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## The roles and characteristics of department heads in Iowa secondary schools

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## The roles and characteristics of department heads in Iowa secondary schools

### Abstract

One of the most frequent themes which finds its way into the professional literature of school administrators emphasizes the importance of the building principal to the educational institution. There seems to be general agreement that with the presence of strong administrative leadership by the principal, a school is likely to be effective; without capable leadership, it is not. In 1974 this idea was emphasized by the Select Committee on Equal Educational Opportunity of the United States Senate when it concluded: In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in or around the school building. It is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school and the way he or she performs in the capacity largely determines the attitudes of parents and students about school. If school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. (1:54)

THE ROLES AND CHARACTERISTICS OF DEPARTMENT HEADS  
IN IOWA SECONDARY SCHOOLS

A Research Paper  
Presented to  
the Department of School Administration  
and Personnel Services  
University of Northern Iowa

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education

by  
Darrell Dean Druvenga

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Entitled: The Roles and Characteristics of Department Heads in  
Iowa Secondary Schools

has been approved as meeting the research paper requirement for the  
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## CHAPTER ONE

### Introduction

One of the most frequent themes which finds its way into the professional literature of school administrators emphasizes the importance of the building principal to the educational institution. There seems to be general agreement that with the presence of strong administrative leadership by the principal, a school is likely to be effective; without capable leadership, it is not. In 1974 this idea was emphasized by the Select Committee on Equal Educational Opportunity of the United States Senate when it concluded:

In many ways the school principal is the most important and influential individual in any school. He or she is the person responsible for all activities that occur in or around the school building. It is the principal's leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers, and the degree of concern for what students may or may not become. The principal is the main link between the community and the school and the way he or she performs in the capacity largely determines the attitudes of parents and students about school. If school is a vibrant, innovative, child-centered place, if it has a reputation for excellence in teaching, if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success. (1:54)

However, discontent with American public education seems to be emerging from all segments of society. The American public demands that schools be accountable for what they "say" they are doing; teachers exert pressures to control their own working conditions; federal and state legislatures pass new guidelines that add new responsibilities for principals; and the resources for accomplishing the task at hand continue to dwindle. Problems such as teacher reduction due to

declining student enrollment, teacher evaluation, and student discipline have all combined to make the principal's job a difficult one. As Paul Houts, former Director of Publications for the National Association of Elementary Principals, observed, "expectations for skilled educational leadership by principals are rising just at a time when principals feel least qualified to fulfill them." (15:67)

In addition, today's principal is expected to be a "jack-of-all-trades." It is usually considered the principal's responsibility to be instructional leader, building level supervisor, school treasurer and accountant, transportation director, cafeteria manager, and purchasing coordinator. Many authors in school administration consider school principals to be managers of small to medium size businesses; unfortunately, the instructional side of the principal's job has been slighted. Shockley concluded, ". . . noninstructional burdens have made the primary function of the principal as the instructional leader practically a non-existent one in many schools." (31:20)

A solution to his problem may be closer than at first perceived. The practice of utilizing department heads in secondary schools offers real promise. It is an attempt to provide improved management techniques to run increasingly complex schools. Using department heads in schools and delegating them responsibility will provide the principal with much needed assistance in making wise decisions and will allow the principal at least the opportunity to work at being a real educational leader.

### Importance of the Study

The use of departmentalization is a common organizational pattern



in our nation's schools. Such a pattern of departmental utilization reflects a belief that there are definite advantages to such an organization. In Iowa, according to information from the Department of Public Instruction, 152 school districts of a total of 441 utilized department heads during the 1982-83 academic year. Yet little research has been concentrated on this position of department head, and no research is available on the duties and roles played by these persons in Iowa's secondary schools.

### Statement of the Problem

What is the purpose of the secondary school department head in Iowa schools? What are the responsibilities and duties of the person designated the "department head?" What is the term of appointment and how are department heads compensated for their additional responsibilities? Is there a trend away from the use of department heads in Iowa's secondary schools?

This study addresses these questions and the corresponding issues that are raised.

### Purpose of the Study

This paper investigates the many characteristics and roles of designated department heads in Iowa's secondary schools. In addition, the potential importance of the department head to the school and to the school's administration is analyzed.

### Definition of Terms

1. Department: An administrative subdivision of a school giving

instruction in a branch of study; for example, the Department of English or the Department of Social Studies.

2. Department Head: A faculty member who, in addition to teaching in a department, has some responsibility for administering the affairs of the department, such as, recommending new staff members, assigning duties to department members, or preparing the department's portion of the daily schedule. In the professional literature, this title is often used synonymously with "department chair" or "department coordinator."
3. Released Time: That time which would normally be used for conventional instructional responsibilities, but which is provided the Department Head for the performance of non-teaching duties.

### Design of the Study

The information gathered for this study came from a questionnaire which was sent to 168 secondary principals throughout the state of Iowa in September of 1982. The schools selected were those which employed department heads, according to information furnished by the Iowa Department of Public Instruction. The secondary schools surveyed for this study are listed in the Appendix, on pages 47 and 48,

The questionnaire was composed of two parts. The first portion of the questionnaire sought information about the schools that employed

department heads. An attempt was made to ascertain what size school employed department heads, how many department heads were designated in every school, and in what academic areas department heads were employed. In addition, an effort was made to determine what term a department head served, and how schools compensated department heads for their additional duties. An opportunity was also given for the principals to rate their satisfaction with the department head organization in their schools on a scale ranging from "Very Satisfied" to "Very Dissatisfied."

The second portion of the questionnaire sought information concerning the roles and responsibilities of persons designated department heads. Sergiovanni in his book, Handbook for Effective Department Leadership, summarized the roles and duties a department head is often called upon to assume. (30:47) Using these roles and duties as guides, the secondary principals were asked to rate a list of duties according to the degree of responsibility the department heads in their schools had for each of the duties. The rating system used was: 5 for maximum responsibility for the duty, 4 for considerable responsibility, 3 for moderate responsibility, 2 for some responsibility, and 1 for no responsibility for the duty.

A cover letter which explained the purpose of the study accompanied the questionnaire. In addition, a stamped, self-addressed envelope was included with each letter to encourage each principal to respond. Copies of the cover letter and questionnaire are included in the Appendix.

## CHAPTER TWO

### Review of Related Literature

The position of department head is an important one in the secondary schools of our nation. However, little research has concentrated on this position, and no research regarding the position of department head in Iowa schools is available.

The research that has been done can be divided into three general categories. One section of the literature deals with descriptive research regarding the department head in such states as Ohio, Indiana, Illinois, and New York. A second section of literature analyzes the roles that department heads play, focusing particularly on the problems associated with attempts to classify department heads. Is a department head a "master teacher" or a full-fledged member of the administrative team? A third section of literature emphasizes the necessity for, and various methods of, providing adequate in-service training so department heads can meet the expectations which are established for them.

#### Descriptive Research Regarding Department Heads

Easterday studied the duties and qualifications of department heads in selected high schools in Illinois, Indiana, Michigan, and Ohio. The schools surveyed ranged in size from one thousand to two thousand students and were located in city school systems. Of the fourteen schools chosen for the study, two schools did not have department heads, one had only an honorary chairman, and the remaining eleven had functional department heads. All eleven schools reported department heads

in the following areas: (1) English, (2) social studies, (3) science, (4) mathematics, (5) business education, and (6) foreign languages. Over half the schools also reported department heads in the following areas: (1) art, (2) industrial arts, (3) physical education, (4) home economics, and (5) music. (11:77)

Easterday reached the following general conclusions:

(1) In the schools sampled, the department heads were "of real service to that school." (11:83)

(2) The position of department head tended ". . . to organize the department in a purposeful, coherent unit directed toward achieving the goals of the department as an element of the overall school function." (11:84)

(3) The department head acted as a "two-way channel of communication" between the department and the schools' administration. (11:85)

(4) Adequate released time for the department head was the most important factor in determining departmental success. (11:85)

Thorun surveyed 344 high schools to determine if there was any significant trend away from the use of department heads in large senior high schools. To qualify, the sampled schools had to have a student population of one thousand or more and had to be co-educational, comprehensive, and publicly maintained.

Thorun reached the following conclusions from his study:

(1) There did not appear to be any trend away from the use of department heads in large high schools. (33:265)

(2) Over 90 percent of the schools surveyed utilized an organization based on departmentalization. (33:265)

(3) "The lack of sufficient released time was the most limiting factor in preventing a department head from functioning effectively." (33:265)

(4) The department head was viewed as "a person of many talents--an individual who could accept a variety of responsibilities." (33:266)

Manlove and Buser also examined existing practices in departmental organization and proposed some guidelines which they believed would lead to more constructive use of department heads in schools that had them. Conclusions similar to Thorum's were reported:

First, there was no trend away from the use of department heads. The study concluded that over 80 percent of the schools surveyed utilized department heads.

The department head was common in the large schools--those that employed one hundred or more teachers--with 98 percent of the principals reporting their employment; 88 percent of the middle-sized schools--those with seventy but less than one hundred teachers--utilized department heads; while 68 percent of the small schools--forty to sixty-nine teachers--did so. (24:101)

Second, there was no widespread dissatisfaction with the department head organization voiced by teachers, principals, or department heads. The study reported that 90 percent of the teachers and principals disagreed that schools would be better off without department heads. Likewise, 97 percent of the principals of schools with department heads reported they would "re-establish the departmental organization if they were reorganizing their schools." (24:101)

Third, teachers, principals, and department heads agreed that the lack of sufficient released time and authority prevented the department head from providing effective supervision. (24:102)

In short, Manlove and Buser suggested that "the departmental organization was typical, rather than atypical, in the larger high schools." It was suggested that departmental organization was viewed by both administrators and teachers as "offering considerable potential for administrators." (24:104)

Another question that was considered by researchers was the question of compensation for department heads. How are department heads compensated for their additional responsibilities? Three sources provided information in this respect:

Papalia reported that the department head received an average of \$430 as remuneration for extra duties, and had an average of eighty minutes of released time per day to carry out the responsibilities. (28:3) By contrast, McLean reported that department heads were compensated an average of \$2400 above the teacher's salaries, and department heads were required to teach two periods out of seven, with no assignment to study hall. (26:4) Easterday reported that approximately half, 50.6 percent, of the department heads he sampled received both extra pay and released time as compensation. Extra pay only was received by 15.2 percent of the department heads surveyed, while 22.8 percent were relieved of some teaching duties only. Only 6.3 percent of the department heads sampled reported no extra compensation of any kind. (11:81)

Just as a department head's duties and responsibilities vary drastically from school to school and from district to district, it appears that the compensation department heads receive varies as well.

#### The Roles of Department Heads

A second section of literature dealing with the department head

analyzed the position by defining the roles played by a person designated the department head. Many authors who wrote about the department head seemed to have trouble with the term itself. Because the department head's functions vary so drastically, the confusion is predictable.

Papalia surveyed schools in Western New York to determine how much time department heads spend in teaching and on departmental activity. He concluded that nearly 81 percent of a department head's time was spent in classroom teaching. In addition, 5 percent of a department head's time was spent in curriculum development and 4 percent in performing administrative duties. The remaining time was spent in classroom supervision (3.5 percent), budgeting (3 percent), assisting new teachers (3 percent), and providing in-service training for staff (0.5 percent). (28:5)

Lindsay argued that it was necessary to determine guidelines for the roles and duties of department heads and added that three general questions needed consideration: (1) Do department heads insure more effective departmental administration? (2) How might a department head improve teaching, as well as organization, within a department? and (3) What are the specific responsibilities of the job?

Lindsay pointed out that one factor to consider in determining the need for a department head was the size of the student body and faculty. She held that if there were more than 550 students and more than three teachers in a specific subject area, a department head was probably needed. (20:24)

Secondly, Lindsay claimed that department heads can actually improve teaching. Department heads can help students resolve problems related to



curriculum, such as conflicts in course schedules and fulfilling departmental requirements for graduation. The department head can also resolve discontent among teachers over issues such as course assignments, curriculum content, and class size. Likewise, the department head can act as a liaison between faculty and administration.

Lindsay also related how important it was to outline and discuss the responsibilities of the position with candidates for the job; this helped to avoid subsequent misunderstandings. She explained that the reason for many misunderstandings about the department head position resulted from the fact that there are two ways of defining the role of the department head--one as an administrator, the second as a leader with fewer and different responsibilities than an administrator. She elaborated the distinction between the two definitions as follows:

If the department head is classified as an administrator, he should be given a supplementary contract. As a member of the administrative team, he is a nonstriking member of the staff. Qualifications such as certification as an administrator, a master's degree, and graduate work in curriculum and supervision would be necessary.

If the department head is classified as a supervisor or master teacher, he has fewer administrative responsibilities and is basically a teacher who has agreed to assume the responsibility for organizing the department. Although he works closely with an administrator, he is not an administrator. (20:24)

Similar concerns were expressed by Verchota when he explained that department heads have usually been asked to be a teacher first and an administrator afterwards. This request has created a classic example of role conflict which produces frustration. Since the department head has been expected to perform both administrative and specialist functions, there has been reason to expect confusion over the role of department chair--is he "specialist" or manager"?

Verchota studied the power exercised by the department head in selected high schools. Among his findings were the following:

(1) Teachers viewed the department head as "exercising a degree of power comparable to that of the assistant principal." (35:130)

(2) Teachers perceived the department head as possessing "a greater degree of power over the teacher than that exercised by any other hierarchical level." (35:130)

Verchota insisted that the department head has apparently passed beyond the "odd-job" conception:

The department head is emerging as a position that exercises a considerable degree of influence on the operation and direction of schools, the faculty accepts the position of department head, and the department head acts as a unifying center for the faculty. It is imperative that this new role be recognized in order to enhance the quality of the education program. (35:132)

In a series of legal decisions, New York State has attempted to come to grips with the same question concerning the proper role for department heads. According to White (38:206), since 1967 when public employees in New York were given the right ". . . to form, or join, organizations for the purpose of collectively negotiating with the public employer," a need has arisen to define clearly the department head's role so that he or she may be placed in either the rank-and-file teacher negotiating unit, or the administrative negotiating unit. In one case it was ruled that ". . . department heads had greater shared concerns with the administrators than they did with the teacher groups." (38:201) The ruling continued:

If a department head could hire, fire, evaluate, recommend teacher tenure, act on the employer's behalf in grievance procedures, and assign or transfer personnel, he was, obviously, carrying out supervisory functions. (38:201)

According to White, the professional lives of department heads in New York will change as a direct result of these rulings. In three similar court decisions in New York, the department head's responsibility for being ". . . a subject specialist and consultant to the secondary school principal in judging teacher performance" was emphasized. (38:206) Consequently, department heads will begin to interact more frequently with principals in the local negotiating unit, and according to the author, a new stage of working relationships may begin among members of "the administrative team."

Gallagher (13:3) told of a similar situation in Bucks County, Pennsylvania. In Pennsylvania, department heads were not in the teacher bargaining unit, and when teachers went out on strike, the department heads were obligated to go into the school and teach. The strike lasted ten weeks; regular teaching staff were unemployed while the department heads were working. Incidents such as this have many administrators concerned about what will happen in the future to the relationship between members of the regular teaching staff and the department heads.

Several authors have suggested that the most important issue in utilizing department heads is to define the role that department heads are to play in a way which leaves no room for any misunderstanding. Gallagher emphasized the importance of job descriptions:

The greatest disappointment comes about when there are no job descriptions at all for the position of department head. Some are paid money, some are given released time, and some are given both--yet the problem remains. Job descriptions are so vague or non-existent--department heads just don't know what to do. (13:3)

Gallagher cited an example of that vagueness in one school's job description for a department head or coordinator. The job description simply

stated: "The coordinator shall continue to do the work assigned to him by the Principal in running his department in the best possible manner." (13:4)

Similar suggestions about role descriptions were made by Callahan. His book, The Effective School Department Head, provided an overview of the department head position and offered specific recommendations designed to improve the quality of that position. Callahan stated:

Unless a chairman's duties are clearly defined, he may not be aware of the kinds of services which he can and must provide in his school. In such cases, his work may suffer as much from lack of perspective as from any lack of ability on his own part. (9:25)

Today the controversy over the role of the department head continues. The basic questions raised are these: How do we classify department heads? Are department heads "master teachers" or full-fledged members of the administrative team? Perhaps McKean and Hemenway summarized the controversy best when they concluded:

The position of department head was initially conceived and instituted because of some very real contributions which might be realized. However, somehow the performance has seldom lived up to the potential. We believe that a carefully formulated position description, adopted by the district, interpreted to the department head and related directly to the evaluation of his position would go far to improve the situation. (25:3)

### In-Service Training for Department Heads

A third major section of literature dealing with the department head emphasized the need to provide adequate in-service training so that the department heads may meet the expectations which are established for them. As Callahan so aptly insisted:

It is indefensible--professionally and economically--for a district to appoint a teacher to fill a position as complex and demanding as that of the department head and then simply to leave him there to shift for himself as best he can. (9:108)

The question that remains to be answered is this: What type of in-service program can be offered to those people designated "department head"?

The in-service program for a department head can be quite simple. Callahan claimed that one of the most profitable in-service programs that could be offered to any department head would be the opportunity to "observe how his counterparts operate in schools other than his own." (9:109) Requesting the department head to visit outstanding schools in his/her area could be very valuable. By visiting with other school personnel and making simple observations, a new perspective for his/her own position could be achieved.

What methods could be used to determine the "needs" of department heads? Weaver and Gordon (36:578) related one method that was used with secondary social studies department heads in Illinois. In an effort to identify the professional needs of department heads, two broad questions were asked: (1) What responsibilities are most important in your job? and (2) What responsibilities do you consider yourself most competent to fill?

Using a system that required department heads to rank a series of tasks, first by how important the task was to their job, and second by how competently they saw themselves accomplishing each task, the department heads chose three topics as being most important to their jobs: Human Relations, Educational Planning, and Staff Management. Ironically, they also identified these three areas as the ones they were least competent in. It appeared that the department heads judged these areas to be important, yet they considered themselves to be less competent in

these areas than they would like to be. Consequently, Weaver and Gordon suggested that these three areas should be well received as in-service topics. They concluded:

The time has come to provide meaningful in-service programs for department heads. We believe that careful consideration of the areas outlined here can result in in-service experiences that department heads will recognize as relevant and useful in performing their duties. (36:580)

Another positive program attempted to broaden the perspective of the department head by making him/her familiar with the job of the administrator. Such an approach was referred to as "team observation" and was described by Kostman. (18:45)

Department heads in Kostman's high school expressed the need to work more closely with the principal on observation techniques. A three-cycle program of observation was initiated, which included the department head working jointly with the principal on classroom observation.

The first cycle consisted of the principal observing each department head in the process of teacher evaluation--pre-observation conference, observation, and post-observation conference. This was followed by an evaluation of the department head's work by the principal.

A second cycle reversed the roles as the department head observed the principal and evaluated the principal's techniques of teacher evaluation. "Department Chairs remarked about the gains they had derived from observing the principal while he actively engaged in supervising a teacher." (18:47)

The third cycle involved the department heads observing and evaluating each other at work. Each department head engaged in four visits for the purpose of observation--two visits with colleagues in an allied

field of study and two visits with colleagues in a less allied field of study.

The program was very well received by both department heads and principal. Such a three-phase approach gave the department heads a better view of the supervision process. As the authors concluded:

Most evident is a heightened sense of the school's highest priority--the learning-teaching process and the significance of creative, helpful supervision in its implementation. (18:49)

From the literature, it appears that the three previous examples of in-service opportunities for department heads are not the norm, and far too many school districts do nothing at all in this area. Callahan in his major study of the department head noted that there was:

. . . a general absence of any kind of effective, systematic, and on-going training program for new or veteran department heads in the school districts he visited as part of his project. (9:108)

The position of department head is an important one in the secondary schools of our nation. Descriptive research regarding the department head, research analyzing the roles played by department heads, and research emphasizing the necessity of in-service training for department heads does exist; however, no research is available regarding the position of department head in Iowa secondary schools.

## CHAPTER THREE

### Findings and Analysis of the Data

A total of 168 questionnaires were distributed to secondary principals in Iowa whose schools were identified by the Iowa Department of Public Instruction as employing department heads. Of this total, 152 principals, or 91 percent, returned the completed questionnaires. However, 46 schools returned the form stating that the Department of Public Instruction "must have inferred" from the Basic Educational Data Survey forms that the single members in their departments functioned as department heads. Other principals suggested that the single members in their departments were intentionally designated "department heads" in an effort to receive periodic mailings from the Department of Public Instruction.

#### The Characteristics of Department Heads

(1) For the schools employing department heads, what is the predominant organizational pattern and size of school? (Figure 1)

In terms of organizational pattern, most of the schools, 47.2 percent, contained grades 9-12. In addition, 26.4 percent contained grades 10-12, and 24.5 percent contained a 7-12 organizational pattern. Two schools reported a modified form of these grade sequences--one a 5-12 organization and one an 8-12 pattern.

In terms of student population, 42.5 percent of the schools had a student enrollment of under 400 students, 26.4 percent of the schools had a student enrollment of 400 to 800, and the remainder of the schools, or 31.1 percent, had a student enrollment of over 800 students. This



Figure 1  
Student Enrollment Categories  
by Organizational Pattern

Student Enrollment Categories	Organizational Pattern											
	5-12		7-12		8-12		9-12		10-12		Totals	
	N	%	N	%	N	%	N	%	N	%	N	%
100 - 399	0	0.0	22	20.7	1	1.0	17	16.0	5	4.7	45	42.5
400 - 799	1	1.0	3	2.8	0	0.0	14	13.2	10	9.4	28	26.4
800 - 1199	0	0.0	1	1.0	0	0.0	6	5.7	7	6.6	14	13.2
Over 1200	0	0.0	0	0.0	0	0.0	13	12.3	6	5.7	19	17.9
Totals	1	1.0	26	24.5	1	1.0	50	47.2	28	26.4	106	100.0

information is interesting since in the professional literature, research on department heads was generally conducted only on schools which had a student population of 1,000 or more.

(2) How many designated department heads are employed in the schools surveyed? How many are male and how many are female? (Figures 2 and 3)

The 106 secondary principals reported a total of 1023 department heads employed in Iowa secondary schools. There appeared to be some correlation between the size of the school and its organizational pattern to the number of department heads employed. Schools with student enrollments of 100 to 399 employed an average of just over seven department heads; schools with student enrollments of from 400 to 799 employed an average of just over ten department heads, while schools with student enrollments of 800 to 1199 employed an average of nearly eleven department heads. In addition, schools with enrollments over 1200 students employed an average of thirteen department heads.

Likewise, schools with an organizational pattern of grades 7-12 employed an average of just over seven department heads. Schools with an organizational pattern of 9-12 averaged over nine department heads, while schools with an organizational pattern of 10-12 averaged over twelve department heads.

In terms of the gender of department heads, some principals chose not to make such a designation on the questionnaire. Of the 977 department heads designated male or female, 649 (66.4 percent) were male, and 328 (33.6 percent) were female.

(3) What academic areas employed department heads? (Figure 4)

Most of the schools surveyed employed department heads at least in

Figure 2

Number of Department Heads According to  
Student Enrollment Categories

<u>Student Enrollment Categories</u>	<u>Number of Schools Employing Department Heads</u>	<u>Number of Department Heads</u>	<u>Average Number of Department Heads Per Student Enrollment Category</u>
100 - 399	45	335	7.44
400 - 799	28	287	10.25
800 - 1199	14	153	10.93
Over 1200	19	248	13.05
<u>Totals</u>	<u>106</u>	<u>1023</u>	

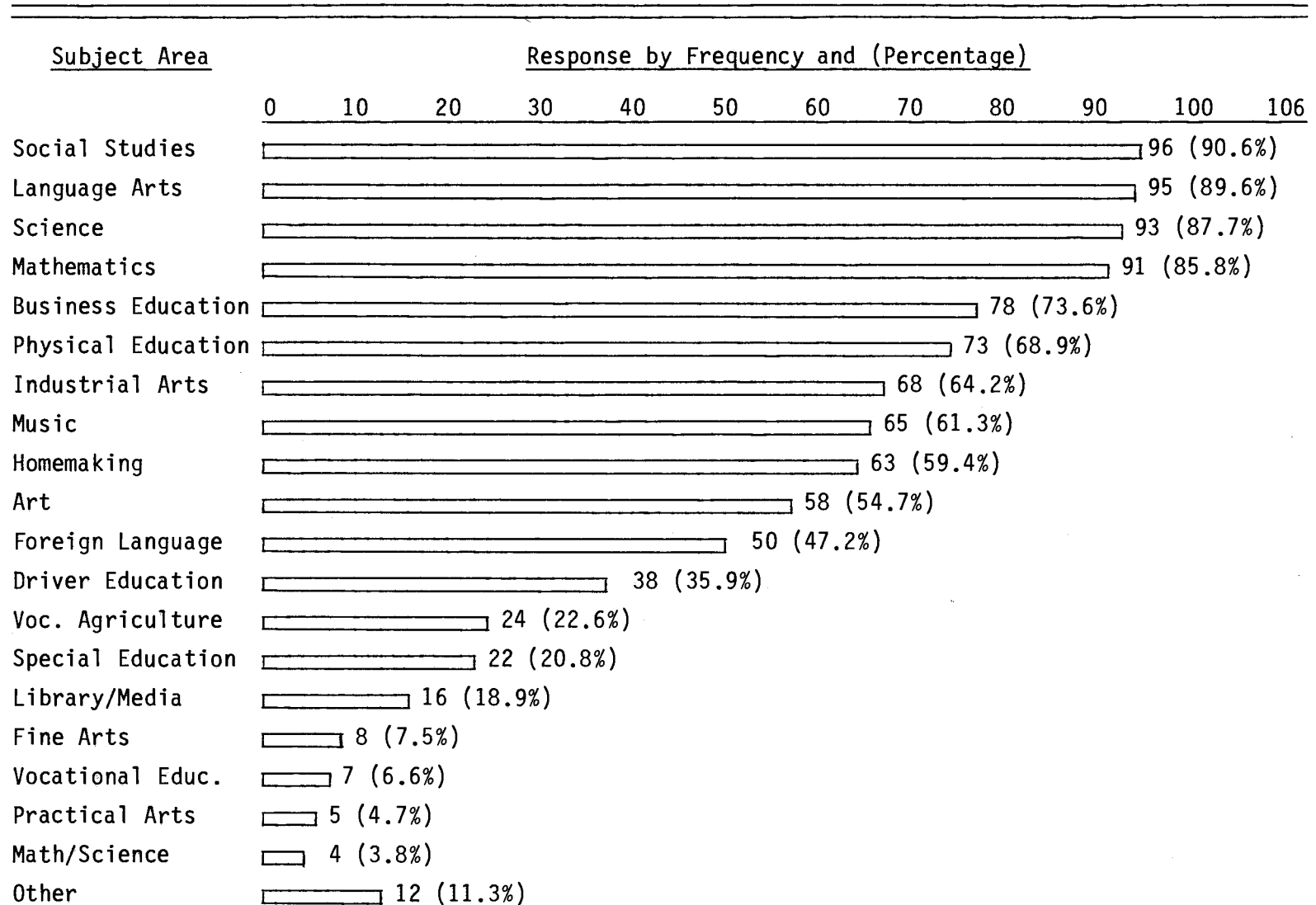
Figure 3

Number of Department Heads According to  
Organizational Pattern

<u>Organizational Pattern</u>	<u>Number of Schools</u>	<u>Number of Department Heads</u>	<u>Average Number of Department Heads Per Organizational Pattern</u>
Grades 5 - 12	1	14	—
Grades 7 - 12	26	185	7.12
Grades 8 - 12	1	4	—
Grades 9 - 12	50	476	9.52
Grades 10 - 12	28	344	12.29
Totals	<u>106</u>	<u>1023</u>	

Figure 4

Subject Areas with Designated Department Heads



the four major academic disciplines: (1) Social Studies, 90.6 percent, (2) Language Arts, 89.6 percent, (3) Science, 87.7 percent, and (4) Mathematics, 85.8 percent. In addition, schools reported department heads in the following areas: (1) Business Education, 73.6 percent, (2) Physical Education, 68.9 percent, (3) Industrial Arts, 64.2 percent, (4) Music, 61.3 percent, (5) Home Economics, 59.4 percent, and (6) Art, 54.7 percent. Other department heads existed in areas such as foreign languages, driver education, vocational agriculture, special education, and library/media.

(4) What term of appointment does the department head serve?

According to the questionnaire results, 70.8 percent of department heads served an indefinite term of appointment, while 25.5 percent served a one-year term that was renewable. In the schools surveyed, only 3.7 percent rotated the position from instructor to instructor each year.

The professional literature suggested that:

. . . the frequent rotation of department heads or arbitrary limits to their term of office seems inconsistent with sound administrative practices since, typically, personnel changes produce discontinuity in policies and procedures. (24:106)

These ideas seem to be consistent with established practices in Iowa secondary schools.

(5) How are department heads compensated in Iowa secondary schools?

Surprisingly, nearly 51 percent of the principals in the survey reported that their department heads received no extra compensation of any kind. In addition, nearly 24 percent of the department heads received extra pay only. Approximately 15 percent of the department heads received both extra pay and released time, while just over 10 percent received released time only.

These findings are interesting, since they seem to conflict with the professional literature regarding department head compensation. The professional literature consistently emphasized the need to provide released time to department heads. Some of the following statements are representative:

Released time from classroom teaching assignments should be a condition of employment (for department heads) rather than a compensation for the assignment. Financial compensation alone cannot substitute for released time since inadequate time, regardless of the reason, limits the department head's opportunity to visit classes, confer with teachers, conduct demonstration lessons, and administer departmental affairs. (9:117)

Give them (department heads) time to do the job. All too often, we give them an "extra" free period to do the job. By so doing, we define the limits of what we can expect. (26:4)

. . . the lack of sufficient released time was the most limiting factor in preventing a department head from functioning effectively. (33:265)

Surprisingly, the statistics revealed that nearly 75 percent of the schools surveyed in Iowa did not provide any released time to enable department heads to perform their stated functions.

Likewise, when school size was compared to method of compensation, another pattern emerged. (Figure 5) The smallest schools in terms of student enrollment were more apt to provide no compensation of any type. Only 13 percent of schools with student enrollment between 100 and 400 compensated department heads with released time or both extra pay and released time.

Large schools, however, did not appear to be doing much either in terms of compensation. Less than 50 percent of the larger schools provided released time or both extra pay and released time as compensation.

(6) Do you as a principal see a movement away from the use of department heads in your school?

Figure 5  
 Comparison of "School Size" to  
 Method of Compensation

<u>Student Enrollment Categories</u>	<u>No Compensation</u>	<u>Compensation</u>		<u>Both Extra Pay &amp; Released Time</u>
		<u>Extra Pay Only</u>	<u>Released Time Only</u>	
100 - 399	29	10	0	6
400 - 799	13	8	4	3
800 - 1199	5	4	3	2
Over 1200	7	3	4	5



Principals that were surveyed definitely did not see a trend away from the use of department heads in Iowa schools. Survey results showed that 86 percent of the principals saw no movement away from department head usage, while 14 percent did see such a movement.

Of those 14 percent who did see a movement away from the use of department heads, three main reasons were most frequently cited: (1) the financial situation in many schools seemed to have made the department head a "luxury" to them; (2) reduction in force had made it necessary to eliminate the department head position, and (3) no real purpose was seen for the continuation of the department head position, since it had very little responsibility.

(7) How would you rate your satisfaction with the department head organization of a scale ranging from "1 - Very Dissatisfied" to "4 - Very Satisfied"? (Figure 6)

From the questionnaire results, there appeared to be a great deal of satisfaction with the department head organization among secondary principals. Nearly 96 percent of the principals characterized their reaction to the department head organization as "satisfied" or "very satisfied." Approximately 5 percent were "less than satisfied," with less than 2 percent terming themselves "very dissatisfied."

#### The Utilization of Department Heads

The second portion of the questionnaire dealt with the major duties of department heads in Iowa secondary schools. A list of the roles and duties that a department head is often called upon to assume was identified, and principals were asked to rate these duties according to the

Figure 6  
Principals' Rating of Satisfaction  
with Department Heads

	Rating	Responses	Percentage
Very Dissatisfied	1.0 - 1.49	2	1.9
	1.5 - 1.99	0	0.0
Dissatisfied	2.0 - 2.49	3	2.9
	2.5 - 2.99	18	17.3
Satisfied	3.0 - 3.49	47	45.2
	3.5 - 4.00	34	32.7

Scale:

- 1.0 - Very Dissatisfied
- 2.0 - Dissatisfied
- 3.0 - Satisfied
- 4.0 - Very Satisfied

degree of responsibility department heads in their schools had for each of the duties. (Figures 7 and 8)

Five duties were chosen by the principals as being ones for which their department heads had "considerable responsibility." The five duties were: (1) Recommending curriculum revisions, (2) Recommending textbooks for adoption, (3) Submitting budget requests, (4) Taking inventory, and (5) Making out requisitions.

It was encouraging to discover that the principals listed the two main duties of department heads as (1) recommending curriculum revisions, and (2) recommending textbooks for adoption. Administrators often need to rely on the specialized training and experience of department heads to handle the curriculum decisions regarding each subject area.

In addition, a department head is of real value to the teachers within a department. As Callahan noted:

. . . . A good department head is a valuable resource person for the teachers in his department. He is a resident curriculum consultant, a teacher-leader who is knowledgeable about his subject and about the latest methods of teaching it effectively. (9:62)

Department heads were seen as having "moderate responsibility" for five of the listed duties, according to the principals. These duties were: (1) Serving on the in-service committee, (2) Co-ordinating with other department heads, (3) Assisting the Guidance Department in the preparation of orientation materials, (4) Making reports at the Board of Education meetings, and (5) Interviewing prospective teachers.

These many responsibilities suggest one very important conclusion-- department heads have many "hats" to wear. They are not only expected to be "master teachers" and subject matter experts, but instructional leaders of their departments, as well as effective "office managers."

Figure 7

Department Head Responsibility  
for Major Duties

<u>Duty</u>	<u>Responsibility</u>				
	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
1. Evaluate Teachers . . . . .	2	2	4	11	87
2. Make Out Requisitions . . . . .	27	42	17	9	11
3. Approve Invoices and File Purchase Orders . . . . .	13	16	18	17	42
4. Take Inventory . . . . .	38	31	15	8	14
5. Submit Budget Requests . . . . .	49	33	7	8	9
6. Approve Conference and Travel Requests . . . . .	5	8	14	18	61
7. Attend Administrative Meetings . . . . .	23	7	9	11	56
8. Recommend Textbooks for Adoption . . . . .	45	36	15	3	7
9. Serve on In-Service Committee . . . . .	30	31	23	7	15
10. Recommend Curriculum Revisions . . . . .	49	38	15	3	1
11. Make Reports at Board of Education Meetings . . . . .	19	18	27	16	25
12. Interview Prospective Teachers . . . . .	12	22	30	15	27
13. Coordinate with Other Department Heads . . . . .	20	33	30	15	8
14. Assist Guidance Office in Preparing Orientation Booklet and Materials . . . . .	16	28	25	19	18
15. Obtain Substitute Teachers for Their Curricular Area . . . . .	4	0	4	5	93

Scale:

- 5 - Maximum Responsibility for this duty
- 4 - Considerable Responsibility for this duty
- 3 - Moderate Responsibility for this duty
- 2 - Some Responsibility for this duty
- 1 - No Responsibility for this duty

Figure 8  
Rank of Major Duties

<u>Duty</u>	<u>Mean Score</u>	
1. Recommend Curriculum Revisions . . . . .	4.24	} Considerable Responsibility
2. Recommend Textbooks for Adoption . . . . .	4.03	
3. Submit Budget Requests . . . . .	3.99	
4. Take Inventory . . . . .	3.69	
5. Make Out Requisitions . . . . .	3.61	
6. Serve on In-Service Committee . . . . .	3.50	} Moderate Responsibility
7. Coordinate with Other Department Heads . . . . .	3.41	
8. Assist Guidance Department in Preparing Orientation Booklets and Materials . . . . .	3.04	
9. Make Reports at Board of Education Meetings . . . . .	2.88	} Some Responsibility
10. Interview Prospective Teachers . . . . .	2.80	
11. Approve Invoices and File Purchase Orders . . . . .	2.46	
12. Attend Administrative Meetings . . . . .	2.35	} No Responsibility
13. Approve Conference and Travel Requests . . . . .	1.86	
14. Evaluate Teachers . . . . .	1.31	
15. Obtain Substitute Teachers for Your Curricular Area . . . . .	1.28	

Scale:  
5 - Maximum Responsibility for the Duty  
4 - Considerable Responsibility for the Duty  
3 - Moderate Responsibility for the Duty  
2 - Some Responsibility for the Duty  
1 - No Responsibility for the Duty

In addition, many principals seemed reluctant to state that department heads "interview" prospective teacher candidates. On the questionnaire, some principals chose to clarify the statements by suggesting that department heads "participate in the interview process," but the decision was made administratively.

Department heads were seen by principals as having "some responsibility" for three of the listed duties. These duties were: (1) Approving invoices and filing purchase orders, (2) Attending administrative meetings, and (3) Approving conference and travel requests.

Again, many of these duties were looked upon as "administrative" in nature and within the realm of administrative responsibility. Some principals clarified the duty statements to read that department heads "submit" invoices or "suggest" conference and travel requests, but not "approve" them.

Most of the principals agreed that their department heads had "very limited responsibility" for two of the listed duties. These duties were: (1) Evaluating teachers, and (2) Obtaining substitute teachers for their curricular area. These duties were apparently seen as "administrative" in nature, and were considered duties for the administrator to perform.

Further analysis of the data provided the basis for some interesting conclusions. Initially when asked to rate their satisfaction with the department head organization, twenty-three principals responded they were "less than satisfied." A comparison was made between that group and the twenty-three principals who were "most satisfied." The comparison was based on (1) the duties the two groups perceived their department heads performing, and (2) how they compensated their department heads.

(Figures 9 and 10)

Figure 9

Department Head Duties--Twenty-Three Principals "Most Satisfied" with  
 Department Head Organization Compared to Twenty-Three Principals  
 "Least Satisfied" with Department Head Organization

Duty	Mean Duty Responsibility		Mean Difference
	Most Satisfied Principals	Least Satisfied Principals	
1. Evaluate Teachers	1.57	1.13	0.44
2. Make Out Requisitions	3.91	3.09	0.82
3. Approve Invoices and File Invoices	2.78	2.00	0.78
4. Take Inventory	3.78	3.17	0.61
5. Submit Budget Requests	4.26	3.65	0.61
6. Approve Conference and Travel Requests	2.35	1.35	1.00
7. Attend Administrative Meetings	2.61	2.04	0.57
8. Recommend Textbooks for Adoption	4.39	3.56	0.83
9. Serve on In-Service Committee	3.74	3.39	0.35
10. Recommend Curriculum Revisions	4.52	4.13	0.39
11. Make Reports to Board of Education Meetings	3.45	2.56	0.89
12. Interview Prospective Teachers	3.43	2.52	0.91
13. Coordinate With Other Department Heads	3.87	2.87	1.00
14. Assist Guidance Department With Orientation Booklets and Materials	3.30	2.69	0.61
15. Obtain Substitute Teachers for Your Curricular Area	1.48	1.17	0.31

Scale

- 5 - Maximum Responsibility for the Duty
- 4 - Considerable Responsibility for the Duty
- 3 - Moderate Responsibility for the Duty
- 2 - Some Responsibility for the Duty
- 1 - No Responsibility for the Duty

Figure 10

Department Head Compensation--Twenty-Three Principals "Most Satisfied" With  
Department Head Organization Compared to Twenty-Three Principals  
"Least Satisfied" With Department Head Organization

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<u>Compensation</u>	<u>"Most Satisfied" Principals</u>	<u>"Least Satisfied" Principals</u>
1. No Compensation of Any Kind	7	16
2. Extra Pay Only	5	4
3. Released Time Only	6	0
4. Both Extra Pay and Released Time	5	3



When the duties that department heads perform were compared between the two groups, in 100 percent of the cases, principals who were "most satisfied" with department head organization also gave their department heads more to do (delegated them more authority) as measured by the duties listed on the survey. Likewise, in 100 percent of the cases, the principals who were "least satisfied" with the department head organization gave their department heads less responsibility for the duties listed on the questionnaire.

Perhaps this speaks most to the issue of administrative expectations. If department heads are held in high esteem and viewed in light of what they are able to accomplish within a school setting, principals might have higher expectations of them. If a principal sees his staff as a group of bright, educated people, he will be much more likely to make an attempt to get things done through their efforts.

Another interesting conclusion resulted when a comparison was made between the two groups of principals regarding the method of compensating the department heads. (Figure 10) It was interesting to note that sixteen of the twenty-three principals who were "least satisfied" with the department head structure gave no compensation of any kind to the designated department head. Conversely, sixteen of the twenty-three principals who were "most satisfied" with the department head structure compensated their department heads in some way--by providing extra pay, released time, or both extra pay and released time.

This seems to suggest that the principals "most satisfied" with department heads value the contributions that can be made by them and see a need to compensate them accordingly.

## CHAPTER FOUR

### Summary, Conclusions, and Recommendations

Discontent with American public education seems to be emerging from all segments of society. Demands made by the American public, new guidelines passed by federal and state legislatures, problems associated with declining student enrollments, and student discipline have made the principal's job a difficult one. As a result, the principal's role as "the instructional leader" is often slighted and the average administrator is hard-pressed to provide the leadership the faculty requires.

Many schools have addressed this issue by hiring an "assistant principal for instruction" or a "director of curriculum and instruction." Another solution, which offers real promise, calls for the principal to delegate more responsibility to department heads and make use of their expertise to assist in running increasingly complex schools. As St. John so succinctly observed: "The truly effective principal delegates as many important matters as he or she can. The sharp principal focuses on getting things done through others." (32:19)

One group of "others" that secondary principals may utilize is the secondary school department head. Data gathered by a questionnaire that was sent to Iowa secondary principals revealed that there are presently over one thousand department heads in Iowa secondary schools. They are employed by schools ranging in size from under three hundred students to schools with enrollments of over sixteen hundred. The survey data also revealed that larger schools employed more department heads than smaller

schools and that schools with an organizational pattern of 10-12 employed more department heads than schools with an organizational pattern of 7-12.

Most of the schools surveyed employed department heads at least in the four major academic disciplines of Social Studies, Language Arts, Science, and Mathematics. Many schools also reported department heads in such areas as Business Education, Physical Education, Industrial Arts, Music, as well as others.

Most department heads served an indefinite term of appointment, while a significant group served a renewable one-year term. Very few schools reported the "rotation" of the department head position from instructor to instructor each year.

One of the most interesting findings revealed that over half of the principals reported that their department heads received no compensation of any kind. In addition, nearly one quarter of the department heads received only extra pay as compensation. Surprisingly, this suggests that nearly 75 percent of the department heads in Iowa secondary schools are provided no released time to enable them to perform their stated functions.

Likewise, when method of compensation was compared to school size, it became evident that the smallest schools in terms of student enrollment were more apt to provide no compensation of any kind. However, the larger schools were disappointing in this respect as well, with less than half of them providing released time, or both extra pay and released time, as compensation.

Regardless of the above mentioned statistic, secondary principals do not see a trend away from the use of department heads. On the contrary,

principals expressed a great deal of satisfaction with the department head organization. Nearly 95 percent of the principals indicated they were "satisfied" to "very satisfied" with the department head organization.

It also became evident that the department head's duties and responsibilities varied from school to school and from district to district. Some principals delegated their department heads responsibilities such as "evaluating teachers" or "obtaining substitute teachers for their curricular areas" while the majority of principals saw this as "an administrative responsibility." The two duties most frequently chosen by principals as ones for which their department heads had "considerable responsibility" were: (1) Recommending curricular revisions, and (2) Recommending textbooks for adoption.

This single finding is quite encouraging since it suggests that administrators are relying on the department head's specialized training and experience to handle curriculum decisions regarding each subject area.

Further analysis of the data provided the basis for two additional conclusions. A comparison of survey responses was made between a group of twenty-three principals who were "less than satisfied" with the department head organization and twenty-three principals who were "most satisfied" with the department head organization. The comparison was based on the duties each group perceived their department heads performing and how they compensated their department heads.

The data revealed that in 100 percent of the cases, principals who were "most satisfied" with the department head organization gave their department heads more to do (delegated them more authority) as measured

by the duties listed on the survey. Likewise, in 100 percent of the cases, the principals who were "least satisfied" with the department head organization gave their department heads less responsibility for the duties listed.

Another interesting conclusion resulted when a comparison was made between the two groups regarding the methods of compensating department heads. Data showed that sixteen of the twenty-three principals who were "least satisfied" with department head structure also gave no compensation of any kind to the department head. Conversely, sixteen of the twenty-three principals who were "most satisfied" with the structure compensated their department heads in some way.

In the past, and especially in the present, many principals have failed to utilize the potential value of department heads by refusing to delegate them authority and by failing to give them adequate time to do the job that has been expected of them. As Beck and Rosenberger related: "In view of the training and experiential qualifications held by most department heads, failure to utilize them fully is a criminal waste of potential." (2:51)

Using a similar tone, McLean concluded:

In summarizing my feelings about the role of department heads, I don't think we should underestimate their importance. . . . I have seen good principals ultimately fail to meet their own potential because they never learned to harness the strong forces which go with the role of the department head. (26:6)

Department heads can serve a real purpose in today's schools. When school administrators recognize that department heads can be influential in helping to run increasingly complex schools, a step in the right direction will have been taken.

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## APPENDIX

Cedar Falls, Iowa  
September 7, 1982

Dear High School Principal:

I am sure that this letter reaches you at a busy time in the 1982-83 school year, but I hope that I might have a small amount of your time in requesting some information which is quite important to me.

I am a graduate student at the University of Northern Iowa, and am working on a Master's Degree program in the area of Secondary School Administration. To complete requirements for the Master's Degree, it is necessary to write a research paper. Under the direction of my Graduate Advisor, Dr. James Albrecht, I intend to research the roles and characteristics of Department Heads in Iowa secondary schools.

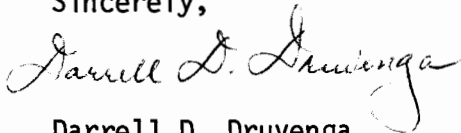
According to information from the Department of Public Instruction, your school employs Department Heads. Please take a few minutes to read through the enclosed questionnaire and react to it based on your experiences with department heads in your school. You are assured that the questionnaire is for my research purposes only, and no school will be identified by name in my results.

I want to thank you for your time and effort in this matter. If you would desire to receive a copy of the results when they are available, please check the box on the questionnaire.

I would like to have all survey results returned by September 17. Please use the self-addressed and stamped envelope to return your completed questionnaire.

Thank you again for your assistance.

Sincerely,



Darrell D. Druvenga

1. Please check the grade span in the school you serve as Principal and list the student enrollment in your building.

- Grades 7-12
- Grades 8-12
- Grades 9-12
- Grades 10-12

Student Enrollment: \_\_\_\_\_

2. How many designated department heads do you have in your school system? \_\_\_\_\_

3. How many department heads in your school are Male? \_\_\_\_\_  
 How many department heads in your school are Female? \_\_\_\_\_

4. In which of the following areas do you have designated department heads:

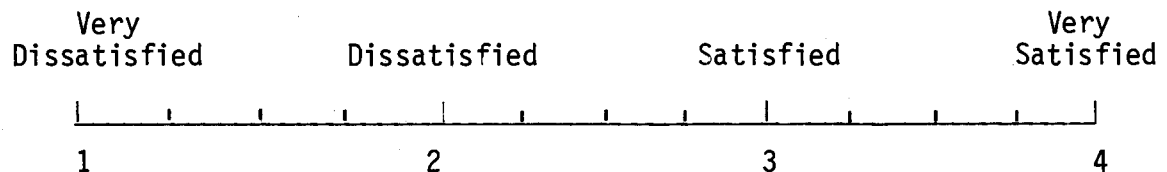
- |                                |                             |
|--------------------------------|-----------------------------|
| Vocational Agriculture _____   | Vocational Homemaking _____ |
| Art . . . . . _____            | Health/Physical Educ. _____ |
| Business Education . . . _____ | Industrial Arts . . . _____ |
| Driver Education . . . _____   | Mathematics . . . . . _____ |
| English/Language Arts _____    | Music . . . . . _____       |
| Foreign Language . . . _____   | Science . . . . . _____     |
| Guidance . . . . . _____       | Social Studies . . . _____  |
| Other . . . . . _____          | Other . . . . . _____       |

5. What term does the department head serve in your school?  
 Position rotates from instructor to instructor each year.  
 One year term and renewable.  
 Indefinite term.

6. How are department heads "compensated" in your district?  
 No extra compensation of any type.  
 Both extra pay and released time. (How much of each:  
 Extra pay only. (How much? \_\_\_\_\_)  
 Released time only. (How much? \_\_\_\_\_)

7. Do you believe that there is a movement away from the use of department heads in your school? Yes or No ?  
 Feel free to elaborate:

8. How would you rate your satisfaction with the department head organization on the following continuum:



Directions: Circle the response which most accurately describes the degree of responsibility your department heads hold for each of the following duties.

- 5 - Maximum Responsibility for the Duty
- 4 - Considerable Responsibility for the Duty
- 3 - Moderate Responsibility for the Duty
- 2 - Some Responsibility for the Duty
- 1 - No Responsibility for the Duty

	<u>DUTY</u>	<u>RESPONSIBILITY</u>				
1.	Evaluate Teachers . . . . .	5	4	3	2	1
2.	Make out requisitions . . . . .	5	4	3	2	1
3.	Approve invoices and file purchase orders . . . . .	5	4	3	2	1
4.	Take inventory . . . . .	5	4	3	2	1
5.	Submit budget requests . . . . .	5	4	3	2	1
6.	Approve conference and travel requests . . . . .	5	4	3	2	1
7.	Attend Administrative meetings . . . . .	5	4	3	2	1
8.	Recommend textbooks for adoption . . . . .	5	4	3	2	1
9.	Serve on in-service committee . . . . .	5	4	3	2	1
10.	Recommend curriculum revisions . . . . .	5	4	3	2	1
11.	Make reports at Board of Education meetings . . . . .	5	4	3	2	1
12.	Interview prospective teachers . . . . .	5	4	3	2	1
13.	Coordinate with other Department Heads . . . . .	5	4	3	2	1
14.	Assist Guidance Department in preparing orientation booklets and materials . . . . .	5	4	3	2	1
15.	Obtain substitute teachers for their curricular area . . . . .	5	4	3	2	1

Check here if you desire to receive a copy of the final results when they are available.

Person filling out this questionnaire: \_\_\_\_\_

School Represented: \_\_\_\_\_

Iowa Secondary Schools Employing Department Heads

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1. Algona High School
2. Ames High School
3. Ankeny High School
4. Atlantic High School
5. Audubon High School
6. B-C-L High School - Conrad
7. Benton Community - Van Horne
8. Bettendorf High School
9. Boone High School
10. Britt High School
11. B-G-M High School - Brooklyn
12. Burlington High School
13. Carroll High School
14. Cedar Falls High School
15. Cedar Rapids Jefferson High
16. Cedar Rapids Kennedy High
17. Centerville High School
18. Central Dallas - Minburn
19. Central Lyon - Rock Rapids
20. Charles City High School
21. Clarke Community - Osceola
22. Clear Lake High School
23. Clinton High School
24. College Community - Prairie
25. Corning High School
26. Council Bluffs - Jefferson
27. Council Bluffs - Lincoln
28. Davenport Central High School
29. Decorah - Thomas Roberts High
30. Denison High School
31. Des Moines East High School
32. Des Moines Hoover High School
33. Des Moines North High School
34. Des Moines Roosevelt High School
35. Dubuque Senior High School
36. Dubuque Hempstead High School
37. East Buchanan - Winthrop
38. Edgewood-Colesburg High School
39. Emmetsburg High School
40. Fairfield High School
41. Fort Madison High School
42. Hamburg High School
43. Harlan High School
44. Howard-Winneshiek - Cresco
45. Independence High School
46. Indianola High School
47. City High - Iowa City
48. Iowa City West High School
49. Iowa Falls High School
50. Jefferson High School

Iowa Secondary Schools Employing Department Heads (Continued)

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|--|---|
| 51. Keokuk High School                     | 79. Ogden High School                   |
| 52. Lake Mills High School                 | 80. Osage High School                   |
| 53. Lamoni High School                     | 81. Perry High School                   |
| 54. Lewis Central - Council Bluffs         | 82. Postville High School               |
| 55. Lincoln High - Stanwood                | 83. Prairie - Gowrie High School        |
| 56. Linn-Mar - Marion                      | 84. Reinbeck High School                |
| 57. Malcolm Price Laboratory - Cedar Falls | 85. Riceville High School               |
| 58. Malvern High School                    | 86. Rock Valley High School             |
| 59. Manson High School                     | 87. Ruthven High School                 |
| 60. Marion High School                     | 88. SAC High School - Sac City          |
| 61. Marshalltown High School               | 89. Sanborn High School                 |
| 62. Mason City High School                 | 90. Sheffield-Chapin High School        |
| 63. Missouri Valley High School            | 91. Sioux City East High School         |
| 64. M-F-L - Monona                         | 92. Sioux City North High School        |
| 65. Monroe High School                     | 93. Sioux City West High School         |
| 66. Monticello High School                 | 94. South Hamilton - Jewell             |
| 67. Mount Pleasant High School             | 95. South Page - College Springs        |
| 68. Mount Vernon High School               | 96. Spencer High School                 |
| 69. Nevada High School                     | 97. Spirit Lake High School             |
| 70. Newell-Providence High School          | 98. Stuart-Menlo High School            |
| 71. New Hampton High School                | 99. Urbandale High School               |
| 72. New London High School                 | 100. Vinton - Washington High School    |
| 73. Newton Senior High School              | 101. Washington High School             |
| 74. North Fayette High School              | 102. Waterloo East High School          |
| 75. North Scott - Eldridge                 | 103. Waterloo West High School          |
| 76. Northwood-Kensett High School          | 104. Waverly-Shell Rock High School     |
| 77. Odebolt-Arthur High School             | 105. West Des Moines Valley High School |
| 78. Oelwein High School                    | 106. Williamsburg High School           |