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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

OCTOBER, 1988

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MAINE DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES





John R. McKernan, Jr.  
Governor

Eve M. Bither  
Commissioner

DEPARTMENT OF  
EDUCATIONAL AND CULTURAL SERVICES

Telephone (207) 289-5800

September 1, 1988

Mr. Leo Martin, Chairman  
Administrative Supply and Demand Committee  
S.A.D. #71  
1 Storer Street  
Kennebunk, ME 04043

Dear Mr. <sup>Leo</sup>Martin:

Please accept my thanks for the report of the Administrative Supply and Demand Committee.

I appreciate all of the work that you and the Committee members did to produce this report. It is a thorough and comprehensive review of the data and issues pertaining to administrator availability, both current and in the future. The recommendations provide all of us with direction in our efforts to increase the number of highly qualified potential administrators. The report will be disseminated to all school administrators and other interested persons and I hope form the basis for future action.

I greatly appreciate your exemplary leadership in this endeavor.

Sincerely,

A handwritten signature in cursive script, reading "Eve M. Bither".

Eve M. Bither  
Commissioner

EMB:ljm

cc: Anne Anctil, Teacher Representative  
J. Duke Albanese, Maine School Superintendents Association  
Administrator Certification Pilot Site  
Paul Brunelle, Executive Director, Maine School Management Association  
Loren W. Downey, Director of U.M.S. Office of Professional Educational  
Development  
Steven Hamblin, Former Director of Certification, Department of  
Educational and Cultural Services  
Henry Kinsley, Jr., Maine School Boards Association  
Eleanor Tracy, Maine Elementary Principals Association  
Richard Tyler, Executive Director, Maine Secondary School Principals  
Association  
Polly Ward, Assistant to the Commissioner, Department of Educational  
and Cultural Services  
Carol Wishcamper, Chairman, State Board of Education





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*"Schools of Excellence"*

August 31, 1988

Commissioner Eve M. Bither  
Maine Department of Educational and Cultural Services  
State House Station #23  
Augusta, Maine 04333-0023

Dear Commissioner Bither:

In September of 1986, former Commissioner of Education, Richard Redmond, appointed a committee to "review the issues of administrative supply and demand in Maine". The committee oriented itself to purpose and method, designed a survey instrument from which it could obtain appropriate data, and interpreted the data obtained. A report containing information and recommendations generated by the process is attached. The survey instrument and the results of the survey are included in the report under Appendage I.

You will note from the report that there is genuine cause for concern, i.e., the high turnover rate in the superintendent's position (an average number of years in the position of 5.3 with 60% of the incumbents having been in their present position for less than four years); the high percentage of superintendents who expect to retire (40.4%) or leave the superintendency for other employment (4.4%) within the next five years; and a replacement supply that may be illusionary. The principal's position with a five-year projection of vacancies of 43.4% for secondary principals and 44.0% for elementary principals further underscores the committee's concern.

The committee recognizes Dr. Loren Downey, chief author of the report, for his special contribution and for the University resources he put at the committee's disposal.

The committee is available to assist you in any initiatives you may wish to take as a result of this report.



Commissioner Eve M. Bither

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August 31, 1988

Committee members are:

Leo G. Martin, Chairman,  
Maine School Superintendent's Association  
Anne Ancil, Teacher Representative  
J. Duke Albanese, Maine School Superintendent's Association  
Administrator Certification Pilot Site  
Paul Brunelle, Executive Director, Maine School Management  
Association  
Loren W. Downey, Director of U.M.S. Office of Professional  
Educational Development  
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Henry Kinsley, Jr., Maine School Boards Association  
Eleanor Tracy, Maine elementary Principals Association  
Richard Tyler, Executive Director, Maine Secondary School  
Principal's Association  
Polly Ward, Assistant to the Commissioner, Department of  
Educational and Cultural Services  
Carol Wishcamper, Chairman, State Board of Education.

Respectfully submitted,



Leo G. Martin, Chairman

LGM:ss

Attachment





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A LOOK AT MAINE'S SUPERINTENDENTS AND PRINCIPALS:  
THE SUPPLY, THE DEMAND, AND IMPLICATIONS FOR  
RECRUITMENT, SELECTION AND RETENTION

PURPOSE

The Committee on Administrator Supply and Demand was formed to investigate what appeared to be an increasing rate of turnover in the superintendencies and principalships of Maine school districts. Related concerns were the types of administrative vacancies, the geographic distribution of vacancies, and finding ways to reduce the rate of vacancies.

A second charge was to investigate the availability of qualified replacements; the size and condition of the pool of eligible applicants; their perceived ability to fill the positions; and trends in candidate availability.

METHOD

Available data were limited to numbers related to the supply pool and past vacancy rates and locations. No information was available to illuminate our concerns about the intentions of incumbent administration employers and prospective candidates. Consequently, our data base was broadened through a survey of Maine's superintendents, principals and school board chairpersons. The survey, which was contrasted in part to a 1977 study (Downey and Perkins, 1977), is appended for closer examination. Additionally, we compiled information from MDECS, university records, survey data from LEAD Consortium regional advisory committees, and participants in LEAD meetings held throughout eleven regions of the state.

FINDINGS

IS THERE AN INCREASING RATE IN VACANCIES?

Yes. Since 1977 there has been a gradual increase in the number and percentage of vacancies in superintendencies and principalships. Although statistics on administrative vacancies are elusive, MDECS records and our survey findings suggest that the ten year upswing is plateauing, but it is likely to rise again in 1990 and 1991.

Table 1 on page 3 depicts the projected vacancies across administrative positions. Since 1977 the average number of years in the superintendent's position has decreased from 6.1 to 5.3 years, and 60% of the incumbents have been in their present position for less than four years. Within the next five years, forty percent (N = 55) of today's superintendents expect to retire. Six others indicate they will leave the superintendency for other employment.

TABLE 1  
FIVE-YEAR PROJECTION OF  
VACANCIES

By Retirement

<u>POSITION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Superintendent	55	40.4%
Secondary Principal	29	23.7%
Elementary Principal	101	22.3%
TOTAL	185	26.0%

Take Another Administrative Position, Return to Teaching or Leave Education

<u>POSITION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Superintendent	6	04.4%
Secondary Principal	24	19.6%
Elementary Principal	98	21.6%
TOTAL	128	18.0%

Combined Sources of Vacancies

<u>POSITION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Superintendent	61	44.8%
Secondary Principal	53	43.4%
Elementary Principal	199	44.0%
TOTAL	313	44.0%

# WHAT AFFECTS THE TURNOVER RATE?

We cannot answer this conclusively, but our findings shed considerable light on why the rate is increasing:

Aging of the Administrative Workforce. Due in part to tradition and the legal requirement that administrators must come from the teaching ranks, administrators are hired into administrative positions after a number of years of experience. Table 2 shows that 73% of Maine's administrators are over the age of forty. Ninety-five percent of superintendents are over forty; over one-half are over fifty. This is an overall age increase of 10% since 1977. Such figures ensure that retirements will be a continuing factor in administrative turnover.

Early Retirement. Although 185 administrators expect to retire within the next five years, only 12 are over 60 years of age. Moreover, Table 2 reveals the number of administrators over 50 years of age number only 195. Obviously, administrators are not planning to wait until they are 65 before retiring. Many are retiring in their fifties.

Career Progression. Approximately 20% of secondary principals and 22% of elementary principals expect to leave their position within the next five years for reasons other than retirement (Survey Table 11). Of those so inclined, 75% at the secondary level and 31% at the elementary level will leave if they can advance their careers by becoming a superintendent or assistant superintendent.

TABLE 2

## AGE OF MAINE SCHOOL ADMINISTRATORS

POSITION	AGE			
	OVER 50		OVER 40	
	N	%	N	%
Superintendent	68	52	125	95
Secondary Principal	29	24	96	81
Elementary Principal	98	23	279	65
TOTAL	195	27	500	73



Leaving Administration. Table 11 in the survey also reveals that some vacancies will occur due to individuals returning to teaching and/or leaving education. Interestingly, these changes are almost completely confined to elementary principals. Secondary principals and superintendents tend to stay in administration and rarely (N = 4) return to teaching.

The Special Case of Superintendents. If there is an "endangered species" among school administrators, it is superintendents. The superintendency has the highest turnover rate of all administrative positions -- average 5.3 years -- and only 23% of our responding principals indicated they were interested in the position. (Survey Table 19)

Our data are limited, but evidence, particularly from regional data collected by the Maine LEAD Consortium, shed some light on the subject:

Too Many Night Meetings. This is the major reason given by attendees at regional Administration Awareness meetings in answer to the question why they would not want to be a superintendent. The answer rings true considering the fact that school superintendents nationwide have strong family oriented values that would be in conflict with night meetings. (Cunningham and Hentges, 1982)

Collective Bargaining. The turnover rate has increased since the advent of collective bargaining. We do not attribute a causal relationship, but collective bargaining, as currently practiced, appears to create adversarial relationships among the professional staff and between staff members and school boards. Such tensions often permeate local communications and make day-to-day work very unpleasant and stressful.

Not Enough Administrative Assistance. In small districts in particular, superintendents are "all managerial things to all people". As one Board Chairman respondent said in our survey, "[we need a superintendent] who has to run in many different directions." "Doing it all" saves public dollars and may even broaden the skills of the individual involved, but it also weakens leadership, breeds frustration, and encourages turnover.

Litigious Environment. It is now commonplace for superintendents to be overly cautious and concerned with real and threatened lawsuits and civil complaints related to various aspects of schooling. These include personnel, students, instructional materials, chemical wastes, injuries, special education placements, and communicable diseases. The dailiness of such matters detracts from educational concerns and brings stress to all administrators, but particularly to superintendents.

Low Salary Differential. Salaries of superintendents are higher than salaries of teachers. But, if one divides an annual salary for a teacher, at the top of the salary scale, by 180 days, then a superintendent's salary by an estimated average of 240 days, the differential is slight. This erosion of real salary coupled with the length of a superintendent's day and the escalating demands on his or her time, make such positions less and less attractive.

#### WILL THE TURNOVER RATE CONTINUE TO RISE?

Our data permit us to project through 1991 only. However, the conditions that we believe affect turnover are rooted in long-standing patterns of occupational recruitment, selection and advancement. They are also related to the mounting demands placed on public education and the individuals held accountable for school outcomes. The occupational variables will change only with a commensurate change in public attitudes about schools, schooling, and the roles of those who staff them. The societal variables spring from societal needs and expectations. With the continuing erosion of the family institution, we do not anticipate a lessening of social problems assigned to the schools. Consequently, in both instances we look for the variables that affect administrative turnover, particularly superintendents, to continue unabated beyond the five year period we examined.

#### THE SUPPLY SIDE ILLUSION

##### WILL THERE BE AMPLE NUMBERS OF ELIGIBLE REPLACEMENTS?

The Numbers Appear to be Ample. The statewide pool of educators eligible for certification as administrators is more than ample to meet the projected vacancies. As Table 3 reveals, there are already almost eight times as many certificate holders as there are anticipated vacancies. Moreover, the university supply line is more productive than ever. Based on the number of matriculants presently in educational administration degree programs, the University of Maine System will produce approximately 500 more individuals certifiable as administrators within the next five years. And this figure does not include those who will enter degree programs during that period. We also know that many positions are filled by individuals from out of state -- a source of supply that needs to be added to the preceding figures. All in all, available data reveal a surplus of potentially available administrators.

Will the Numbers Include Active Candidates? Despite the large numbers in the statewide supply pool, individual vacancies cannot be filled until the eligibles in the pool make themselves available for candidacy. Thus, if supply data

are to be useful, they need to reflect the degree of availability within the pool. Unfortunately, we could not find information that answered the availability question, but our survey findings do suggest some factors that affect availability.

TABLE 3

NUMBER OF ADMINISTRATIVE CERTIFICANTS COMPARED TO  
NUMBER OF POSITIONS AND PROJECTED VACANCIES

POSITIONS	TOTAL POSITIONS	ACTIVE CERTIFICANTS	PROJECTED VACANCIES (5 Year Period)
Superintendent	145	412	61
Secondary Principal	127	884	53
Elementary Principal	594	1,123	199
TOTAL	866	2,462	313

WHAT AFFECTS THE AVAILABILITY OF CANDIDATES?

Career Aspirations. All administrators, by tradition and state law, must come from the ranks of teaching. Yet our evidence suggests that teachers are reluctant to admit an interest in leaving teaching to become a principal -- the first rung of the administrative ladder. They appear to believe that "being asked to apply" is the expected way to make the transition. As a consequence, "who is available for administrative positions" is information that is highly individualized, thus difficult to obtain.

Those who have entered administration also exhibit hesitancy in openly seeking higher level positions. They appear to prefer to be "tapped" for advancement. Nonetheless, our survey of incumbent principals did provide data about those aspiring to superintendencies.

One hundred thirty principals -- 83 elementary and 47 secondary -- indicated an interest in becoming a superintendent (Survey Table 19). Thirty-six of those individuals said they would be seeking superintendencies within the next five years (Survey Table 11). Once again, the data are limited to what people say they will do, but the

findings do suggest that the supply pool includes sufficient candidates to fill the projected superintendent vacancies.

Filling the projected principal vacancies is less clear, but the number of certificants and the history of teachers responding to "the call", would suggest here again that the supply will meet the demand.

Geographic Mobility. Where administrators are willing to work has great effect on the availability issue. And, since it is determined by individuals, it is extremely difficult to determine its effect on the availability supply for specific positions. We do, however, have statewide data that reveals patterns that raise implications for recruitment (Survey Tables 12-17).

The good news in our findings is that approximately 80% of Maine's administrators intend to confine their careers to positions within Maine. This adds confidence that Maine's supply pool will be available for Maine's needs. However, other findings reveal the "within state" pool is considerably place-bound. Forty-four percent of elementary principals and 34% of secondary principals will make themselves available for higher level positions only if the vacancy is in "my region of the state" or if it requires "no change of residence".

The figures for taking a new comparable position are even more parochial -- 57% and 40% respectively. Obviously, these findings reveal a characteristic of Maine's supply pool that constrains availability. For example, if employers must search beyond their region, the statewide pool reduces by two-thirds. Only one-third of Maine's administrators are willing to take positions outside their current region of employment.

Hiring Patterns. The "place boundness" of administrators is matched by the propensity of school districts to hire known quantities. Our survey data (Survey Table 7) shows that 65% of Maine's principals and 50% of the superintendents were recruited to their present positions locally; that is, they answered an in-house posting, were asked to apply, or learned about the opening from a colleague. Fifty percent of the superintendents and approximately 32% of the principals learned of the vacancy through a newspaper ad. Only five individuals were guided to their positions by a placement service. Such locally oriented hiring practices were also identified in the 1977 study, where 75% of the incumbents were known personally to their hiring agent.

These findings may result from the propensity of Maine's administrators to limit their mobility, but nonetheless, such regionally oriented hiring practices suggest that little attention is given to attracting administrative candidates from afar.

#### WHAT AFFECTS THE SUITABILITY OF SUPPLY?

Supply availability is largely determined by the decisions of applicants, but the suitability of candidates is determined by the hiring body or agent. We use the term suitability rather than competence because our data regarding selection practices show that employers look for more than just evidence of administrative competence. Judgments about suitability appear to be influenced by three general areas of concern -- experience, cultural compatibility and training.

Prior Experience As An Administrator. This is by far the major qualifier for administrative positions, as it was in the 1977 study. Seventy-one percent of incumbent superintendents were either superintendents or assistant superintendents before their present position (Survey Table 8). Seventy-one percent of secondary principals and 42% of elementary principals also had prior administrative experience. Elementary principalships, the major entry point into school administration, included 40% with only teaching experience, but these figures include teaching principals. The emphasis on experience was also confirmed by the respondents' answers to the question asking which of their qualifications led to their selection. Experience was cited most often by both superintendents and principals.

Without arguing the merits of experience, overreliance on it as a selection determinant greatly reduces the number of viable applicants. This outcome particularly affects women because of their limited number in administrative roles. Currently, women represent 3% of superintendents, 5% of secondary principals, and 29% of elementary principals, which includes teaching principals (Survey Table 2).

Considering supply availability, it should be noted that the biggest shift in the administrative supply pool picture since 1977 is the increasing number of women. One indication of this is in the demographics related to the masters degree that qualifies individuals for administrative certification. In 1976 the combined UM-USM programs enrolled 56 individuals of which 20% were women. In 1988 enrollments have jumped to 353 and 46% of them are women. Ironically, despite the marked upswing in women entering the supply pool, the number of women being selected to fill administrative openings has changed little since 1977.

Cultural Compatibility. "If we could just get someone to stay for more than a year or two, we would be ahead of the game." This comment, by one of our school board chairmen respondents, reflects a continuing problem faced by employers in remote regions of Maine. Another comment provides a similar view: "Our applicants generally consist of those who are ready to retire or first time positions . . . The most we have to offer is life in a rather rural area - coastal at that - and more than remotely removed from society!"

Confronted by such conditions, it is not surprising that many employers weight selection criteria in the direction of personal qualities such as "fitting in" and "getting along with people". In our survey, both board chairmen and superintendents listed "gets along with people" within their top three "suitability" criteria (Survey Tables 20 and 21). Additionally, in response to the question asking which qualities were most important to their own selection, all administrators ranked ability to communicate and get along with people second only to experience.

Administrative Training. It appears that suitability for selection is determined primarily by evidence related to two questions: Can he or she do the job? (judged by experience and supplemented by training) and, Can he or she get along with people? (judged by experience and interview). Training credentials appear to enter the selection process at a level of confirmation rather than one of determination. Our data suggest that training is regarded generally as an expectation for qualification, but in and of itself, not a sufficient factor for selection.

No matter how training is used in determining suitability, it is a major factor in determining availability. And again, our data bring good news.

More Degrees. Eighty-four percent of Maine's administrators hold a masters degree compared to 61% in 1977. And 32% hold degrees beyond the masters degree -- an increase of 14% since 1977. Twenty-three percent of current superintendents hold a doctorate. In 1977 it was 13%.

Higher Enrollments. As mentioned earlier, masters degree enrollments have increased from 56 in 1976 to 353 in 1988. With the new legislation requiring a masters degree for certification as an administrator, this rate should increase.

Greater Satisfaction. Incumbent administrators responded overwhelmingly that they were satisfied with their preparation for their current positions (Survey Table 10). Ninety-three percent of the superintendents expressed satisfaction, as did approximately 80% of the principals. These figures are up 25% and 16% respectively from the 1977 responses.

When asked what might have made the preparation better, respondents primarily cited various forms of on-the-job training.

Greater Access. Although UM and USM are the only Maine institutions preparing educational administrators, much has happened since 1977 to make their degree programs more accessible. Masters degree programs have been extended to Machias, Presque Isle, Ellsworth, Oakland and South Paris; and the UM doctoral program will serve the Portland area beginning this Fall.

Greater Attention to Continuing Education. Since 1977 new mechanisms have been created to stimulate and support professional development for administrators. These include the Maine Principals' Academy, Superintendents' Symposium, Kennebec Valley, I-95, and Aroostook County Pilot Programs, Administrator Organization Conferences, MDECS Curriculum Network, University of Maine System Professional Development Centers, and the Maine Leadership Consortium, which has as its purpose the enhancement of administrator professional development.

#### MAKING THE MATCH

The preceding presentation and discussion has examined the demand for and supply of superintendents and principals for Maine's school districts. It has, in sum, substantiated an increasing demand for administrators -- superintendents in particular -- through the next five years. It has also documented more than enough certified individuals within the state to meet the demand. Moreover, it described a statewide supply pool that in the past decade has increased its numbers, expanded its preparation pipelines, and increased the number of advanced degrees held by its members.

However, as optimistic as these supply indicators may be, examination of individuals within the pool and of individuals who draw upon the pool suggest that the numerical pool may be illusionary when it comes to available candidates. Getting qualified individual members of the pool to the right place at the right time is the problem confronting those who employ administrators. No position is filled until someone offers it and someone accepts. It is at this point the matter becomes problematic and our data reveals a host of factors that affect the process of making the match.

Because of this and our belief in the importance of "an administrative leader in every school and school district in Maine" we will end our report by listing actions, backed by our study, that might enhance the necessary match-making. Since selection is in the hands of local superintendents and school board members, we will organize our suggestions into areas of actions that we believe will help local decision makers more effectively attract and retain qualified administrators.

## JOB IMPROVEMENT

Attractive jobs hold occupants and attract candidates. Districts with high turnover should look closely at role requirements and conditions of work. The superintendency, for example, is so traditionally perceived that everyone loses sight of how new demands affect the position. If mounting demands are not brought to the attention of employers, positions can become untenable without the awareness of those who can make necessary adjustments.

Our findings suggest several areas where actions might prove most fruitful:

Administrative Assistance. New and increasing demands on schools add to the work of administrators; as do the internal efforts to improve instruction. Boards should keep an eye on administrative demands and do what is necessary to keep work loads manageable.

One of the most helpful forms of assistance is a business manager. Such a position enhances fiscal accountability while concurrently freeing up the superintendent for instructional improvement. Small districts might consider part-time assistance or sharing a manager with a neighboring district.

Business schools currently offer secretarial programs geared for legal secretaries and medical secretaries. Why not one tailored for educational secretaries at both the pre-service and in-service levels? Efficient and competent office staffs prevent frustration, enable the educational leaders to perform their appropriate tasks, and, in the process, make the educational leader more efficient and competent.

Business, industry, and higher education have met the ever-accelerating requirements of new laws, government regulations, and the complex requirements of society, by establishing and funding specific positions to fulfill these obligations. Public schools have not. The accountable person, the superintendent, absorbs one more non-educational duty, or in some instances delegates it to another already over-extended employee. As a result, additional time is taken from the schools' primary purpose and further frustration and pressure results. Local boards of school directors should analyze these needs, establish needed positions, or contract for needed services.

Evening Meetings. Our data from individuals considering careers in administration reveal "too many evening meetings" as the major deterrent to becoming a superintendent. Local boards and superintendents should



consider this problem and attempt, to the extent possible, to schedule meetings at times when they will conflict less with normal family obligations. We do recognize, however, that local schools are governed by lay citizens, many of whom, because of their employment, can only meet during the evening. Therefore, we would suggest that business and industry, in its renewed interest in education, should consider releasing employees to participate as members of local school boards and other educational committees for several hours each month during the working day.

Since such a change challenges traditional attitudes about work schedules, it will be slow in evolving. However, as difficult as reducing the number of evening meetings might be, it might do more for the recruitment and retention of superintendents than any other single job modification.

Improved Contracts. Districts with high turnover records should consider contractual benefits designed to overcome position and community shortcomings. Examples would be multiple year contracts, housing assistance, district automobile, tax-deferred annuities, and other permissible benefits. Such allowances could also reflect an acknowledgement of professional and avocational interests and family needs. Independent schools commonly provide such benefits.

Competitive Salary. The salary, more than any other factor, signifies the value placed on a position. Too often, candidates find themselves in awkward personal, pre-employment negotiations for an acceptable salary. The predictability of that process may be a deterrent to someone contemplating application for a position - or continuing as a finalist candidate. Boards of education should examine salaries within the geographic areas they select for recruitment and then set an appropriate salary range accordingly.

Professional Development. Supply issues as presented here and as expected to continue into the future due to the demographics of the population are forcing local school units into different priorities for human resource development. Local school units cannot expect to meet their administrative needs through hiring alone. An administrator who "fits in", is one who is "fitted in" by continuing professional development. There needs to be an increased emphasis on the training, retraining, and upgrading of staff. Internships, job rotation, local or regional professional development and practical experience opportunities are necessary to increase the supply of people who can administer today's schools.

### IMAGINATIVE RECRUITMENT

Our survey revealed that Maine employers typically give little attention to the recruitment of administrators. The prevailing pattern is to post an opening within the district, place an ad in a newspaper with statewide circulation, and "ask around" to see who might be interested. This, of course, contributes to the regionalism exhibited by the supply pool.

If, for whatever reasons, a district wants to attract candidates from other regions of the state or beyond, a recruitment plan must be developed that will reach out and sell the open position. Important considerations in developing such a plan follow:

"Eye Catching" Announcement of Opening. Most newspaper ads for school administrators read alike. An attractive ad stands out, highlights what is expected, and emphasizes the benefits of holding the position. It is a "candidate's market" nowadays and employers must think in terms of what will convince able candidates to "compete for our open position and move to our town."

Contacting Most Viable Candidates. Newspaper ads contact those seeking employment. Many good prospects are not actively seeking, but could be interested in the "right" position if they knew of it. Consequently, announcements of openings should be widely disseminated and include placement services, training institutions, and professional journals and newsletters.

Consider Inexperienced Candidates. Although requiring experience in a position provides a basis for judging competence, it also greatly reduces the number of eligible individuals in the supply pool. Many individuals qualified by training and related experiences, cannot meet the test of having held a similar position. This is particularly true for women in administration. Districts could greatly increase the number of applicants if they did not restrict candidacy to experienced administrators. Careful screening and appropriate assistance on the job could reduce the risk in hiring people without experience.

### REGIONAL GROOMING

If local conditions restrict searches to a regional supply pool, the pool can be broadened and strengthened by creating leadership development programs in the districts within a region. Such programs begin by identifying school personnel with demonstrated leadership potential. Identified individuals are then brought together to work on district and building projects and problems. As they engage in improving

schools and programs they are supported in developing leadership and management skills. By coordinating the programs across districts, the entire region can become knowledgeable about those individuals in the region being groomed for leadership positions.

The coordination across districts could be enhanced by regional administrative support systems created to aid administrators in developing and implementing administrator action plans required by the new certification rules. Additionally, the internships to be required for administrative certification could also become a helpful part of any leadership development program.

#### ACCESS TO DEVELOPMENT RESOURCES

The preceding activities suggest ways for employers to influence the availability of the existing supply pool, in light of their local circumstances. This addresses the critical matter of filling local administration vacancies.

A larger and equally important matter is the quality of the supply pool, which is a local concern, but a matter that is becoming a statewide responsibility that must be shared across interdependent institutions. Historically, the matter of quality was assigned largely to the university and its pre-service and in-service programs, but state laws and regulations are changing that.

The emerging view defines the path to administrator quality as professional development that begins with pre-service degrees and continues career-long with advanced degrees and on-the-job development. The view measures quality by performance rather than credentials alone, and accordingly, decentralizes the process of development.

As a result, administrator development is focused on school district needs, but requires multiple resources from interdependent, statewide institutions and agencies. How to mobilize and coordinate such resources is a matter of utmost importance and high priority. We offer the following suggestions to stimulate helpful responses:

The University of Maine System (UMS). As the only member of the development partnership authorized to offer degrees and courses in educational administration (UM and USM), the UMS must see that academic offerings are available to all regions of the state. Although access to degrees has been improving by creation of regional delivery sites, the state requirement of a masters degree for certification as an administrator makes the demand much greater and statewide.

Additionally, the mounting demand for job-oriented continuing education for administrators also requires the availability of university personnel throughout the state. Campus Professional Development Centers and regional Centers for Excellence appropriately address the demand, but the amount of activity must be increased.

Hopefully, the newly established Office of Professional Education Development in the Chancellor's office can enhance needed coordination across campuses and among all service providers and schools.

The Department of Education and Cultural Services. As the only official regulator in the development partnership, the Department must ensure that regulations support the necessary inter-system communication and collaboration required for administrator development. While high standards should be maintained, implementation must be flexible, recognize situational differences, and provide adequate time to modify old structures and/or develop new ones.

The Department has three functions: leadership, technical assistance and regulation. While developing rules the Department should provide leadership and technical assistance to fulfill the requirements of new rules. Whenever possible, collaboration with other agencies and organizations is encouraged.

Another critical function for MDECS is to supply data relevant to resources and needs. Administrator development requires that service providers be informed regularly and have access to information collected by DECS. Examples of relevant data are findings derived from school improvement plans and administrator action plans.

Regional Support Systems. Defining administrator development more broadly than courses and degrees, requires structures different than and additional to the traditional university structures. The new structures should focus on the problems of practice, should require the involvement of practitioners, and should be close to the place of practice. Operating examples would be the Maine Principals' Academy, the Superintendents' Symposium, and the administrator certification pilot projects located in the Kennebec Valley, Presque Isle, and the I-95 communities in Cumberland County.

Such mechanisms can and do provide needed insights related to the field of administration, as well as close-at-hand support for improving on-the-job performance. The new direction for administrator development will require greater numbers of such support mechanisms dispersed strategically throughout the State.

Administrator Assessment Programs. Administrator assessment programs, such as the one developed by the National Association of Secondary School Principals, can assist in identifying qualified candidates for administrative positions. The programs also provide data and materials to aid development of leadership skills. However, since the costs of such endeavors are beyond the reach of local school districts, state or foundation subsidies would be necessary to provide access to assessment services. Perhaps formation of an Administrator Assessment Task Force could be instrumental in devising a less costly method of assessing and developing the leadership skills of administrators.

The MaineLEAD Consortium. The foregoing elaboration of statewide resources needed to improve the quality of Maine's administrator supply pool is not exhaustive. Other sources of assistance do exist and need to be employed as development programs move forward. But even the limited discussion points up the need to clarify what exists, inform administrators of what is available, and orchestrate if not coordinate the acquisition and use of development resources.

We would suggest that the MaineLEAD Consortium, a consortium that inter-relates the perspectives and resources of the administrator development enterprise in the name of improving administrative leadership, is the logical entity to bring sense and direction to the inter-system effort before us. The consortium has a full-time director, is federally funded with a matching amount from member organizations, and deals on a daily basis with practitioners and service providers.

Regarded as an expediter of relationships and development activities, MaineLEAD could become a:

- ° vital inter-connecting link between and among regional support systems. Such a linkage could be beneficial in many areas including: resource identification, resource sharing, extra-regional planning and sponsorship of activities.
- ° "connector" between the regional support systems and other service providers (University, private consultants, associations, etc.)
- ° facilitator of discussions and exploration around issues of regional and/or statewide import; e.g., provision of assessment data to aid the selection and professional development of school administrators.

- facilitator of general non-role-specific responses to educational issues that affect all educational administrators, thus eliminating the need to provide development activities for each role group.

## RECOMMENDATIONS

The Administrator Supply and Demand Committee recommends that:

1. Local school systems examine their hiring practices and adopt policies that enhance recruitment of qualified administrators including women and minority group members.
2. Local school boards and superintendents take appropriate steps to ensure that:
  - a. they better understand conditions that affect administrator selection and retention, and
  - b. they establish policies and procedures to enhance administrator recruitment, selection and retention.
3. Regional support systems for administrators develop recruitment programs to identify and groom qualified candidates for careers in school administration.
4. Professional organizations of school administrators consider issuing annual reports of educational issues.
5. The MaineLEAD Consortium serve as a primary resource for matters related to strengthening the leadership and management of Maine's public schools.
6. The Department of Educational and Cultural Services and the University of Maine System Office of Professional Education Development formalize a planning process to ensure:
  - a. creation of structures to facilitate local and regional professional development,
  - b. establishment and maintenance of a database to guide the design and delivery of professional development activities,
  - c. development and utilization of telecommunications to address emerging statewide training needs, and
  - d. a continuing supply of professional development resources.

7. The Department of Educational and Cultural Services collect administrator supply and demand data on a yearly basis and issue five year projections annually.
8. The Commissioner convene an inter-organizational task force to establish one or more school district demonstration sites of state of the art computer assisted management systems for superintendents and principals -- the office of the future.
9. All university and college campuses in Maine offer a wide range of professional development activities attuned to the needs of educational administrators.
10. The University of Maine System provide regional access to graduate programs for aspiring and practicing educational administrators.
11. Those responsible for graduate degree programs for educational administrators establish advisory committees to help address articulation of degree course work and regional or local administrator development activities.
12. State policymakers use the MaineLEAD Governance Board as a sounding board in developing and implementing regulations affecting public education in Maine.



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SCHOOL ADMINISTRATOR SUPPLY AND DEMAND

FOR THE STATE OF MAINE

A STUDY CONDUCTED

FOR THE

Department of Educational and Cultural Services  
Advisory Committee on Administrator Supply and Demand

by

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SCHOOL ADMINISTRATOR SUPPLY AND DEMAND  
FOR THE STATE OF MAINE

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INTRODUCTION

In 1986 the Commissioner of the Department of Educational and Cultural Services established an Advisory Committee on Administrator Supply and Demand for the state of Maine. Chaired by Mr. Leo Martin, Superintendent of Schools, MSAD #71, the committee was given the charge of assessing the future supply of and demand for Maine administrators.

At the request of the advisory committee, the University of Southern Maine Testing and Assessment Center was commissioned to conduct a supply and demand survey. Based on discussions with the advisory committee, a series of working premises was established for the study. First, administrators for the survey study were to be defined as superintendents and principals. Second, where appropriate, items similar to those appearing on a 1977 supply and demand study were to be used for purposes of longitudinal analysis.<sup>1</sup> Third, information was to be collected on the (1) demographic and educational backgrounds of superintendents and principals, (2) career aspirations of these groups, and (3) competencies desired in superintendents and principals by school committee chairpersons and superintendents respectively.

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1. Downey, L., and Perkins, D. The Maine Public School Administrator, The Center for Educational Field Services and Research, University of Southern Maine, 1977.

## METHODOLOGY

With these premises in mind, survey instruments were designed, coded and mailed to all superintendents, elementary and secondary principals, and school committee chairpersons in the state. The code enabled identification of those returning surveys for data analysis purposes. (See Appendix A for copies of the instruments.) A cover letter from the Commissioner of the Department of Educational and Cultural Services and Advisory Committee Chairperson accompanied each survey. The letter explained the purpose of the survey and strongly encouraged the return of completed surveys. Each survey also was accompanied by a letter of support from the appropriate state associations (i.e., Maine School Management Association, Maine Elementary Principals' Association, and Maine Secondary School Principals' Association). (See Appendix B for copies of letters.) Initial return rates were as follows: for superintendents, 66.8%; for secondary principals, 81.8%; for elementary principals, 46.0%; and for school board chairpersons, 21.6%.

A followup letter was mailed to all those who had not returned a survey three weeks after the initial mailing. The second response increased the return rates significantly as described in Table 1. All but five (96.0%) secondary principals responded to the questionnaire. One hundred thirty six (93.8%) superintendents, 452 (76.1%) elementary principals, and 146 (50.9%) chairpersons completed and returned the survey as well. The high return rate of administrators leads us to believe that there is serious concern about the administrative issues raised by the committee.

TABLE 1  
STATE AND SAMPLE POPULATIONS OF  
MAINE SCHOOL ADMINISTRATORS

POPULATION	STATE POPULATION*	SAMPLE POPULATION	% REPRESENTED BY SAMPLE
SUPERINTENDENTS	145	136	93.8
SECONDARY PRINCIPALS	127	122	96.0
ELEMENTARY PRINCIPALS	594	452	76.1
SCHOOL COMMITTEE CHAIRPERSONS	287	146	50.9

\* All state population figures supplied by the State Department of Educational and Cultural Services.

### Limitations

Before turning to an analysis of the survey data, certain limitations of the study should be noted. First, only superintendents, and principals were surveyed. The exclusion of other administrative positions from the study may skew the supply and demand figures. Second, the smaller return rate, relatively speaking, for school committee chairpersons, suggest that responses may not always be reflective of chairpersons' perceptions statewide. Third, school committee members were not surveyed. Consequently, there is no way of determining if chairpersons' perceptions are shared by other school committee members. Finally, a survey of this type is based on self-reporting. Thus, the results depend upon how accurately and truthfully the respondents report their perceptions.

### Data Analysis

Descriptive statistics were employed to analyze the data. Where appropriate, principals were analyzed by the categories of teaching principals and supervising principals. Supervising principals were defined as those who taught 50% or less of the time. In most of the analyses, there were no significant differences between supervising and teaching principals, and in those areas, the data were treated as one category. Since there was only one teaching secondary principal, a separate analysis was not conducted. There were, however, 86 elementary teaching principals. Analysis of the two separate categories was conducted in all areas; however, only where significant differences were found between the two groups are the findings reported here.

### Sex And Age

As detailed in Table 2, of those who responded to the survey, Maine school administrators are predominantly male; however, nearly one-third (29.4%) of elementary principal positions are held by females. This is an increase in 10 years since the 1977 report where only 18.9% of the elementary principals were females. In the case of secondary principals and superintendents, the change in 10 years is small, that is, secondary female principals increased from two to six and female superintendents increased from two to four. Maine administrators are generally between the ages of 40 and 59, yet a significant number (32.5%) of elementary principals are younger, between 30 and 39 years of age (Table 3).

### Degrees Earned

Table 4 indicates that 31.8% ( $CAS = 24.5 + \text{Doctorate} = 7.3$ ) of Maine administrators have earned degrees beyond the Master's level. The majority of advanced degrees beyond Masters are held by superintendents. The least are held by elementary principals. A large proportion of superintendents have obtained a CAS (61.0%); and 24.8% of secondary principals and 13.7% of elementary principals have a CAS. The percentage of Master's degree attainment for elementary principals (teaching and supervising) was less (78.8%) than superintendents (94.9%) and secondary principals (92.6%). However, when the data were analyzed by the category of supervising principals only, the percentage of elementary principals who have attained a Master's degree, increased to 89.7%.

A comparison of the 1977 and 1987 data as reported in Table 5 reveals an increase from 1977 in the number of administrators holding degrees beyond the masters degree (except for elementary teaching principals). For

TABLE 2  
SEX OF MAINE SCHOOL ADMINISTRATORS

POSITION	SEX			
	FEMALE		MALE	
	N	%	N	%
SUPERINTENDENT	4	2.9	130	95.6
SECONDARY PRINCIPAL	6	4.9	109	89.3
ELEMENTAY PRINCIPAL	133	29.4	288	63.7

TABLE 3  
AGE OF MAINE SCHOOL ADMINISTRATORS

POSITION	AGE									
	20-29		30-39		40-49		50-59		60-60+	
	N	%	N	%	N	%	N	%	N	%
SUPERINTENDENT	0	0	7	5.1	57	41.9	63	46.3	5	3.7
SECONDARY PRINCIPAL	0	0	23	19.3	67	56.3	27	22.7	2	1.7
ELEMENTARY PRINCIPAL	6	1.3	147	32.5	181	40.0	93	20.6	5	1.1

TABLE 4  
DEGREES EARNED BY MAINE SCHOOL ADMINISTRATORS

POSITION	BACHELOR'S		MASTER'S		CAS		DOCTORATE		OTHER*	
	N	%	N	%	N	%	N	%	N	%
SUPERINTENDENT	136	100	129	94.9	83	61.0	32	23.5	4	2.9
SECONDARY PRINCIPAL	122	100	113	92.6	30	24.8	8	6.6	5	4.1
ELEMENTARY SUPERVISING PRINCIPAL	358	100	321	89.7	58	16.2	12	3.4	15	4.2
ELEMENTARY TEACHING PRINCIPAL	86	100	36	41.9	3	3.5	-	-	4	4.7
TOTAL	702	100	599	84.4	174	24.5	52	7.3	28	3.9

\* Some respondents listed other degrees such as associate degree, law degree, etc.



TABLE 5  
HIGHEST DEGREE EARNED BY MAINE SCHOOL ADMINISTRATORS  
1977 AND 1987

POSITION	BS DEGREE (%)		MS DEGREE (%)		CAS (%)		DOCTORATE (%)	
	1977	1987	1977	1987	1977	1987	1977	1987
SUPERINTENDENT	2.0	5.1	46.0	33.8	37.0	37.5	13.0	23.5
SECONDARY PRINCIPAL	6.2	7.4	78.0	68.0	11.3	18.0	1.6	2.5
ELEMENTARY SUPERVISING PRINCIPAL	14.7	11.5	76.9	72.4	7.7	12.8	0.0	7.4
ELEMENTARY TEACHING PRINCIPAL	59.0	61.6	36.0	36.0	3.0	2.3	2.0	0.0

example, more superintendents have earned doctoral degrees and 23.5% of the secondary principals hold CAS or doctoral degrees as compared to 12.9% in 1977. The increase is even more pronounced for elementary supervising principals where there is a 12.5% increase. The one exception is for teaching elementary principals. In this case the 1987 percentages paralleled those of 1977.

#### Maine Administrators Currently Matriculated In A Degree Program

An examination of the totals in Table 4 reveals that of the total 702 administrators who reported their degrees, 111 do not have Master's degrees. Of those, forty two (42) are elementary supervising principals. As Table 6 shows, thirty nine (39) administrators are currently enrolled in Master's degree programs, twenty three (23) of which are elementary supervising principals. A much greater number of the sample (536) have not obtained a CAS; however, only 55 are currently enrolled in CAS programs, two of which are superintendents. Not surprisingly, an even greater number of administrators do not have doctorates, with only 25 currently enrolled in doctoral programs. Table 6 also reflects the number of administrators enrolled in programs within the University of Maine System (N=97) and those enrolled elsewhere (N=22).

#### How Maine Administrators Were Recruited For Their Present Position

Turning to the topic of recruitment, Table 7 indicates that the majority of superintendents responded to a newspaper ad (44.9%) or were asked to apply (34.6%) for their present position. Secondary and elementary principals, on the other hand, were recruited most often through in-house postings and newspaper ads. As many secondary principals responded to newspaper ads (35.2%) as to in-house postings (36.1%) but only

TABLE 6

MAINE SCHOOL ADMINISTRATORS CURRENTLY MATRICULATED  
IN A DEGREE PROGRAM

POSITION	DEGREE			INSTITUTION			
	MA/MED	CAS	EdD/PHD	UM SYSTEM		OTHER	
				N	%	N	%
SUPERINTENDENT	3	2	10	7	49.9	8	50.1
SECONDARY PRINCIPAL	2	15	4	15	71.4	6	28.7
ELEMENTARY SUPERVISING PRINCIPAL	23	31	9	56	88.8	7	11.1
ELEMENTARY TEACHING PRINCIPAL	11	7	2	19	95.0	1	5.0
TOTAL	39	55	25	97		22	

TABLE 7

## HOW MAINE ADMINISTRATORS WERE RECRUITED FOR THEIR PRESENT POSITION

RECRUITMENT	SUPERINTENDENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N	%	N	%	N	%
IN-HOUSE POSTING	10	7.4	44	36.1	224	49.6
ASKED TO APPLY	47	34.6	17	13.9	59	13.1
LEARNED FROM COLLEAGUE	10	7.4	16	13.1	20	4.4
NEWSPAPER AD	61	44.9	43	35.2	129	28.5
PLACEMENT SERVICE	5	3.7	—	—	5	1.1
OTHER	2	1.5	2	1.6	10	2.2

about half as many elementary principals (28.5%) were recruited by newspaper ads as opposed to in-house postings (49.6%). Recruitment by placement services were used least by all three groups of administrators. With regard to the 1977 report, contrasts worth noting are that 19.5% of secondary principals used placement services while none in the 1987 data reported using them. Thirty nine percent (39%) of the elementary principals in 1977 reported learning about their position from a colleague, while only 4.4% in 1987 reported the same.

#### Positions Held By Administrators Immediately Preceding Present Position

Turning to Table 8, most superintendents held positions in the superintendency or as assistant superintendent immediately preceding their present position (44.1% as superintendent, 26.5% as assistant superintendent). Less than 30% held positions in other categories listed in the table, with no one reporting that their immediate previous position was in teaching. In the 1977 data about 50% of superintendents had previous experience as a superintendent.

There is a similar pattern for secondary principals. Most held positions as principals (38.5%) or assistant principals (32.8%) and only 14.8% reported holding a teaching position immediately preceding their present principalship. Ten years ago, 49% of secondary principals held positions as assistant principals and almost 55% brought experience from a previous principalship.

An almost equal percentage of elementary principals, on the other hand, were principals or assistant principals (42.3%) as were teachers (40.3%) immediately preceding their present position as principal. Only 18% of the elementary principals in the 1977 report had experience as a

TABLE 8

POSITIONS HELD BY MAINE SCHOOL ADMINISTRATORS IMMEDIATELY  
PRECEDING PRESENT POSITION

PREVIOUS POSITION	PRESENT POSITION					
	SUPERINTENENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N=132		N=122		N=443	
	N	%	N	%	N	%
SUPERINTENDENT	60	44.1	1	.8	2	.4
ASSISTANT SUPERINTENDENT	36	26.5	--	--	--	--
PRINCIPAL	24	17.6	47	38.5	141	31.2
ASSISTANT PRINCIPAL	3	2.2	40	32.8	50	11.1
CURRICULUM DIRECTOR	1	.7	--	--	8	1.8
SPECIAL EDUCATION DIRECTOR	1	.7	1	.8	10	2.2
EDUCATIONAL CONSULTANT	2	1.5	--	--	--	--
GUIDANCE	--	--	5	4.1	1	.2
TEACHER	--	--	18	14.8	182	40.3
GRADUATE STUDENT	--	--	1	.8	3	.7
NON EDUCATION POSITION	1	.7	--	--	--	--
OTHER	6	4.5	9	7.4	49	10.8

principal. Very few administrators held positions other than their present or teaching positions.

#### Maine Administrators' Number of Years in Present Position

As shown in Table 9 more administrators have between 2 and 4 years tenure in their present position than any other combination of years. An average of 19% of Maine administrators are in the first year of their job and less than 2% of Maine administrators have held their present position for more than 24 years. A greater percentage of elementary principals (12.2%) have held their present position for 18 or more years than superintendents (3.9%) or secondary principals (8.2%). Since 1977 the average number of years in present position increased for secondary principals (from 6.0 to 6.5 years) and elementary principals (from 6.4 to 7.7 years). For superintendents, however, the average number of years in present position dropped slightly from 6.1 to 5.3 years.

#### Maine Administrators' Estimation of Their Preparation

Overwhelmingly, administrators reported that they felt they were adequately prepared for their present position (Table 10). A comparison with the 1977 data reflects a large increase in all categories for those saying they felt adequately prepared. Although small in number, those who indicated that they were not adequately prepared were asked to answer the following question: "What experience and training would have better prepared you for your present position?" Responses included more course work, more training in evaluation and observation, research in management of people, and more training in time management and supervision. The most frequent response was more on-the-job training.

TABLE 9

MAINE SCHOOL ADMINISTRATORS<sup>1</sup>

## NUMBER OF YEARS IN PRESENT POSITION

POSITION		YEARS														
		1		2-4		5-8		9-12		13-17		18-23		24+		AVERAGE NO OF YEARS
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	
SUPERINTENDENCY		30	22.1	51	37.5	25	18.8	14	10.7	10	3.1	4	3.1	1	.8	5.3
SECONDARY PRINCIPALSHIP		20	16.4	49	40.1	23	18.9	8	6.6	12	9.7	8	6.6	2	1.6	6.5
ELEMENTARY PRINCIPALSHIP		85	18.8	143	31.6	89	19.6	36	8.0	41	9.0	46	10.2	9	2.0	7.7



TABLE 10

MAINE SCHOOL ADMINISTRATORS'  
ESTIMATION OF THEIR PREPARATION  
(Were they adequately prepared for their present position?)

POSITION	YES		NO	
	1977 %	1987 %	1977 %	1987 %
SUPERINTENDENT	67.4	92.5	32.6	7.5
SECONDARY PRINCIPAL	66.7	81.1	33.3	18.9
ELEMENTARY PRINCIPAL	60.7	79.1	39.3	20.9

#### Next Position of Maine Administrators

Maine administrators were asked the likelihood of leaving their present position to take another position either within or outside of their present school system. Only six (4.4%) superintendents indicated that there was a 50% or above likelihood that they would leave their present superintendency for another position (Table 11). Of those, two reported they would like to take a position as assistant superintendent and two indicated they would like a position in teaching.

A higher percentage of secondary principals indicated they would like to change positions (19.7%). Of those, fourteen (58.3%) desired to take a position as superintendent and four 16.7% as assistant superintendent. Two principals (8.3%) indicated that they would like to take a teaching position.

Turning to elementary principals, the highest percentage of respondents reported that they would leave their principalship to take a teaching position (29.6%). About 30.0% aspired to a superintendency or assistant superintendency, and 11.2% indicated they would leave the principalship to take a position outside of education.

#### Geographical Mobility Limitations By Position

With respect to making a career change within the next few years, superintendents were asked the likelihood of taking another superintendency in various areas of the country (Table 12). Of those who indicated that they would (N=75), 63.3% indicated that they wanted to stay within Maine (i.e., within Maine only, region only, or near present residence). Ten more wanted to remain in New England, and 13 said they would take a superintendency anywhere in the U.S. Further analysis by age and sex (Table 13) revealed that most of those superintendents indicating they

TABLE 11

NEXT POSITION OF MAINE SCHOOL ADMINISTRATORS WHO ANTICIPATE  
TAKING ANOTHER POSITION WITHIN THE NEXT 5 YEARS

NEXT DESIRED POSITION	PRESENT POSITION					
	SUPERINTENDENT		SECONDARY PRINCIPAL		ELEMENTARY PRINCIPAL	
	N	%	N	%	N	%
SUPERINTENDENT	1	16.6	14	58.3	22	22.4
ASSISTANT SUPERINTENDENT	2	33.3	4	16.7	8	8.2
PRINCIPAL	1	16.6	3	12.5	23	23.5
CURRICULUM SPECIALIST	-	-	-	-	2	2.0
UNIVERSITY FACULTY	-	-	-	-	1	1.0
TEACHER	2	33.3	2	8.3	29	29.6
DEPARTMENT OF EDUCATION	-	-	-	-	2	2.0
GUIDANCE	-	-	-	-	-	-
NON EDUCATION	-	-	1	4.2	11	11.2
TOTAL	6		24		98	

TABLE 12

## GEOGRAPHICAL MOBILITY LIMITATIONS BY POSITION

GEOGRAPHICAL LIMITATIONS	POSITION							
	SUPERINTENDENT		SECONDARY PRINCIPAL				ELEMENTARY PRINCIPAL	
	N	%	COMPARABLE N %	HIGHER N %	COMPARABLE N %	HIGHER N %	COMPARABLE N %	HIGHER N %
ANYWHERE IN U.S.	13	17.3	22 19.3	22 19.6	44 10.8	56 14.0		
ONLY IN NEW ENGLAND	10	13.3	7 6.1	6 5.4	23 5.6	29 7.3		
ONLY WITHIN MAINE	36	48.0	34 29.8	39 34.8	94 23.0	110 27.6		
ONLY MY REGION OF STATE	6	8.0	12 10.5	14 12.5	76 18.6	59 14.6		
ONLY IF NO CHANGE OF RESIDENCE INVOLVED	10	13.3	34 29.8	24 21.4	156 38.2	119 29.8		
WOULD NOT CHANGE POSITION	-	-	5 4.4	7 6.3	15 3.7	26 6.5		
TOTAL	75		114	112	408	399		

TABLE 13  
SUPERINTENDENTS  
GEOGRAPHICAL MOBILITY LIMITATIONS

WHERE			AGE					SEX	
	N	%	20-29	30-39	40-49	50-59	60+	M	F
ANYWHERE IN U.S.	13	17.3	-	-	7	6	-	13	-
ONLY IN NEW ENGLAND	10	13.3	-	1	7	2	-	10	-
ONLY WITHIN MAINE	36	48.0	-	2	20	12	-	35	1
ONLY IN MY REGION OF STATE	6	8.0	-	-	4	2	-	5	1
NO CHANGE OF RESIDENCE	10	13.3	-	2	5	3	-	10	-

would take another superintendency were between the ages of 40 and 49.

Principals (elementary and secondary) were asked a similar question with respect to career change. Of those indicating that they would be willing to take another position comparable to their present one, most desired to stay in Maine (N=406) (Tables 14 and 16). Approximately seventy percent (70.1%) of the secondary principals wanted to remain within Maine, and 79.8% of the elementary principals likewise wished to remain within Maine. Approximately 30-40% indicated they would take a comparable position only if they did not have to change their present residence. The percentages were similar for those respondents who indicated they would accept a position higher than their present one (Tables 15 and 17).

Again, when analyzed by age and sex, secondary principals who indicated they would take a comparable or higher position tended to be in the 40-49 age category and predominantly male (Tables 14 and 15). Elementary principals were quite evenly split between the age categories of 30-39 and 40-49, and about 30% were females (Tables 16 and 17).

#### Retirements By The Categories of Sex And Position

Within the next five years 26.5% of the present administrators expect to retire. A break down by position and sex is shown in Table 18. The greatest number of available positions will be in the superintendency with approximately forty percent (N=55) of the superintendents reporting that they will retire within the next five years. The largest number will retire in 1991 (N=24). As Table 19 reports 130 elementary and secondary principals are interested in becoming superintendents sometime in the future, with 67 currently holding superintendency certification.

An anticipated twenty-nine positions (23.8%) for secondary

TABLE 14

SECONDARY PRINCIPALS  
GEOGRAPHICAL MOBILITY LIMITATIONS  
(COMPARABLE POSITION)

WHERE	AGE					SEX		COMPARABLE	
	20-29	30-39	40-49	50-59	60+	M	F	N	%
ANYWHERE IN U.S.	-	6	13	-	-	21	-	22	19.3
ONLY IN NEW ENGLAND	-	2	4	-	-	7	-	7	6.1
ONLY WITHIN MAINE	-	1	24	7	1	31	-	34	29.8
ONLY IN MY REGION OF STATE	-	3	4	4	1	9	2	12	10.5
NO CHANGE OF RESIDENCE	-	10	17	6	-	30	3	34	29.8

TABLE 15  
SECONDARY PRINCIPALS  
GEOGRAPHICAL MOBILITY LIMITATIONS  
(HIGHER POSITION)

WHERE	AGE					SEX		HIGHER	
	20-29	30-39	40-49	50-59	60+	M	F	N	%
ANYWHERE IN U.S.	-	6	14	2	-	20	1	22	19.6
ONLY IN NEW ENGLAND	-	2	14	2	-	6	-	6	5.4
ONLY WITHIN MAINE	-	7	25	5	1	33	2	39	34.8
ONLY IN MY REGION OF STATE	-	2	7	4	1	12	1	14	12.5
NO CHANGE OF RESIDENCE	-	6	12	5		22	2	24	21.4



TABLE 16  
ELEMENTARY PRINCIPALS  
GEOGRAPHICAL MOBILITY LIMITATIONS  
(COMPARABLE POSITION)

WHERE	AGE					SEX		COMPARABLE	
	20-29	30-39	40-49	50-59	60+	M	F	N	%
ANYWHERE IN U.S.	2	11	22	7	-	29	12	44	10.8
ONLY IN NEW ENGLAND	2	8	8	5	-	12	8	23	5.6
ONLY WITHIN MAINE	1	25	47	15	1	68	21	94	23.0
ONLY IN MY REGION OF STATE	-	35	27	11	-	52	20	76	18.6
NO CHANGE OF RESIDENCE	-	60	63	29	1	89	60	156	38.2

TABLE 17  
ELEMENTARY PRINCIPALS  
GEOGRAPHICAL MOBILITY LIMITATIONS  
(HIGHER POSITION)

WHERE	AGE					SEX		HIGHER	
	20-29	30-39	40-49	50-59	60+	M	F	N	%
ANYWHERE IN U.S.	3	17	25	8	1	34	17	56	14.0
ONLY IN NEW ENGLAND	1	15	9	4	-	19	9	29	7.3
ONLY WITHIN MAINE	1	35	48	20	-	82	22	110	27.6
ONLY IN MY REGION OF STATE	-	29	21	7	-	37	19	59	14.6
NO CHANGE OF RESIDENCE	-	39	52	25	1	67	47	119	29.8

TABLE 18  
RETIREMENTS BY THE CATEGORY OF SEX AND POSITION

POSITION	YEAR OF RETIREMENT										STATE PROJECTED TOTAL 1987-91
	1987		1988		1989		1990		1991		
	M	F	M	F	M	F	M	F	M	F	
SUPERINTENDENT	4	-	10	-	6	-	11	-	22	2	55
SECONDARY PRINCIPAL	3	1	6	-	3	-	7	1	8	-	29
ELEMENTARY PRINCIPAL	15	3	10	5	10	4	17	4	22	11	101
TOTAL	22	4	26	5	19	4	35	5	52	13	185

TABLE 19  
PRINCIPALS  
INTERESTED IN  
BECOMING A SUPERINTENDENT

POSITION	SEX		AGE					CERTIFIED AS Supt.	
	M	F	20-29	30-39	40-49	50-59	60+	YES	NO
ELEMENTARY PRINCIPALS	64	19	1	37	42	9	-	46	43
SECONDARY PRINCIPALS	45	2	-	13	32	5	-	21	26
TOTAL	109	21	1	50	74	14	-	67	69

principalships will become available over the next five years with the greatest number (N=8) in both 1990 and 1991. Approximately 22.4% of the elementary principals indicate they planned on retiring within five years. The greatest number of retirements will occur in 1991. About twenty-seven percent (27.0%) of the retirees from elementary principalships will be female.

#### IMPORTANCE AND RATING OF ADMINISTRATOR QUALIFICATIONS

Tables 20 and 21 report the importance and rating assigned to selected administrator qualifications. With regard to school committee chairpersons' assessment of superintendents (Table 20), the ten qualifications considered most important in selecting superintendents, and the degree to which the recent pool of applicants possessed these qualifications, are marked with an asterisk. A similar matching for superintendents' assessment of principals appears on Table 21. (Lower values indicate greater importance and possession of the qualifications.)

For superintendents, the top ten qualifications include a combination of management characteristic (e.g., finance and budgeting, law) and several which may be described as characteristics associated with effective schools (e.g., high expectations, motivate staff and students, clear goals, etc.). Among those qualifications considered less important, relatively speaking, ones of particular note are, bringing about change, organizational theory, and experience as principals or experience in Maine schools. Turning to an assessment of the pool of applicants, not all those qualifications considered most important are possessed by the applicants. However, caution should be exercised in examining the differences because, overall, the pool of applicants were rated high on all characteristics with very

TABLE 20  
CHAIRPERSONS' RATING OF  
SUPERINTENDENT QUALIFICATIONS

QUALIFICATIONS	IMPORTANCE IN SELECTING A SUPERINTENDENT	DEGREE TO WHICH POOL OF APPLICANTS POSSESSED QUALIFICATIONS
	- X	- X
PERSONAL:		
High Expectations	1.83 *	1.76 *
Creativity	2.30	2.17
Intelligence	1.92	1.52 *
Gets along with people	1.42 *	1.70 *
Experience as principal	2.84	1.36 *
Experience in Maine schools	3.21	1.35 *
SKILLS TO:		
Provide a safe & orderly learning climate	2.11	1.52 *
Set clear goals	1.69 *	1.92
Communicate effectively	1.28 *	1.90
Motivate staff & students	1.53 *	2.10
Analyze & solve problems	1.78 *	1.79
Administer board policies	1.91	1.53 *
Evaluate & report student learning	2.55	1.86
Supervise & evaluate personnel & programs	1.94	1.78 *
Influence community support	2.01	2.08
Bring about change	2.53	2.19
KNOWLEDGE ABOUT:		
School finance & budgeting	1.49 *	1.46 *
Law affecting schools	1.76 *	1.59 *
Organizational theory	2.56	1.93
Curriculum development	1.81 *	1.86
Staff development	1.85 *	1.83

TABLE 21  
SUPERINTENDENTS' RATING OF  
PRINCIPAL QUALIFICATIONS

QUALIFICATIONS	IMPORTANCE IN SELECTING A PRINCIPAL	DEGREE TO WHICH POOL OF APPLICANTS POSSESSED QUALIFICATIONS		
	- X	E	M	H
PERSONAL:		- X	- X	- X
High Expectations	1.38 *	1.82*	1.85*	1.73*
Creativity	2.18	2.14	2.13	2.15
Intelligence	1.84	1.76*	1.76*	1.68*
Gets along with people	1.41*	1.73*	1.65*	1.70*
Experience as principal	2.85	2.29	2.00	2.06*
Experience in Maine schools	3.65	1.52*	1.46*	1.48*
SKILLS TO:				
Provide a safe & orderly learning climate	1.74*	1.61*	1.41*	1.65*
Set clear goals	1.50*	2.06*	2.02	2.11
Communicate effectively	1.37*	1.87*	1.80*	1.76*
Motivate staff & students	1.37*	2.01*	1.91*	2.06*
Analyze & solve problems	1.62*	2.11	2.00*	2.01*
Administer board policies	2.16	1.82*	1.58*	1.75*
Evaluate & report student learning	2.16	2.02*	1.89*	2.04
Supervise & evaluate personnel & programs	1.53*	2.17	2.10	2.15
Influence community support	2.08	2.22	2.11	2.13
Bring about change	2.02	2.25	2.16	2.07
KNOWLEDGE ABOUT:				
School finance & budgeting	3.07	2.33	2.16	2.10
Law affecting schools	2.53	2.23	2.13	2.03
Organizational theory	2.58	2.33	2.34	2.23
Curriculum development	1.75*	2.20	2.17	2.25
Staff development	1.74*	2.21	2.15	2.24

small distinctions between ratings of individual qualifications.

For principals, the qualifications selected by superintendents as most important deal almost exclusively with those qualifications and characteristics associated with effective schools. And these qualifications are given the highest ratings with regard to an assessment of the pool of applicants at all three levels, elementary, middle, and secondary. The areas most note worthy for their lack of congruence between rank in importance and assessment of the applicant pools are curriculum development and staff development. However, again caution must be exercised in interpreting these differences because of small differences in average values assigned to the individual qualifications.

#### SUMMARY

The purpose of the survey was to assess the future supply of and demand for Maine administrators. The overall survey return rate was high with approximately 96% of secondary principals, 94% of superintendents and nearly 80% of elementary principals responding. The return rate for school committee chairpersons was 51%.

The data showed that Maine school administrators are predominantly male; however, there was an increase in the number of females holding administrative positions since 1977. The majority of administrators are between the ages of 40 and 59. About thirty two percent of Maine administrators hold a CAS which is an increase from the 1977 report.

Administrators were recruited to their position by newspaper ads, in-house postings and/or were asked to apply. This is a change from 1977 when administrators indicated that they used placement services or learned about their position from a colleague. Most administrators held previous positions in administration or teaching.



The largest percentages of administrators have been in their present position between two and four years. This is consistent with the 1977 report. Administrators' perceptions about their preparedness for their job, however, have changed since 1977. Overwhelmingly, most administrators reported that they felt adequately prepared for their present position. In 1977 a higher percentage of administrators reported that they were either not adequately prepared or they were uncertain as to whether they had adequate preparation.

Of those indicating that they anticipate taking another position in the next five years, most reported that they wanted to remain in the State of Maine. Fifty-five (40.0%) superintendents indicated that they would retire within the next five years. One hundred thirty principals indicated that they were interested in becoming a superintendent, 67 of which are certified and 46 more of which are currently matriculated in a CAS program.

With regard to ratings of administrator qualifications, ten qualifications were noted as being most important by school committee chairpersons in the hiring of superintendents and by superintendents in the hiring of principals. Most important for superintendent qualifications were management characteristics and characteristics associated with effective schools. Principal qualifications which were rated highest were those characteristics associated with effective schools. The overall satisfaction with the pool of candidates who applied for school administrative positions was on the positive side.

## APPENDA INDEX

### Appendix A: Administrative Surveys

- Superintendents
- Supervising Principals
- School Committee Chairpersons

### Appendix B: Letters

- Cover Letter
- Letters of Support



## APPENDIX A

### Administrative Surveys

- Superintendents
  - Supervising Principals
  - School Committee Chairpersons
-



#### INSTRUCTIONS FOR SUPERINTENDENTS SURVEY

This survey is being sent to all superintendents in the state. The surveys are coded for follow-up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential. If you need additional space for comments, please use the reverse side of questionnaire.

Please Note: On pages 4 and 5 all qualifications should be rated relative to the other qualifications listed.

Thank you in advance for your assistance.

SUPERINTENDENTS

Code \_\_\_\_\_

1. Please indicate the number of pupils in your district. \_\_\_\_\_ no. of pupils.
2. Please circle the grade distribution: K-6    K-8    K-12    Other \_\_\_\_\_
3. Degrees you have earned:
 

_____ Bachelor's degree	area of concentration _____
_____ Master's degree	area of concentration _____
_____ CAS degree	area of concentration _____
_____ Doctorate	area of concentration _____
_____ Other (please specify) _____	area of concentration _____
4. Are you currently enrolled in a degree program?    \_\_\_\_\_ Yes    \_\_\_\_\_ No  
 If YES, what degree? \_\_\_\_\_  
 How many credits have you earned? \_\_\_\_\_  
 From what institution? \_\_\_\_\_
5. Sex:    \_\_\_\_\_ Female    6. Age:    \_\_\_\_\_ 20-29    \_\_\_\_\_ 40-49    \_\_\_\_\_ 60 or 60+  
           \_\_\_\_\_ Male                      \_\_\_\_\_ 30-39    \_\_\_\_\_ 50-59
7. Were you hired from within the system?    \_\_\_\_\_ yes    \_\_\_\_\_ no
8. How were you recruited to your present position?  
       \_\_\_\_\_ In-house posting  
       \_\_\_\_\_ Asked to apply  
       \_\_\_\_\_ Learned from colleague  
       \_\_\_\_\_ Newspaper ad  
       \_\_\_\_\_ Placement service  
       \_\_\_\_\_ Other (Please specify) \_\_\_\_\_
9. How many years have you held your present position? \_\_\_\_\_ years.

10. Which of your qualifications do you think were most important to the Board Members who hired you for your present position?

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11. Do you think you were adequately prepared for your present position?

\_\_\_\_ Yes      \_\_\_\_ No

If no or uncertain, what experience and training would have better prepared you for the position? \_\_\_\_\_

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12. What was the title of the position you held immediately preceding your present position? \_\_\_\_\_

13. What is the likelihood of the following happening with respect to your career in the next 3-5 years?

Use this rating scale to respond to each item below:

1 = Very Likely (75-100% Certainty)
2 = Fairly Likely (50-75% Certainty)
3 = Fairly Unlikely (25-50% Certainty)
4 = Very Unlikely (0-25% Certainty)

\_\_\_\_ Retire from superintendency.  
Please check year: \_\_\_\_ 1987 \_\_\_\_ 1988 \_\_\_\_ 1989 \_\_\_\_ 1990 \_\_\_\_ 1991

\_\_\_\_ Continue in present position.

\_\_\_\_ Take another superintendency  
    \_\_\_\_ anywhere in U.S.  
    \_\_\_\_ only within New England.  
    \_\_\_\_ only within Maine.  
    \_\_\_\_ only in my region of the state.  
    \_\_\_\_ only if I did not have to change my residence.

\_\_\_\_ Leave superintendency to take another position within your present school system. (If so, what position? \_\_\_\_\_)

\_\_\_\_ Leave superintendency to take a position within another school system. (If so, what position? \_\_\_\_\_)

\_\_\_\_ Leave education.



14. How many principals have been hired by your school system within the last 10 years? \_\_\_\_\_ number hired.

(E) Elementary: Grades \_\_\_\_\_ to \_\_\_\_\_  
 (M) Middle: Grades \_\_\_\_\_ to \_\_\_\_\_  
 (H) High School: Grades \_\_\_\_\_ to \_\_\_\_\_

Please fill in the appropriate grades for your school

For each hiring please provide the following information:

Year of Search	Approximate Number of Applicants			Overall Assessment of Quality of Applicants											
				Very Good			Good			Fair			Poor		
	<u>E</u>	<u>M</u>	<u>H</u>	<u>E</u>	<u>M</u>	<u>H</u>	<u>E</u>	<u>M</u>	<u>H</u>	<u>E</u>	<u>M</u>	<u>H</u>	<u>E</u>	<u>M</u>	<u>H</u>
1977-78															
1978-79															
1979-80															
1980-81															
1981-82															
1982-83															
1983-84															
1984-85															
1985-86															
1986-87															

15. How did you recruit applicants for your most recent hiring? (Please check all that apply.)

\_\_\_\_\_ Advertised in newspaper  
       \_\_\_\_\_ local \_\_\_\_\_ New England  
       \_\_\_\_\_ state \_\_\_\_\_ national  
 \_\_\_\_\_ Advertised in professional journal  
 \_\_\_\_\_ Posted position opening:  
       \_\_\_\_\_ within school district  
       \_\_\_\_\_ with placement bureau  
 \_\_\_\_\_ Solicited names from:  
       \_\_\_\_\_ administrator training programs  
       \_\_\_\_\_ professional colleagues  
 \_\_\_\_\_ used search consultant  
 \_\_\_\_\_ Other (Please specify) \_\_\_\_\_

16. Below is a list of personal and professional qualifications. Please indicate how important each one is in selecting a PRINCIPAL. (PLEASE RATE EACH ONE RELATIVE TO OTHER QUALIFICATIONS LISTED).

## DEGREE OF IMPORTANCE

## PERSONAL AND PROFESSIONAL QUALIFICATIONS

PERSONAL:

1. High expectations
2. Creativity
3. Intelligence
4. Gets along with people
5. Experience as principal
6. Experience in Maine schools

SKILLS TO:

7. Provide a safe & orderly learning climate
8. Set clear goals
9. Communicate effectively
10. Motivate staff & students
11. Analyze & solve problems
12. Administer board policies
13. Evaluate & report student learning
14. Supervise & evaluate personnel & programs
15. Influence community support
16. Bring about change

KNOWLEDGE ABOUT:

17. School finance & budgeting
18. Laws affecting schools
19. Organizational theory
20. Curriculum development
21. Staff development
22. Other (please specify)

[illegible]

- (E) Elementary: Grades \_\_\_\_\_ to \_\_\_\_\_  
(M) Middle: Grades \_\_\_\_\_ to \_\_\_\_\_  
(H) High School: Grades \_\_\_\_\_ to \_\_\_\_\_

## POOL OF APPLICANTS

PERSONAL:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7. Provide a safe & orderly learning climate

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

17.  
18.  
19.  
20.  
21.  
22.

[illegible]

#### INSTRUCTIONS FOR SUPERVISING PRINCIPALS SURVEY

This survey is being sent to all supervising principals in the state. The surveys are coded for follow up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential.

If you need additional space for comments, please use the reverse side of questionnaire.

Thank you in advance for your assistance.

## SUPERVISING PRINCIPALS

1. What percentage of time do you teach? \_\_\_\_\_ percent of time.
2. Please indicate the enrollment of the schools which you supervise.  
\_\_\_\_\_ enrollment
3. Please indicate the number of pupils in your school system.  
\_\_\_\_\_ no. of pupils
4. Please indicate the grade levels in your school.  
\_\_\_\_\_
5. Degrees you have earned:
 

_____ Bachelor's degree	area of concentration	_____
_____ Master's degree	area of concentration	_____
_____ CAS degree	area of concentration	_____
_____ Doctorate	area of concentration	_____
_____ Other (specify) _____	area of concentration	_____
6. Are you currently enrolled in a degree program? \_\_\_\_ Yes \_\_\_\_ No  
 If YES, what degree? \_\_\_\_\_  
 How many credits have you earned? \_\_\_\_\_  
 From what institution? \_\_\_\_\_
7. Are you certified as a superintendent? \_\_\_\_ yes \_\_\_\_ no
8. Are you interested in becoming a superintendent? \_\_\_\_ yes \_\_\_\_ no
9. Sex: \_\_\_\_ Female 10. Age: \_\_\_\_ 20-29 \_\_\_\_ 40-49 \_\_\_\_ 60 or 60+  
 \_\_\_\_ Male \_\_\_\_ 30-39 \_\_\_\_ 50-59
11. How did you learn about your present position?
 

_____ Promoted from within the system
_____ Asked to apply
_____ Learned from colleague
_____ Newspaper ad
_____ Placement Service
_____ Other (Please specify _____)
- ~~12. How many years have you held your present position? \_\_\_\_\_ years.~~
13. Which of your qualifications do you think were most important to the superintendent who recommended your employment?  
 \_\_\_\_\_  
 \_\_\_\_\_

14. Do you think you were adequately prepared for your present position?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

If no or uncertain, what experience and training would have better prepared you for this position? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. What was the title of the position you held immediately preceding your present position? \_\_\_\_\_

16. What is the likelihood of the following happening with respect to your career in the next 5 years?

Use this rating scale to respond to each item below:

1 = Very Likely (75-100% Certainty)
2 = Fairly Likely (50-75% Certainty)
3 = Fairly Unlikely (25-50% Certainty)
4 = Very Unlikely (0-25% Certainty)

\_\_\_\_\_ Retire from principalship.  
Please check year: \_\_\_\_\_ 1987 \_\_\_\_\_ 1988 \_\_\_\_\_ 1989 \_\_\_\_\_ 1990 \_\_\_\_\_ 1991

\_\_\_\_\_ Continue in present position.

\_\_\_\_\_ Take another principalship.

\_\_\_\_\_ Leave principalship to take another position within your present school system.  
(If so, what position? \_\_\_\_\_)

\_\_\_\_\_ Leave principalship to take a position within another school system.  
(If so, what position? \_\_\_\_\_)

\_\_\_\_\_ Leave education.

17. Please check the appropriate category for A and B below:

A. In the next 5 years, I would be willing to take a position  
comparable to my present one \_\_\_\_\_ anywhere in U.S.

\_\_\_\_\_ only within New England.

\_\_\_\_\_ only within Maine.

\_\_\_\_\_ only within my region of the state.

\_\_\_\_\_ only if I did not have to change my residence.

B. In the next 5 years, I would be willing to take a position  
higher than my present one \_\_\_\_\_ anywhere in U.S.

\_\_\_\_\_ only within New England.

\_\_\_\_\_ only within Maine.

\_\_\_\_\_ only within my region of the state.

\_\_\_\_\_ only if I did not have to change my residence.

#### INSTRUCTIONS FOR BOARD CHAIRPERSON SURVEY

This survey is being sent to all persons who serve on a School Board as chair. The surveys are coded for follow-up purposes and to permit analysis of the data by type of district and region of the state. All survey information is strictly confidential. If you need additional space for comments, please use the reverse side of questionnaire.

Please Note: On pages 2 and 3 all qualifications should be rated relative to the other qualifications listed.

If you feel that someone else on the Board would be better able to respond to the enclosed survey, would you please ask that person to complete it.

Thank you in advance for your assistance.

1. Please indicate the number of pupils in your school system. \_\_\_\_\_ no. of pupils.
2. Circle the grade distribution for your school system. K-6 K-8 K-12 Other \_\_\_\_\_
3. How many years have you held the position of Chairperson of your school board? \_\_\_\_\_ years.
4. How many years have you served on the school board? \_\_\_\_\_ years.
5. How many superintendents have been hired by your school system within the last 10 years? \_\_\_\_\_ number hired.

For each hiring please provide the following information:

Year of Search	Approximate Number of Applicants	Overall Assessment of Quality of Applicants			
		Very Good	Good	Fair	Poor
1977-78					
1978-79					
1979-80					
1980-81					
1981-82					
1982-83					
1983-84					
1984-85					
1985-86					
1986-87					

6. How did you recruit applicants for your most recent hiring? (Please check all that apply).

\_\_\_\_\_ Advertised in newspaper

\_\_\_\_\_ local \_\_\_\_\_ New England

\_\_\_\_\_ state \_\_\_\_\_ national

\_\_\_\_\_ Advertised in professional journal

\_\_\_\_\_ Posted position opening:

\_\_\_\_\_ within school district

\_\_\_\_\_ with placement bureau

\_\_\_\_\_ Solicited names from:

\_\_\_\_\_ administrator training programs

\_\_\_\_\_ professional colleagues

\_\_\_\_\_ Used search consultant

\_\_\_\_\_ Other (Please Specify) \_\_\_\_\_



7. Below is a list of personal and professional qualifications. Please indicate how important each one is in selecting a superintendent. PLEASE RATE EACH ONE RELATIVE TO OTHER QUALIFICATIONS LISTED.

PERSONAL & PROFESSIONAL  
QUALIFICATIONS

DEGREE OF IMPORTANCE

		Extremely Important	Very Important	Important	Less Important	Not Important	Don't Know
PERSONAL:							
1. High Expectations	1.						
2. Creativity	2.						
3. Intelligence	3.						
4. Gets along with people	4.						
5. Experience as principal	5.						
6. Experience in Maine schools	6.						
SKILLS TO:							
7. Provide a safe & orderly learning climate	7.						
8. Set clear goals	8.						
9. Communicate effectively	9.						
10. Motivate staff & students	10.						
11. Analyze & solve problems	11.						
12. Administer board policies	12.						
13. Evaluate & report student learning	13.						
14. Supervise & evaluate personnel & programs	14.						
15. Influence community support	15.						
16. Bring about change	16.						
KNOWLEDGE ABOUT:							
17. School finance & budgeting	17.						
18. Laws affecting schools	18.						
19. Organizational theory	19.						
20. Curriculum development	20.						
21. Staff development	21.						
22. Other (please specify)	22.						

8. Below are listed the same qualifications. Considering the searches of the past 10 years as a composite, please indicate to what degree the pool of applicants for your superintendents' positions have possessed these qualifications. PLEASE RATE EACH ITEM RELATIVE TO THE OTHERS LISTED.

PERSONAL & PROFESSIONAL  
QUALIFICATIONS

POOL OF APPLICANTS

		MOST	SOME	VERY FEW
PERSONAL:				
1. High Expectations	1.			
2. Creativity	2.			
3. Intelligence	3.			
4. Gets along with people	4.			
5. Experience as principal	5.			
6. Experience in Maine schools	6.			
SKILLS TO:				
7. Provide a safe & orderly learning climate	7.			
8. Set clear goals	8.			
9. Communicate effectively	9.			
10. Motivate staff & students	10.			
11. Analyze & solve problems	11.			
12. Administer board policies	12.			
13. Evaluate & report student learning	13.			
14. Supervise & evaluate personnel & programs	14.			
15. Influence community support	15.			
16. Bring about change	16.			
KNOWLEDGE ABOUT:				
17. School finance & budgeting	17.			
18. Laws affecting schools	18.			
19. Organizational theory	19.			
20. Curriculum development	20.			
21. Staff development	21.			
22. Other (please specify)	22.			



## APPENDIX B

### Letters

- Cover Letter
- Letters of Support





John R. McKernan, Jr.  
Governor

Eve M. Bither  
Commissioner

**DEPARTMENT OF  
EDUCATIONAL & CULTURAL SERVICES**

Telephone (207) 289-5800

Dear Administrator:

The Commissioner's Advisory Committee on Administrator Supply and Demand was formed to identify the present supply of, and present and future demand for, administrators. Administrators, for this study, have been identified by the Committee as superintendents and principals.

In order to obtain data, including the availability of those with certain desired characteristics, the Committee has designed and is presently distributing surveys to all school board chairpersons, superintendents, and principals. Please find an appropriate survey enclosed.

Board chairpersons are asked to rate the importance of certain characteristics for candidates for the superintendency, as well as their perceptions of the degree to which these characteristics were found in the pool of candidates interviewed during the past ten years. Superintendents are asked to do the same for candidates for principalships.

The survey is of crucial importance. Intelligent judgments and recommendations cannot be made without accurate information from you. Please complete and return your survey as soon as possible. Data analysis will be conducted by the University of Southern Maine Testing and Assessment Center.

Represented on the Committee are: Maine School Management Association; Maine School Superintendents Association; Maine Secondary School Principals Association; Maine Elementary School Principals Association; Maine Teachers Association; The University of Maine System; Maine State Board of Education; and the Department of Educational and Cultural Services.

Thank you sincerely for your assistance.

A handwritten signature in cursive script, reading "Leo G. Martin".

Leo G. Martin  
Superintendent of Schools  
M.S.A.D. #71  
Chairperson

A handwritten signature in cursive script, reading "Eve M. Bither".

Eve M. Bither  
Commissioner  
Department of Educational  
and Cultural Services



# MAINE ELEMENTARY PRINCIPALS ASSOCIATION

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108 SEWALL STREET, AUGUSTA, MAINE 04330

TO: Elementary Principals

FROM: Eleanor G. Tracy, M.E.P.A. President

RE: Survey: Commissioner's Advisory Committee on Administrator's  
Supply & Demand

Commissioner Bither and Superintendent Martin, in their cover letter, have stressed the importance of a good return of the enclosed survey to assure valid information in order to make informed judgements about administrator supply and demand in the State of Maine.

It is my hope that the M.E.P.A. membership will consider this to be a priority and thus complete and return this survey as soon as possible.

Thank you.

EGT/mm





# Maine Secondary School Principals' Association

AUGUSTA



MAINE

**WILLIAM PAPPAS, President**  
Mahoney Middle School  
South Portland, Maine 04106

**LESTER OUELLETTE, 1st Vice President**  
Madawaska High School  
Madawaska, Maine 04756

**ALEX SOMERVILLE, 2nd Vice President**  
Gardiner Area High School  
Gardiner, Maine 04345

**Affiliate: National Association of Secondary School Principals**  
**Member: National Federation of State High School Associations**

**RICHARD W. TYLER, Executive Director**  
16 Winthrop Street  
Augusta, Maine 04330

**GEORGE A. ANDERSON, Assistant Exec. Dir.**  
16 Winthrop Street  
Augusta, Maine 04330

Tel. 207 - 622-0217

Dear Principal:

Commissioner Bither and Superintendent Martin, in their cover letter, have stressed the importance of a good return of the enclosed survey to assure valid information in order to make informed judgements about administrator supply and demand in the State of Maine.

I fully realize what your work load is this time of year BUT please try to squeeze five to ten minutes aside and help the committee complete their work.

Thanks!

Sincerely,

Richard W. Tyler  
Executive Director

/sc





# MAINE SCHOOL MANAGEMENT ASSOCIATION

108 Sewall Street, Augusta, Maine 04330

Tel. (207) 622-3473 or 622-4971

TO: School Board Chairmen and Superintendents of Schools

FROM: Paul E. Brunelle, Executive Director

RE: Important Survey

About a year ago, MSMA informed then Commissioner Richard Redmond that there appeared to be a very real problem relative to the limited supply of available candidates for the school superintendency. Soon after, Commissioner Redmond organized a Committee comprised of representatives from all of the various education constituencies. He also expanded the Committee's charge to incorporate similarly perceived problems with candidates for the principalship. As a result, the Committee, working with the University of Southern Maine, has developed survey instruments aimed at gathering information from all of the State's Board Chairmen and Superintendents, as well as from a significant number of Principals.

It is extremely important that we learn all that we can from you about this problem. Please take the time from your busy schedule to complete and return the enclosed survey.

THANK YOU!

Enclosure

Executive Director  
Paul E. Brunelle

Associate Executive Director  
Daniel A. Calderwood

Assistant Executive Director  
Labor Relations Insurance  
Paul S. Hurlburt

Coordinator of Special Projects  
Kimberly R. McBride

