the right community. I do know that. I have the reputation of being hired as a clean-up person. Maybe I have to take a look at that not being the only thing I have a strength in.

I don't back down when it comes to taking risks. I also have been contemplating getting out of education. I am going to the University to talk to a friend of mine to find out just what avenue I should pursue. I also went to talk with Dave Brown at the State Department. His recommendations were to keep looking at my credentials to see if maybe he could help me do some other things. He said to me, "You have got to apply for more. You've just got to apply for more." Then I called Daniel and I said, "Daniel, I'm so discouraged." I said, "If I were you, I would start workshops with School Boards because there's a mentality that needs to be changed. I think education is changing." He says, "We already have. So just be patient. Hang in there." So I am. I don't know if my story is any different than anybody else's, but central Maine, from what I understand the statistics that are coming in, is the most difficult area to get in, and that's where I'm applying.

I've called people in Portland to see about either headhunters or career counseling. But I think I'm at that point where I want to get my doctorate, but is it worth it? I have two teenagers, I have one that is going to be graduating next year. But I also have put in a 60-70 plus hour week since they were babies. And to say to me that you can't put the time into it. And I'm still a good parent. To say that to me is an insult. But nobody's ever bothered to ask me.

JOCELYN MCKITTRICK

Jocelyn McKittrick has always viewed herself as atypical. Her twenty years working in education have been largely in "different" kinds of roles: teaching "overflow" classes, serving as the first head teacher in a system, pioneering gifted and talented programming in a district and the state, accepting a principalship in a district where she knew "it would be tough for a woman." Her experiences outside the mainstream of teaching, in Ms. McKittrick's view, are a major reason she became an administrator at the school and state levels; more importantly, they shaped her concept of herself as a leader, in turn signaling to others that she had "the right stuff."

Remarks by Jocelyn McKittrick:

After three years as head teacher, I started writing grants. We got one, then a larger one. In another year or two, I did some presentations in districts around the state... and these led to invitations to apply to the principalship.

Some (of the seven or eight districts) contacted me because they felt a need to look at a woman applicant, some heard me speak and liked what I'd said about kids and programs, and some approached me because they heard I wasn't a ballbuster...I was someone who both men and women could work with...I didn't hate men.

I got certified (as principal) and then I dallied with the idea. Finally I thought, why not try it? So I sent feelers to some people I knew in districts nearby and elsewhere... None of these panned out because there were no openings. Later, when I decided to actively candidate (and had received some invitations to do so), I made it to the finals in every instance...I was offered the job in three of the five districts.

In the interviews by the School Boards or hiring committees, I was asked in every case if I could control students, and most especially boys. And, after looking at my dress (namely, my heels), they'd ask, 'would you go up on the roof of the School...Can you go out on the ballfield in those heels?' I was rarely asked about instruction, despite the fact I was coming from a specialty area.

(The hiring committees) were partly concerned about my willingness (as a woman) to do some of these things, but it was mostly their genuine interest in how I could climb on roofs...It was a sort of naivete (among the largely male committees).

I think I was offered the jobs because I portrayed confidence in my ability to do the job...I dispelled their concerns about being a woman. And I could make educationese sound real...translate it into their language...not sound like an administrator.

And they liked me because I was a woman. I would have been one of the first ones they hired as Principal. I was a safe bet - I wouldn't sue them or create problems. And some thought a woman could really do a good job, even that a woman would have a special sensitivity to the middle school concept or to a restructuring school. They'd focus on program.

Clearly, my experience in leadership positions, or quasi-leadership positions, and my ability to get a group of teachers motivated qualified me for these jobs. In every job I had, I somehow got linked with administration. I wrote grants, started programs. (The administrators) were the boys I hung around with. I didn't have a mentor...I had kind of just been an administrator (even though just quasi) for a while.

I knew I could do it. I knew I was O.K.

APPENDIX A

BLUE RIBBON TASK FORCE TO PROMOTE
EQUITY OF OPPORTUNITY FOR WOMEN
IN THE PUBLIC SCHOOL SYSTEM
(Resolves of 1989, Chapter 55)

MEMBERSHIP

Appointments by the Senate President

Sen. Nancy Randall Clark
RFD #2, Box 37
Freeport, Maine 04032
(H) 865-3363 (W) 865-4706

Sen. Stephen C. Estes
P.O. Box 4
Kittery Point, Maine 03905
(H) 439-3479 (W) 439-1121

Appointments by the Speaker of the House

Rep. Mary R. Cathcart
120 Main Street
Orono, Maine 04473
866-3054

Rep. Wesley Farnum
42 Union Street
South Berwick, Maine 03908
384-2670

Rep. James R. Handy
9 Maplewood Road, RR #3
Lewiston, Maine 04240
784-5595

Rep. Marjorie L. Kilkelly
P.O. Box 180
West Alna Road
Wiscasset, Maine 04578
882-5410

Appointments by the Senate President and Speaker of the House

Marcia Hamlyn-Bechard, Principal
P.O. Box 74
Readfield, Maine 04355
377-2241

Maine Elementary
Principals' Association

Terry Daigle, Principal
Stearns High School
Millinocket, Maine 04462
723-8136

Maine Secondary
Principals' Association

Robert Kautz
Superintendent of Schools
P.O. Box 578
Wells, Maine 04090
646-8331

Maine School
Superintendents'
Association

Elizabeth Crowley
P.O. Box 488
Norridgewock, Maine 04957
696-3153

Maine School Boards
Association

Sarah Shed
72 Middle Street
Hallowell, Maine 04347
623-3163

Maine Women's Lobby

Rita Pineau
RFD #1, Box 133A
Alfred, Maine 04002

Maine Federation
of Teachers

Rae Bates
P.O. Box 333
Patten, Maine 04765
528-2596

Maine Teachers
Association

Appointments by the Governor

Elaine Webster
81 W. Main Street
Yarmouth, Maine 04096
846-3050

Judith Lucarelli
Superintendent of Schools, U 76
P.O. Box 98
Stonington, Maine 04681
367-2266

Other Appointments

Julie Cashwell, Chair
Box 1415
Vassalboro, Maine 04989
445-2241

Representing Maine
Commission for Women

Eve M. Bither, Commissioner
Department of Educational and
Cultural Services
State House Station 23
Augusta, Maine 04333
289-5800

Representing Department
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Board of Education

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Representing the Maine
Human Rights Commission

Staff

Tim Glidden, Office of Policy & Legal Analysis

APPENDIX B

MAJORITY REPORT

TITLE: An Act to Promote Equity of Opportunity for Women in Administrative Positions in the Public School System

Sec. . 5 MRSA §4575 is enacted to read:

§4575 Gender equity in school administration positions

The commission shall hire staff to promote gender equity in the hiring of public school administrators in cooperation with the Commissioner of Education and Cultural Services and to investigate on behalf of the commission all human rights complaints associated with the public school system.

The commission shall report annually on or before March 1 to the Governor, the Legislative Council and to the joint standing committee of the Legislature with jurisdiction over educational affairs on the status of efforts to promote gender equity in the public school system along with analysis and recommendations the commission determines is necessary. The report shall include a summary of all information reported to it under Title 20-A, section 1001, subsection 14.

Sec. . 20-A MRSA §6 is enacted to read:

§6 Gender equity hearings

The joint standing committee of the Legislature with jurisdiction over educational affairs shall hold biennial hearings on the status of women in public school administration. The committee shall solicit testimony from all public and private educational organizations on their progress in providing support to women and in advancing the efforts of women to achieve administrative positions.

Sec. . 20-A MRSA §254, sub-§8 is enacted to read:

8. Model hiring procedure. The commissioner, in collaboration with organizations representing school boards, school administrators, teachers and other interested parties, shall develop a model hiring procedure for school administrators. The counsel for the Maine Human Rights Commission appointed under Title 5, section 4566, subsection 3 shall review the model hiring procedure.

NOTE: Legislation in this appendix is subject to technical revision by the Revisor of Statutes to ensure proper statutory form.

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Sec. . 20-A MRSA §254, sub-§9 is enacted to read:

9. Statewide goal. The commissioner shall set a statewide target, five-year goal for the employment of women in positions requiring administrator certification.

Sec. . 20-A MRSA §254, sub-§10 is enacted to read:

10. Gender equity. Commencing on July 1, 1991, the commissioner shall hire staff sufficient to provide technical assistance to school administrative units in the area of gender equity, monitor progress in attaining the goals established under subsection 9, promote communication between professional groups on this topic and initiate program development in the area of gender equity.

Sec. . 20-A MRSA §256, sub-§1 is amended to read:

1. Report to Governor and Legislature. The commissioner shall prepare and deliver to the Governor and Legislature an annual report on the status of public education in the State, including any suggestions and recommendations to improve public education and including the reporting requirements of section 13506, subsection 3-A. This annual report shall also include a description of the activities and accomplishments of the state board.

The commissioner shall include in the annual report a listing of requests by school districts for affirmative action workshops and an assessment of the department's ability to meet past and projected demand for in-service training related to affirmative action or gender equity.

The commissioner may be invited by the Speaker of the House of Representatives and the President of the Senate annually, in January, to appear before a joint session of the Legislature to address the Legislature on the status of public education in the State and such related matters as the commissioner desires to bring to the Legislature's attention.

Sec. . 20-A MRSA §256, sub-§7 is enacted to read:

7. Women in administration; data; report. The commissioner shall compile data annually on the number of women holding administrative positions requiring certification and shall report this data annually on or before January 1 to the joint standing committee of the Legislature with jurisdiction over educational affairs.

Sec. . 20-A MRSA §1001, sub-§13 is enacted to read:

13. Non-discriminatory hiring. They shall develop a non-discriminatory hiring practice for positions requiring administrator certification. That hiring practice shall include:

- A. Creation or reassessment of the job description;
- B. Clearly stated criteria for the position;
- C. An applicant screening and interview process which can not be limited to current school administrative unit administrators; and
- D. An interview format that includes questions based on the job description and the stated criteria.

Sec. . 20-A MRSA §1001, sub-§14 is enacted to read:

14. Hiring practices report. They shall submit a record of their hiring of superintendents, principals and assistant principals to the Maine Human Rights Commission for review by January 1 of each year. The report must contain the qualifications and gender of all persons hired for the above-named positions in the previous calendar year and the qualifications, certifications and gender of all unsuccessful candidates who met, without waiver, the locally established standards for the position. The school administrative unit shall retain for at least three years the files of all candidates included in the report.

Sec. . 20-A MRSA §4502, sub-§4-A is enacted to read:

4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 as part of the school approval process and update it annually. The unit shall submit the plan annually to the commissioner.

Sec. . 20-A MRSA §4502, sub-§4-B is enacted to read:

4-B. Gender equity; in-service training. Each school administrative unit shall develop and offer in-service training on gender equity for teachers, administrators and school boards.

Sec. . 20-A MRSA §4502, sub-§5, ¶L is repealed and replaced to read:

L. Prepare and implement an on-going school improvement process and annually update a written school improvement plan, including:

(1) a fully developed staff development plan for identifying at-risk students in kindergarten through grade 12 including but not limited to, truants and dropouts, and the development of appropriate alternative programs to meet their needs; and

(2) a plan for meeting the five-year goals established under section 254, subsection 9.

Sec. . 20-A MRSA §13011, sub-§6 is enacted to read:

6. Alternative certification. The state board and the commissioner shall promote existing alternative certification requirements and procedures for administrator certifications and make whatever changes are necessary to facilitate this process. The state board and commissioner shall test and evaluate this alternative certification process and report their findings to the joint standing committee of the Legislature with jurisdiction over educational matters on or before January 1, 1992.

Sec. . 20-A MRSA §13019-A, sub-§1, ¶F is enacted to read:

F. Demonstrated understanding of cultural differences and knowledge of discriminatory and non-discriminatory hiring practices.

Sec. . 20-A MRSA §13019-B, sub-§1, ¶E is enacted to read:

E. Demonstrated understanding of cultural differences and knowledge of discriminatory and non-discriminatory hiring practices.

UNALLOCATED

Sec. . Study of incentive programs. The State Board of Education and the Commissioner of Education and Cultural Services shall conduct a study and recommend a program to establish and partially fund local internships in educational administration. These internships must be specifically aimed at providing an opportunity for women in the positions of assistant principal, principal and assistant superintendent. The state board and the commissioner shall design the program to involve application to school administrative units by individuals who would be selected on a competitive basis. The state board and the commissioner shall design the program to enhance each participating unit's compliance with its affirmative action plan. The state board and commissioner shall recommend an appropriate level of funding for the program.

UNALLOCATED

Sec. . University of Maine System study of gender equity curriculum. The University of Maine System trustees shall study and report to the joint standing committee of the Legislature with jurisdiction over educational affairs on:

1. How the University, in cooperation with the Department of Education and Cultural Services and the Maine Human Rights Commission, will address the recommendations of the Task Force to Promote Equity of Opportunity for Women in the Public School System; and

2. How the University will develop and implement a curriculum on cultural differences which shall be a requirement of program certification.

The University of Maine System, through its undergraduate and graduate programs in the College of Education shall include the study of gender equity and cultural differences. The University shall strongly support its campuses in the delivery of the above-mentioned curriculum.

STATEMENT OF FACT

This is the majority report of the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. The bill addresses barriers identified by the task force that have prevented women from entering the field of educational administration.

In general terms, the bill establishes a series of measures to implement nondiscriminatory hiring practices for school administrators, intensify monitoring of compliance with existing sex discrimination requirements and promote greater awareness of gender equity issues among school administrators. The bill also directs the State Board of Education and the Commissioner of Education and Cultural Services to develop a financial incentives program designed to increase the number of qualified female school administrators.

MINORITY REPORT #1 (supported by Sen. Clark, Rep. Handy, Rep. Cathcart, James Mundy)

TITLE: An Act to Establish Financial Incentives for the Promotion of Gender Equity in Public School Administration

Sec. . 20-A MRSA §4502, sub-§4-A is enacted to read:

4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 as part of the school approval process and update it annually. The unit shall submit the plan annually to the commissioner.

Sec. . 20-A MRSA §15604-A is enacted to read:

§15604-A Gender equity incentive

1. Computation. Prior to computing the state funds necessary to meet the requested funding level under section 15605, the commissioner shall reserve an amount equal to one percent of the costs and adjustments under section 15605, subsection 2, paragraphs B to G multiplied by the state share of the total allocation from the year prior to the year of allocation. If subsequently appropriated by the Legislature, the commissioner shall distribute this amount according to this section. When computing funding levels under section 15605, the commissioner shall include this reserved amount for purposes of determining compliance with section 15602.

2. Gender ratio goal. For the purposes of this section, an equitable gender ratio is achieved when, of all targeted administrative positions requiring certification within a single school administrative unit, the percentage of both men and women in these positions is between 40 and 60%. For the purposes of this subsection, "targeted administrative positions" are superintendents, assistant superintendents, secondary school principal, secondary school assistant principals, and principals and assistant principals whose jurisdiction is limited predominantly to grades 6 through 8.

3. Gender equity categories. The commissioner shall categorize all school administrative units into three groups under this subsection.

A. Class A units are those that meet the requirements of subsection 2.

B. Class B units are those that have filed a current affirmative action plan with the commissioner under section 4502, subsection 4-A that, in the judgment of the

commissioner, clearly demonstrates progress towards meeting the requirements of subsection 2.

C. Class C units are those that have not met the criteria of classes A or B.

4. Distribution of gender equity incentive funds. The commissioner shall distribute funds appropriated under section 15607, subsection 10-A under the provisions of this subsection.

A. Prior to January 1, 1995, the commissioner shall distribute 75% of the funds among the Class A school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class A units.

B. Prior to January 1, 1995, the commissioner shall distribute 25% of the funds among the Class B school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class B units.

C. On or after January 1, 1995, the commissioner shall distribute 100% of the funds among the Class A school administrative units on the basis of the number of targeted administrative positions in each unit in proportion to the total number of targeted administrative positions within all Class A units.

Sec. . 20-A MRSA §15607, sub-§10-A is enacted to read:

10-A. Appropriation for gender equity.. Appropriate the necessary funds for the gender equity program under section 15604-A.

STATEMENT OF FACT

This is a minority report from the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. This bill establishes strong financial incentives for public school systems to hire qualified female administrators and to discourage discrimination against female applicants for these positions. The program is funded by reserving one percent of the state education subsidy for distribution to public school systems that have either:

1. Attained an equitable ratio of men and women administrators; or

2. Shown good faith efforts, through affirmative action, to attain equity.

MINORITY REPORT #2 (supported by James Mundy)

TITLE: An Act to Establish Uniform Hiring Practices for Educational Administrator Positions Requiring Certification

Sec. . 20-A MRSA §254, sub-§8 is enacted to read:

8. Uniform hiring procedure. On or before January 1, 1991, the commissioner, after consulting with organizations representing the management of public schools and other interested parties, shall adopt, by rule, a uniform hiring procedure for all public school administrative positions that require certification. Prior to adoption, the commissioner shall submit the proposed rules to the Maine Human Rights Commission and the joint standing committee of the Legislature with jurisdiction over educational affairs for review. All school administrative units shall employ the adopted uniform hiring procedure in the hiring of administrative positions that require certification.

STATEMENT OF FACT

This is a minority report of the Task Force to Promote Equity of Opportunity for Women in the Public School System, pursuant to Resolves 1989, c.55. The bill requires the Commissioner of Education and Cultural Services to adopt rules governing a uniform hiring procedure for public school administrators. This procedure, once adopted, would be binding all public school systems. It is the intent of this bill to eliminate subtle, systematic and discriminatory hiring practices that currently pervade the selection of school administrators.

APPENDIX C

SCHOOL COMMITTEE CHAIRPERSON SURVEY

Code _____

SURVEY OF SCHOOL BOARD CHAIRPERSONS

1. How many pupils are there in your school system? _____
2. In what part of the state is your school system located?
_____ South _____ Central _____ East _____ West _____ North
3. How many years have you served on the school board? _____ Years
4. How many years have you been chair of the school board? _____ Years
5. How many superintendents have been hired by your school system within the last 10 years? _____ Number hired
6. If your school board were hiring a new superintendent, what type of experience would they look for in the person? (Please check one category for each type of experience.)

Previous Experience.	Experience Not Needed	Experience Preferred	Experience Essential
a. Superintendent			
b. Asst. Superintendent			
c. Curriculum Director			
d. Special Ed Director			
e. Guidance Director			
f. High Sch. Principal			
g. Asst. High School Principal			
h. Middle/Jr. Principal			
i. Elementary Principal			
j. Teaching Principal			
k. Department Chair			
l. Teacher			

7. Assuming your top candidates for the superintendency have comparable academic credentials and previous experience, how important are each of the qualities below in selecting/hiring the final candidate?

	Not Important				Very Important
a. Experience in Maine Schools	1	2	3	4	5
b. Experience in your school system.	1	2	3	4	5
c. Letters of recommendation.	1	2	3	4	5
d. Previous curriculum committee experience.	1	2	3	4	5
e. Previous coaching/athletic experience.	1	2	3	4	5
f. Knowledge of current educational trends.	1	2	3	4	5
g. Amount of time individual willing to devote to job.	1	2	3	4	5
h. Length of time individual willing to stay in the position.	1	2	3	4	5
i. Skill of individual in crisis management.	1	2	3	4	5
j. Ability of individual to effectively handle the community.	1	2	3	4	5
k. Ability of individual to effectively manage budgets.	1	2	3	4	5
l. Ability of individual to effectively manage staff.	1	2	3	4	5
m. Ability of individual to be viewed by staff as effective leader.	1	2	3	4	5
n. Ability of individual to work effectively with this school board.	1	2	3	4	5

8. Does your school board interview finalist candidates for building level principal positions? Yes No

9. Assuming the finalist candidates for building level principal positions have comparable academic credentials, how important are each of the qualities below in selecting/hiring the final candidate?

	Not Important				Very Important
a. Previous administrative experience as principal/asst. principal.	1	2	3	4	5
b. Experience in your school system.	1	2	3	4	5
c. Letters of recommendation.	1	2	3	4	5
d. Previous curriculum committee experience.	1	2	3	4	5
e. Previous coaching/athletic experience.	1	2	3	4	5
f. Knowledge of current educational trends.	1	2	3	4	5
g. Amount of time individual willing to devote to job.	1	2	3	4	5
h. Length of time individual willing to stay in the position.	1	2	3	4	5
i. Skill of individual in crisis management.	1	2	3	4	5
j. Ability of individual to effectively handle the community.	1	2	3	4	5
k. Ability of individual to effectively discipline students.	1	2	3	4	5
l. Ability of individual to effectively manage staff.	1	2	3	4	5
m. Ability of individual to be viewed by staff as effective leader.	1	2	3	4	5
n. Ability of individual to work effectively with other members of your administrative team.	1	2	3	4	5

SUPERINTENDENT SURVEY

Code _____

SURVEY OF SUPERINTENDENTS

1. How many pupils are there in your school system? _____
2. In what part of the state is your school system located?
____ South ____ Central ____ East ____ West ____ North
3. How many years have you held your present position? ____ Years
4. Were you hired from within your system? ____ Yes ____ No
5. What was the title of the position you held immediately preceding your present position? _____
6. How many principals have been hired by your school system within the last five years?

GENDER	School Level		
	Elementary	Middle/Jr. High	High School
Female			
Male			

7. Approximately how many individuals applied for these principal positions?

Gender	School Level		
	Elementary	Middle/Jr. High	High School
Female			
Male			

8. What was the most recent experience of those individuals hired as principals? (Please indicate the number of persons in each category.)

Previous Experience	School Level		
	Elementary	Middle/Jr. High	High School
a. Superintendent			
b. Asst. Superintendent			
c. Curriculum Director			
d. Special Ed. Director			
e. Guidance Director			
f. High School Principal			
g. Asst. High School Principal			
h. Middle/Jr. Principal			
i. Elementary Principal			
j. Teaching Principal			
k. Department Chair			
l. Teacher			

9. How many of these individuals hired as principals had previous curriculum committee experience?

GENDER	School Level		
	Elementary	Middle/Jr. High	High School
Female			
Male			

10. How many of these individuals hired as principals had previous coaching or athletic director experience?

GENDER	School Level		
	Elementary	Middle/Jr. High	High School
Female			
Male			

11. Assuming your top candidates for principal positions have comparable academic credentials, how important are each of the qualities below in selecting/hiring the final candidate?

	Not Important			Very Important	
	1	2	3	4	5
a. Previous administrative experience as principal/asst. principal.					
b. Experience in your school system.	1	2	3	4	5
c. Letters of recommendation.	1	2	3	4	5
d. Previous curriculum committee experience.	1	2	3	4	5
e. Previous coaching/athletic experience.	1	2	3	4	5
f. Knowledge of current educational trends.	1	2	3	4	5
g. Amount of time individual willing to devote to job.	1	2	3	4	5
h. Length of time individual willing to stay in the position.	1	2	3	4	5
i. Skill of individual in crisis management.	1	2	3	4	5
j. Ability of individual to effectively handle the community.	1	2	3	4	5
k. Ability of individual to effectively discipline students.	1	2	3	4	5
l. Ability of individual to effectively manage staff.	1	2	3	4	5
m. Ability of individual to be viewed by staff as effective leader.	1	2	3	4	5
n. Ability of individual to work effectively with 1 other members of your administrative team.		2	3	4	5

12. Which of these processes do you regularly use in selecting/hiring principals? (Please check all that apply)

	<u>Yes</u>	<u>No</u>
a. Actively recruit applicants from <u>within</u> your school system.	_____	_____
b. Actively recruit applicants from <u>outside</u> your school system.	_____	_____
c. Conduct paper screening of applicants.	_____	_____
d. Use committee to screen applicants.	_____	_____
e. Use committee to interview applicants.	_____	_____
f. Use common list of written questions in interviews.	_____	_____
g. Contact previous employers for recommendations.	_____	_____
h. Other (Please Specify) _____	_____	_____

13. If you use committees to screen or interview applicants, who normally serves on these committees? (Please check all that apply)

_____ administrators _____ teachers _____ parents _____ others (Please Specify) _____

14. How involved is your school committee in the selecting/hiring of principals? (Please check all that apply)

	<u>Yes</u>	<u>No</u>
a. Screen applicant pools.	_____	_____
b. Review applications of finalist.	_____	_____
c. Interview finalist candidates.	_____	_____
d. Accept your recommendation for final candidates.	_____	_____

THANK YOU FOR YOUR ASSISTANCE

EDUCATOR SURVEY

1. What is your present job title? _____.
2. How many years have you held your present position? _____ years.
3. What percent of time do you teach? _____ percent of time.
4. What was the title of the position you held immediately preceding your present position? _____
5. Sex _____ Female 6. Ages _____ 20-29 _____ 40-49 _____ 60 or 60+
 _____ Male _____ 30-39 _____ 50-59
7. Do you have curriculum committee experience? _____ Yes _____ No
8. Do you have athletic coaching experience? _____ Yes _____ No
9. Given your career goals, (a) what position(s) would you like to hold within the next five years, and (b) what is the likelihood of you obtaining these position(s)?

Position	Please Check Desired Positions	Very Likely (76-100% Certainty)	Fairly Likely (50-75% Certainty)	Fairly Unlikely (26-49% Certainty)	Very Unlikely (0-25% Certainty)
a. Superintendent					
b. Asst. Superintendent					
c. Curriculum Director					
d. Special Ed Director					
e. Guidance Director					
f. High Sch. Principal					
g. Asst. High School Principal.					
h. Middle/Jr.Principal					
i. Elementary Principal					
j. Teaching Principal					
k. Department Chair					
l. Teacher					

10. Of those desired position(s) you check above, please circle the one position which is your top priority.

11. Assuming your academic credentials are comparable to other finalist candidates for your top priority position, how important do you think each of these qualities will be in the final selection of the person for your top priority position?

	Not Important				Very Important
a. Previous administrative experience as principal/asst. principal.	1	2	3	4	5
b. Experience in your school system.	1	2	3	4	5
c. Letters of recommendation.	1	2	3	4	5
d. Previous curriculum committee experience.	1	2	3	4	
e. Previous coaching/athletic experience.	1	2	3	4	5
f. Knowledge of current educational trends.	1	2	3	4	5
g. Amount of time individual willing to devote to job.	1	2	3	4	5
h. Length of time individual willing to stay in the position.	1	2	3	4	5
i. Skill of individual in crisis management.	1	2	3	4	5
j. Ability of individual to effectively handle the community.	1	2	3	4	5
k. Ability of individual to effectively discipline students.	1	2	3	4	5
l. Ability of individual to effectively manage staff.	1	2	3	4	5
m. Ability of individual to be viewed by staff as effective leader.	1	2	3	4	5
n. Ability of individual to work effectively with other members of the school administrative team.	1	2	3	4	5

12. What professional and personal barriers do you think may influence whether you achieve your desired position(s) within the next five years? (Please be as specific as possible.)

13. To achieve your top priority position, are you willing to take the position:

- ☐ anywhere in U.S.
☐ only within New England
☐ only within Maine
☐ only within your region of the state
☐ only if you do not have to change your residence

14. Have you ever applied for any of the positions listed below for which you were not hired?

	YES	NO
a. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>
b. Asst. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>
c. Principal	<input type="checkbox"/>	<input type="checkbox"/>
d. Asst. Principal	<input type="checkbox"/>	<input type="checkbox"/>

If YES, why do you think you were not hired for the position(s)? (Please be as specific as possible.)

THANK YOU FOR YOUR ASSISTANCE

SURVEY FOR ADMINISTRATION CERTIFICATION
HOLDERS IN NON-ADMINISTRATIVE POSITIONS

Code _____

- | Position | Please
Check
Desired
Positions | Very
Likely
(76-100%
Certainty) | Fairly
Likely
(50-75%
Certainty) | Fairly
Unlikely
(26-49%
Certainty) | Very
Unlikely
(0-25%
Certainty) |
|------------------------------------|---|--|---|---|--|
| a. Superintendent | | | | | |
| b. Asst. Superintendent | | | | | |
| c. Curriculum Director | | | | | |
| d. Special Ed Director | | | | | |
| e. Guidance Director | | | | | |
| f. High Sch. Principal | | | | | |
| g. Asst. High School
Principal. | | | | | |
| h. Middle/Jr.Principal | | | | | |
| i. Elementary Principal | | | | | |
| j. Teaching Principal | | | | | |
| k. Department Chair | | | | | |
| l. Teacher | | | | | |
| m. Other _____

_____ | | | | | |

- C-16

10. Assuming your academic credentials are comparable to other finalist candidates for your top priority position, how important do you think each of these qualities will be in the final selection of the person for your top priority position?

	Not Important				Very Important
a. Previous administrative experience as principal/asst. principal.	1	2	3	4	5
b. Experience in your school system.	1	2	3	4	5
c. Letters of recommendation.	1	2	3	4	5
d. Previous curriculum committee experience.	1	2	3	4	5
e. Previous coaching/athletic experience.	1	2	3	4	5
f. Knowledge of current educational trends.	1	2	3	4	5
g. Amount of time individual willing to devote to job.	1	2	3	4	5
h. Length of time individual willing to stay in the position.	1	2	3	4	5
i. Skill of individual in crisis management.	1	2	3	4	5
j. Ability of individual to effectively handle the community.	1	2	3	4	5
k. Ability of individual to effectively discipline students.	1	2	3	4	5
l. Ability of individual to effectively manage staff.	1	2	3	4	5
m. Ability of individual to be viewed by staff as effective leader.	1	2	3	4	5
n. Ability of individual to work effectively with other members of the school administrative team.	1	2	3	4	5

11. What professional and personal barriers do you think may influence whether you achieve your desired position(s) within the next five years? (Please be as specific as possible.)

12. To achieve your top priority position, are you willing to take the position:

- ☐ anywhere in U.S.
☐ only within New England
☐ only within Maine
☐ only within your region of the state
☐ only if you do not have to change your residence

13. Have you ever applied for any of the positions listed below for which you were not hired?

	YES	NO
a. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>
b. Asst. Superintendent	<input type="checkbox"/>	<input type="checkbox"/>
c. Principal	<input type="checkbox"/>	<input type="checkbox"/>
d. Asst. Principal	<input type="checkbox"/>	<input type="checkbox"/>

If YES, why do you think you were not hired for the position(s)? (Please be as specific as possible.)

THANK YOU FOR YOUR ASSISTANCE

APPENDIX D

JUL 10 '89

55

BY GOVERNOR

RESOLVES

STATE OF MAINE

—
IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-NINE
—

S.P. 389 - L.D. 1034

**Resolve, to Establish a Blue Ribbon Task Force to Promote
Equity of Opportunity for Women in the Public School
System**

Emergency preamble. Whereas, Acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, recent studies and statistics show a critical concern regarding the supply and demand of Maine's school superintendents and principals; and

Whereas, there are a significant number of women holding principals' certificates and a correspondingly low number of women holding principal or superintendent positions; and

Whereas, if students are to have high aspirations and to be unfettered by stereotypes, appropriate role models are necessary; and

Whereas, education has a special responsibility to ensure equity of opportunity; and

Whereas, focused public discussion of this problem is long overdue; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

Sec. 1. Task force established; membership. Resolved: That there is created the Blue Ribbon Task Force to Promote Equity of Opportunity for Women in the Public School System: The

task force shall consist of 19 members appointed as follows: 2 members of the Senate appointed by the President of the Senate; 4 members of the House of Representatives to be appointed by the Speaker of the House of Representatives, including 2 members of the Joint Standing Committee on Education; 2 members to be appointed by the Governor; one representative of the State Board of Education to be appointed by the board; one member of the Maine Human Rights Commission to be appointed by the chair of that commission; one representative of the Department of Educational and Cultural Services to be appointed by the commissioner of that department; one representative of the Maine Commission for Women to be appointed by the chair of that commission; and the following members to be appointed jointly by the President of the Senate and the Speaker of the House of Representatives: one representative of the Maine School Superintendents Association; one representative of the Maine School Boards Association; one representative of the Maine Teachers Association; one representative of the Maine Federation of Teachers; one representative of the Maine Secondary School Principals' Association; one representative of the Maine Elementary Principals' Association; and one representative of the Maine Women's Lobby. At the first meeting, the task force shall elect a chair and cochair from among its legislative members; and be it further

Sec. 2. Study. Resolved: That the task force shall study the representation and underrepresentation of women in the public school system, review practices and the causes of those practices that present barriers to women achieving administrative positions and recommend measures calculated to correct any inequities found. The task force may conduct hearings, develop surveys or utilize any other forum to gather data and make recommendations; and be it further

Sec. 3. Convening of task force. Resolved: That all appointments shall be completed no later than 30 days after the effective date of this resolve. As soon as the appointments are completed, the Chair of the Legislative Council shall convene the first meeting of the task force. The task force shall meet at least 6 times, and more frequently if necessary, to perform the duties assigned to the task force; and be it further

Sec. 4. Staff; compensation. Resolved: That, except state employees, the task force members shall receive the legislative per diem as defined in the Maine Revised Statutes, Title 3, section 2, for days in attendance at commission meetings. All members shall receive reimbursement for expenses incurred in performing their task force duties upon application to the Legislative Council. The task force may contract for the services of independent consultants, researchers and support staff as necessary to complete its study; and be it further

Sec. 5. Report. Resolved: That a report outlining the findings and recommendations, including any necessary implementing legislation, of the task force shall be submitted to the Governor and to the Second Regular Session of the 114th Legislature no later than December 1, 1989; and be it further

Sec. 6. Appropriation. Resolved: That the following funds are appropriated from the General Fund to carry out the purposes of this resolve.

1989-90

LEGISLATURE

Blue Ribbon Task Force To Promote Equity of Opportunity For Women in the Public School System

Personal Services	\$5,000
All Other	30,000
 TOTAL	 <u>\$35,000</u>

Provides funds for per diem and meeting expenses for task force members, public hearings and the final report and to contract for consultant or research services.

Emergency clause. In view of the emergency cited in the preamble, this resolve shall take effect when approved.