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WHAT SUPERINTENDENTS RELY ON TO COMPLETE

KEY JOB RESPONSIBILITIES

by

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DISSERTATION

Presented to the Faculty of

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What Superintendents Rely on to Complete Key

Job Responsibilities

BY

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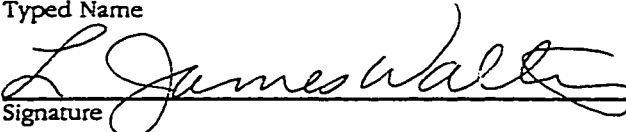
GRADUATE COLLEGE
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WHAT SUPERINTENDENTS RELY ON TO COMPLETE

KEY JOB RESPONSIBILITIES

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University of Nebraska, 1999

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The purpose of this study was to determine the extent superintendents in

Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming relied on (a)

prior administrative experiences, (b) network of colleagues, (c) professional and

governmental organizations, (d) academic preparation, and (e) research to effectively

complete key job responsibilities. For this study, the key job responsibilities were the

eight standards identified by the American Association of School Administrators

Commission on Standards for the Superintendency, chaired by John Hoyle, completed in

1993. The eight standards identified were: leadership and district culture, policy and

governance, communications and community relations, organizational management,

curriculum planning and development, instructional management, human resources

management, and values and ethics of leadership. A total of 207 superintendents with at

least three but not more than five years of experience were included in the study.

The findings associated with the research questions revealed that superintendents

relied on prior administrative experiences significantly more than any of the other four

variables to complete each key job responsibility. When all eight key job responsibilities were considered as a whole, prior administrative experiences were relied on significantly more than any other variable. Network of colleagues were relied on significantly more than professional and governmental organizations, research, and academic preparation. Research and academic preparation were relied on equally, but less so than any of the other variables.

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Chapter 1

INTRODUCTION

Context

For years critics have argued educational administration programs do little to
prepare graduates for the real work of the superintendency. While educational
administration preparation programs may be intellectually challenging, though some
researchers would question this, they do not appear to have significant practical use for
the beginning superintendent during his or her first few years on the job (Murphy, 1992).
Few practitioners cite their training for certification as school administrators as a major
influence on their practice as a superintendent (Murphy & Hallinger, 1987). March (1978)
expressed his concerns with the effectiveness of administrator certification programs when
he concluded:

> Books and formal training programs have somewhat the same relation to
> administration that they have to parenthood. Most of the knowledge,
> techniques and beliefs that characterize American child-rearing are learned
> from casual apprenticeships, recollections of childhood, on-the-job training,
> and associates. Despite more academic rituals of certification, most of the
> practices of educational administration seem to come from a similar kind of
> immediate experience and contacts. (p. 244)

The following quotes illustrate the historical lack of relevancy and substantive
change in educational administration programs: "The professional preparation of school
superintendents is badly in need of complete overhauling" (American Association of
School Administrators {AASA}, 1960, p 84). "Seeing the seriousness of poorly prepared
school executives, we are now experiencing the demands for a total overhaul of university
preparation programs" (Spadey, 1990, p. 156). Though these observations were made 30

years apart, the underlying assumption is the same: preparation programs are poorly equipped to provide the information necessary for superintendents to do their job. Addressing administrators in general, rather than superintendents in particular, Guthrie (1990) stated, "The preparation of professional education administrators is one of the weakest components of United States education" (p. 228).

Achilles and Henry (1997) expressed their concern about preparation programs for superintendents when they stated, "A preparation program for the superintendency and preparation for the superintendency are not necessarily the same" (p. 234). Many researchers such as Mann (1975), Bridges (1982), Muth (1989), and Sergiovanni (1991) have described how the processes and procedures stressed in educational administration programs are often off the mark to what beginning superintendents need once he or she enters the workplace in schools. In many cases, formal preparation for the superintendency renders the student passive in situations requiring decisions and ineffective in verbal communications (Murphy & Hallinger, 1987). "Successful leadership depends on superintendents having the ability to quickly diagnose a situation and take action. It is hard to learn this skill in conventional classroom settings" (Johnson, 1996, p. 288). In the school workplace, a premium is placed on oral skills and the ability to make quick concise judgments. However, educational administration programs train prospective superintendents to use rational decision-making models and to develop their written skills to the near exclusion of their oral skills (Bridges, 1982).

Although research conducted by Overbeck (1997), Baden (1994), Phillips (1992), Myers (1991), and Keathley (1983) studied the effectiveness of superintendent

endorsement programs, little has been done to determine what other factors may be of critical importance to superintendents in completing key job responsibilities. Studies by Burnham (1989), Mahoney (1989), and Sturock (1997) investigated the effectiveness of prior experiences in assisting beginning superintendents to complete key job responsibilities. Hoover (1996) and Stephan (1989) looked at how effective the superintendent's network of colleagues and associates are in assisting him or her in completing key job responsibilities.

If it is truly important to know what superintendents rely on to complete key job responsibilities, then research needs to be conducted on more than one variable at a time. Variables such as academic preparation programs, networking, prior experiences, professional and governmental organizations, and research need to be investigated to determine the extent to which superintendents rely on these variables to complete key job responsibilities in their daily workplace. Information collected from a study of this nature could lead to a better understanding of the types of background training and exposure that beginning superintendents need in order to effectively complete key job responsibilities during their first few years as a superintendent.

Purpose

The purpose of this study was to determine the extent superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming relied on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete key job responsibilities.

<u>Organization of the Study</u>

For this study the eight key job responsibilities identified by the American

Association of School Administrators were used as framework for the overall leadership

role of the superintendency. The eight key job responsibilities identified by AASA are:

leadership and district culture, policy and governance, communications and community

relations, organizational management, curriculum planning and development, instructional

management, human resources management, and values and ethics of leadership (AASA,

1993).

The American Association of School Administrators is the nationally recognized

professional organization to which superintendents belong. For over 100 years AASA has

conducted research on varying aspects of the superintendency. The AASA Commission on

Standards for the Superintendency, chaired by John Hoyle, identified eight key job

responsibilities of the superintendency in 1993. The eight key job responsibilities "are

based on reviews of significant research and in-depth discussions with those who serve as

superintendents, those who prepare superintendents for their professional responsibilities,

and those in society who depend on an educated citizenry" (AASA, 1993, p. 1).

A review of related professional literature provided four variables which

superintendents rely on to complete key job responsibilities: (a) prior administrative

experiences, (b) network of colleagues, (c) professional and governmental organizations,

and (d) academic preparation. These four variables were discussed with four University of

Nebraska-Lincoln professors in regard to accuracy. The professors reaffirmed the

importance of the four variables gleaned from the literature. They also suggested that

superintendents relied on a fifth variable (research) to complete key job responsibilities.

Finally an expert panel of six superintendents, with 6-15 years of experience as

superintendents, reviewed the five variables (a) prior administrative experiences, (b)

network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research. The superintendents concluded these variables were the five

most relied on variables used by active superintendents to complete key job

responsibilities.

A questionnaire was designed to gather data about the extent superintendents

relied on (a) prior administrative experiences, (b) network of colleagues, (c) professional

and governmental organizations, (d) academic preparation, and (e) research to complete

the eight key job responsibilities. Forty-one questions were formulated for the

questionnaire. The 41 questions were selected from 89 indicators presented in the

Professional Standards for the Superintendency (AASA, 1993). After consulting with a

statistician and a research consultant from the University of Nebraska-Lincoln, it was

concluded since each question required five responses that 89 questions would require 445

responses and superintendents might not complete a questionnaire of that magnitude.

From the advice of the statistician and the research consultant, it was determined that each

key job responsibility on the instrument would have 4-7 key questions. A minimum of

four questions were selected for each key job responsibility so conclusions would be

statistically sound. A maximum of seven questions was determined from the advice of the

research consultant. The consultant believed if each key job responsibility would have

seven questions, it would result in 56 questions, requiring 280 responses, which would

likely be the maximum a person would complete on a questionnaire of this type. The selection of the 41 indicators used in the instrument was determined partially by a review of related professional literature, but mostly by an expert panel of eight superintendents with 6-18 years of experience as superintendent. The panel of eight superintendents reviewed the 89 indicators listed, and came to a consensus on 4-7 questions for each key job responsibility based on their expertise as a practitioner and review of professional literature.

After a review of related professional literature and a discussion with three University of Nebraska-Lincoln professors, it was believed superintendents with less than 3 years total experience were too busy trying to understand their new position and would not be able to provide meaningful data. Superintendents with more than 5 years of total experience, it is believed, may not have recently been exposed to formal academic course work; thus making it difficult for them to determine how much they rely on academic preparation to complete key job responsibilities. From this criteria superintendents with 3-5 years of total experience was the population selected to be surveyed.

<u>Research Questions</u>

The key research questions in this study were:

1. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with leadership and district culture?

2. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with policy and governance?

3. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and government organizations, (d) academic preparations, and (e) research when dealing with communications and community relations?

4. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with organizational management?

5. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with curriculum planning and development?

6. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research when dealing with instructional management?

7. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research when dealing with human resources management?

8. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with values and ethics of leaderships?

9. To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research in completing overall key job responsibilities?

Definition of Terms

For the purposes of this study, operational definitions of key terminology follows:

Superintendent. Administrator with 3-5 years of total experience in the position of superintendent.

Prior administrative experience. The knowledge which the superintendent acquired from other administrative positions held prior to becoming a superintendent.

Network of colleagues. Other superintendents both practicing and retired, college professors, administrators in positions other than superintendent, and selected individuals outside the educational arena, that the superintendent can call on for advice and help.

Professional and governmental organizations. Groups, such as state administrative organizations, state department of education, American Association of School Administrators, Association of Supervision and Curriculum Development, Phi Delta Kappa, and other organizations both inside and outside of the educational arena, that the superintendent can call on for advice and help.

Academic preparation. Class work and field experiences an administrator is required to complete for the superintendent endorsement.

Research. A systematic and purposeful process of collecting and logically analyzing information (data).

Key job responsibilities. The eight standards for the superintendency as developed by the American Association of School Administrators Commission on Standards for the Superintendency chaired by John R. Hoyle, in 1993 (AASA, 1993).

Assumptions

The following assumptions were made for this study:

1. Academic preparation was not an important variable superintendents relied on to complete key job responsibilities.

2. The eight standards for the superintendency, as identified by the American Association of School Administrators, describe what superintendents need to know and be able to do to carry out the responsibility of their jobs.

3. The five areas of (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research represent a legitimate framework to describe what superintendents rely on to complete key job responsibilities.

4. All superintendents in a seven state area with 3-5 years of total experience as a superintendent were identified and eligible to be part of the survey.

5. Superintendents with 3-5 years of total experience have been in the position long enough to be able to identify what they rely on to complete key job responsibilities.

6. The instrument used in this study was valid and reliable.

Delimitations

1. The population for this study was confined to superintendents with a total of 3-5 years experience as a superintendent.

2. The study was delimited to superintendents in the states of Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming during the 1997-98 school year.

3. The study was delimited to the eight Professional Standards for the Superintendency as key job responsibilities of superintendents.

4. Of the 89 indicators identified by the AASA Commission on Standards for the Superintendency, 41 were used as questions on the instrument.

Limitations

1. All superintendents with 3-5 years of total experience as a superintendent in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming during the 1997-98 school year could be identified.

2. This study was limited to the practices and procedures associated with survey research and the use of a survey questionnaire, including the influence of the participants' feelings at the time the survey was completed.

Significance of the Study

The study is significant because superintendents and those institutions, which prepare them can gain a better understanding of what district level administrators, during their first few years as a superintendent, rely on to complete key job responsibilities. The study adds to the knowledge base of scholarly research in this area.

Data from this study will be useful to institutions of higher education which provide academic training for administrators who aspire to become superintendents. By reviewing what superintendents rely on to complete key job responsibilities, institutions of

higher education can evaluate their preparatory program to make a determination if the program is providing the beginning superintendent the experiences needed to be effective in the performance of key job requirements.

Data from this study will be beneficial to administrators aspiring to be superintendents, by providing them with insights about different types of background training and exposure needed to effectively complete key job responsibilities.

Chapter 2

REVIEW OF LITERATURE

Introduction

Numerous constituencies with wide-ranging wants and needs place heavy demands

on the time and energy of individuals who chose to accept a position as school

superintendent. Superintendents, in their daily routines, discuss a variety of conditions,

problems, and opportunities either face to face or by phone with district patrons,

employees, parents, board members and others. Most superintendents average 12-hour

days which equates to a 60 or 70 hour week filled with "meetings, schedules, speeches,

visitations, discussions with board members, and negotiations" (Norton, Webb, Dlugosh,

& Sybouts, 1996, p. 64). The position of superintendent of schools was described by

Norton, Webb, Dlugosh, & Sybouts (1996):

> First, the superintendent is the lightning rod for the school district;
> lightning rods were designed to be placed where they could attract
> attention. The most visible person on the school staff, he or she attracts
> attention that draws both praise and criticism. Second, it is through the
> superintendents office that constituencies learn about plans and actions of
> the board, teachers, and administrative staff. In this circumstance, the
> superintendent acts as teacher, an interpreter of policy and practice who
> teaches about the condition of education in the district. Third, catalysts are
> often necessary to cause changes to occur; the superintendent is the
> catalyst for educational change. Fourth, the superintendent is a director,
> casting and recasting roles, constantly adjusting the conditions under which
> optimum effects can be achieved, and offering guidance to the educational
> process. The responsibility for creating a Emmy winner rests with the
> superintendent! Finally, the superintendent is a builder. It is his or her
> position to build the capacity of the school district to successfully face its
> future (pp. 62-63).

Another primary function of a superintendent is that of politician. During the last

decade many superintendents felt politically beleaguered because they expected to make

decisions based on their educational expertise and what's good for students rather than on political negotiations (Wirt & Kirst, 1992). If the preceding responsibilities are what superintendents need to be aware of and prepared to address as they assume the leadership role within a school district, then what training or preparation will enable them to carry out their duties?

"The need for improved training of school administrators is a subject unlikely to inspire controversy among practitioners, policymakers, or most academics involved in the field. A consensus has developed concerning the inefficacy of traditional training programs in educational administration" (Murphy & Hallinger, 1987, p. xi). Peterson and Finn (1985) ask "is there a valid relationship between what individuals do in universities in order to become licensed as educational administrators and the actual knowledge, skills, and competencies that they need to be effective unit managers and system leaders in the public schools" (p. 48)? Dembowski (1998) answers this question stating, " there is a widely held view and empirical evidence that the training programs provided by universities for students preparing for careers in school administration are not effective" (p. 1).

Educational administration preparation programs have been studied over the past 30 years by scholars like; Culbertson (1964), Gregg (1969), Farquhar (1977), Sliver (1982), Glass (1986), Campbell (1987), and Murphy (1992). These scholars divide the evolution of educational administration programs into blocks of time. Of all of these approaches the four phases of development, which spans the past 100 years, presented by Murphy (1992) seems to be the most understandable. Although each phase represents a

period of time Murphy (1992) is quick to point out that the ending of one phase and the

starting of another phase usually takes about 10 years to complete.

<p align="center">Phases of Educational Administration Preparation Programs</p>

Phase One

According to Murphy (1992), during the first phase of administrator training,

which is the pre-1900's, the prevailing thought is best described by Gregg (1969) when he

wrote:

> The administrator could learn his profession effectively on the job by
> trial-and-error processes. Little, if any formal specialized preparation was
> needed, and none was provided. The minimal formal education which was
> designed for teachers was deemed sufficient for those who would become
> administrators. (pp. 993-994)

The latter part of this phase saw the first book on school administration, Chapters

on School Supervision written by William L. Payne, a school superintendent in Michigan.

After receiving an appointment to the University of Michigan, Payne also developed and

taught the first college-level course in school administration (Cited in Callahan & Button,

1964). Although other universities during this time were looking at educational leadership

programs designed specifically for school administrators, widespread development did not

take place until the early 1900s.

The role of superintendent during this phase was that of schoolmaster. The

superintendent was the supervisor of students and teachers, while the board of education

made all important decisions (Glass, 1992).

Phase Two

The period from 1900 to 1945 represents the second phase of development in educational administration preparation programs in the United States. During the first decade of the 1900s very few courses were offered at teachers colleges in educational administration. However, by 1915, administrators were being criticized as to how schools were being operated, and the consensus was the training which teachers were receiving was no longer adequate for educational administrators. The decades of the 1920s and 1930s found many colleges and universities developing educational administration programs. By 1937, many institutions of higher education offered a major in educational administration, and at least 29 states issued administrative certificates for superintendents, requiring some graduate course work. The number of states that required a graduate degree in order to receive an administrative certificate for the superintendency or principalship had grown to 38 by 1950 (Cooper & Boyd, 1987).

By the late 1940s, educational administration programs had started to make the evolution from offering the same information teachers received in their preparation programs to offering training in plant management, scheduling and budgeting. Additionally, courses about schools' changing social order were being added to administrative preparation programs (Cooper & Boyd, 1987). The driving force behind most courses developed and offered during this phase was based on practical experiences of former superintendents turned college professor.

During this phase, superintendents shed the role of supervisor, especially of students, and became managing administrators. By following the principles of scientific

management, superintendents attempted to form school districts into industrial models with centralized control and several levels of bureaucracy. This centralized control led to the superintendent being characterized as the expert manager. Due to this centralized authority, a significant degree of control over decision making was moved from boards of education into the hands of superintendents (Glass, 1992).

Phase Three

The 40 year period from 1946 to 1985 denotes the third phase of educational administration preparation programs. During this period of time, the number of institutions offering educational administration training programs grew from 125 in 1946 to over 500 in 1985 (NCEEA, 1987).

The third phase of administration preparation programs was characterized by a growing concern regarding the knowledge base used to train new administrators. In the second phase of administration preparation programs, the knowledge base was "little more than practitioners' prescriptive judgments on their experiences" (Greenfield, 1998, p. 133). This exclusive reliance on practical experience brought growing criticism of a field "that depended heavily upon individual perceptions and the vagaries of individual experiences" (Goldhammer, 1983, p 250) to form its knowledge base.

The third phase, therefore, brought about the predominant trend of infusing theoretical knowledge into programs of study for school administrators (Murphy, 1992). The shift from reliance on practical knowledge to theoretical knowledge included an expansion in the quantity of research and statistical materials to which students of educational administration were exposed (Gregg, 1969). That led to a movement "to

produce a foundation of scientifically supported knowledge in educational administration in place of the hortatory, seat-of-the-pants literature already in place" (Crowson & McPherson, 1987, pp.47-48).

During the third phase, and especially during the Civil Rights era, the superintendent's traditional "expert" role was challenged by parents and board members, because the schools were not meeting community expectations (Tucker and Ziegler, 1980). This attack on the superintendency is described by Glass (1992) in The 1992 Study of the American School Superintendency:

> As the person in charge, the superintendent was the most visible school figure and the target of criticism, which was easier to project onto one individual than hundreds of school staff. The displeasure of parents and citizens during the 1960s and 1970s combined with growth in the number of unionized teachers, created a superintendency where leaders often found themselves in continuous defensive postures, both personally and on behalf of their districts. (p. 3)

Phase Four

The fourth phase of educational administration preparation programs started approximately in 1986. Movement into the fourth phase was brought as "training programs increased in formality, structure, and complexity, much as did the school system: from amateur to professional, from simple to complicated, and from intuitive to scientific" (Cooper & Boyd, 1987, p. 7), " the outcomes of the quest for a science of administration were considerably less robust than had been anticipated" (Murphy, 1992, p. 69). Stated in more practical terms, a body of dependable knowledge about what educational administrators need to know did not emerge from the third phase. What did emerge was

scholars associated with university programs in educational administration offering whatever they considered relevant (Erickson, 1979).

The recognition of the fourth phase was ushered in when the National Policy Board of Educational Administration published, Improving the Preparation of School Administrators: The Reform Agenda in May 1989. This document presented an extensive agenda for educational administration preparation programs. It recommended:

> a common core of knowledge and skills in preservice programs be defined to include the following: societal and cultural influences on schooling, teaching and learning processes and school improvement, organization theory, methodologies of organizational studies and policy analysis, leadership and management processes and functions, policy studies and politics of education, and moral and ethical dimensions of schooling. The content of these areas is to be grounded in the problems of practice and supported by an increased emphasis on clinical experiences. (Murphy, 1990, p. 184)

Whether the agenda established during the fourth phase will produce "a knowledge base which provides standards and criteria for effective performance" (Murphy, 1992, p. 67) is yet to be seen.

"During the 1980s and early 1990s, the policymaking pendulum has swung back and forth between superintendents and school boards, reflecting the fact that education leaders and theoreticians disagree about what constitutes policy making and what constitutes management" (Glass, 1992, p. 3). However, one thing is for sure, the swinging pendulum for superintendents is more politically driven now than ever before..

Effectiveness of Educational Administration Programs

A thorough review of the literature revealed two criticisms of educational administration programs: (a) what is taught in educational administration programs is not

what candidates need to know in order to do their job and (b) the knowledge base guiding administrative training is inadequate and inappropriate. Several researchers have documented that the content of many training programs in educational administration has very little to do with education. In Khleif's (1979) study of an elite training program for superintendents he reported that of the 12 required courses, only one was in the area of curriculum; and none dealt with instruction or supervision. In the 108 superintendent training programs studied by Champagne (1984), only 11% of the courses required by these training programs were in the areas of supervision, instruction, and curriculum. In addition, one-half of the programs studied required no courses in instruction and one-fourth required no courses in supervision or curriculum. In AASA's Guidelines for the Preparation of School Administrators (Second Edition) (1983) it was implied there was a lack of structure to determine what an administrator training program should include and what the relationship is between the training and on-the-job effectiveness. For over 30 years, much attention has been devoted to training programs of school administrators, however, little progress has actually been achieved. Murphy and Hallinger (1987) explain this lack of progress when they stated, "Training programs continue to be driven by books, lectures, and examinations. Many of them place only marginal emphasis on what administrators actually do on the job" (p. 257).

"If the quality of America's schools depends on the effectiveness of school superintendents," (Carter & Cunningham, 1997, p. 21) a basic question would be "Do contemporary superintendent preparation programs contribute to the effectiveness of the superintendency" (Myers, 1992, p. 96)? Hoyle, English, & Steffy (1985) proclaim "little

conclusive evidence exists to connect administrator preparation with work patterns and effectiveness"(p.1). Haller, Brent & McNamara (1997) stated, "Nevertheless, there are five tangible, albeit inferential, lines of evidence suggesting that graduate training in educational administration may have no positive effects on the performance of administrators or schools" (p.223). In fact, there is little evidence that graduate training increases the effectiveness of school administrators. Of the research reviewed regarding the effectiveness of administration preparation, the consensus seems to be graduate programs fail to provide potential school superintendents with the skills needed to perform their jobs effectively (Murphy & Hallinger, 1987).

"Surveys continue to reveal that practicing school administrators judge university training programs to be only intermittently useful" (Murphy & Halinger, 1987, p. 255). Research seems to indicate those administrators with doctorates feel their graduate training had value more so than those administrators without a doctorate. However principals have been found to generally be dissatisfied with their graduate programs. Among principals, the level of dissatisfaction with their graduate programs increases proportionately to the experience the principal acquires (Haller, Brent, & McNamara 1997). Referring to superintendents, in particular Schneider (1998) stated, "A growing number of superintendents are recognizing that their training hasn't prepared them for the challenges they now face" (p. 8).

<u>What Superintendents Rely On To Do Their Job</u>

If superintendents do not feel graduate training in educational administration increases their effectiveness as a school leader, what are some areas that help them to

become more effective? Practitioners in the field seem to place a high value on inservice and on-the-job training (Achilles, 1998). They also feel holding a variety of positions within a school system provides effective preparation for the superintendency. More simply put, most superintendents believe practical administrative experience in several positions in schools offers the best preparation for the position of superintendent (McAdams, 1995). Other professionals (e.g. doctors, engineers) also report conferences, workshops, on-the-job training, and varied experiences are far more valuable to them in their work than their formal higher education preparation (Pitner, 1988). Some superintendents use networks of professional colleagues from outside their district as a sounding board on different issues which they may face. Other superintendents may have two or three mentors on which they rely as a source of information when dealing with unfamiliar issues (Chapman, 1997). In addition Culbertson (1969) and Hoyle (1989) suggest the leadership qualities of courage, charisma, vision, moral fitness, intuition and creativity are important for superintendents to posses and are more likely to be gained through experience as opposed to academic training.

<center>Superintendent Responsibilities</center>

The American Association of School Administrators (AASA) and the National School Boards Association (NSBA) met in 1980 to develop a set of responsibilities a superintendent should be able to perform. These two organizations met again in 1992 and 1994 to review and update the list of superintendent responsibilities (Carter & Cunningham, 1997). The following is a list of superintendent responsibilities developed by

the joint effort of the American Association of School Administrators and the National

School Boards Association in 1994.

To serve as the school board's chief executive officer and preeminent educational adviser in all efforts of the board to fulfill its school system governance role.

To serve as the primary educational leader for the school system and chief administrative officer of the entire school district's professional and support staff, including staff members assigned to provide support service to the board.

To serve as a catalyst for the school system's administrative leadership team in proposing and implementing policy changes.

To propose and institute a process for long-range strategic planning that will engage the board and the community in positioning the school district for success in ensuring years.

To keep all board members informed about school operations and programs.

To interpret the needs of the school system to the board.

To present policy options along with specific recommendations to the board when circumstances require the board to adopt new polices or review existing policies.

To develop and inform the board of administrative procedures needed to implement board policy.

To develop a sound program of school/community relations in concert with the board.

To oversee management of the district's day-to-day operations.

To develop a description for the board of what constitutes leadership and management of public schools, taking into account effective leadership and management are the results of effective governance and effective administration combined.

To develop and carry out a plan for keeping the total professional and support staff informed about the mission, goals and strategies of the school system and about the important roles all staff members play in realizing them.

To ensure that professional development opportunities are available to all school system employees.

To collaborate with other administrators through national and state professional associations to inform state legislators, members of congress, and all other appropriate state and federal officials of local concerns and issues.

To ensure that all the school system provides equal opportunity for all students.

To evaluate personnel performance in harmony with district policy and to keep the board informed about such evaluations.

To provide all board members with complete background information and a recommendation for school board action on each agenda item well in advance of each board meeting.

To develop and implement a continuing plan for working with the news media. (p. 243)

In 1993, the AASA Commission on Standards for the Superintendency, chaired by

John R. Hoyle, developed a set of professional standards to further define the

responsibilities of the superintendency. "These standards were not developed by one or

two individuals or even by several committees" (Hoyle, 1993, p. 3). Instead a review of

significant research and in-depth discussions with "a jury of 100 leaders in education,

business, government and other walks of life" provided guidance in shaping these

standards (Hoyle, 1993, p. 1). The eight professional standards and the 89 indicators

associated with them are intended to describe what superintendents need to know and be

able to do. Table 1 summarizes the commission's Professional Standards for the

Superintendency (Carter & Cunningham, 1997, p. 18).

Table 1
Professional Standards for the Superintendency

Standard 1	Leadership and District culture. This standard stresses executive leadership, vision, shaping school culture and climate empowering other, and multicultural and ethnic understanding.
Standard 2	Policy and Governance This standard centers on developing procedures for working with the board; formulating district policy, standards, and regulations; and describing public school governance in our democratic society.
Standard 3	Communications and Community Relations This standard emphasizes skill in articulating district vision and purpose to the community and media. Also, it stresses responding to community feedback and building consensus to strengthen community support.
Standard 4	Organizational Management This standard calls for skills in gathering, analyzing, and using data for decision making; framing and solving problems; and formulating solutions to problems. It also stresses quality management to meet internal and external customer expectations and to allocate resources.
Standard 5	Curriculum Planning and Development This standard tests the superintendent's skill in designing curriculum and a strategic plan to enhance teaching and learning, using theories of cognitive development, employing valid and reliable performance indicators and testing procedures, and describing the use of computers and other learning technologies.
Standard 6	Instructional Management This standard measures knowledge and use of research findings on learning and instructional strategies and resources to maximize student achievement. It also centers on applying research and best practice to integrate curriculum for multicultural sensitive and assessment.
Standard 7	Human Resources Management This standard assesses skill in developing a staff evaluation and assessment supervisory system to improve performance. It also requires skills in describing and applying legal requirements for personnel selection, development, retention, and dismissal.
Standard 8	Values and Ethics of Leadership This standard stresses understanding and modeling of appropriate value systems, ethics, and moral leadership. It also requires the superintendent to exhibit multicultural and ethnic understanding, and to coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen.

Source: AASA Commission on Standards for the Superintendency (American Association
of School Administrators, 1993)

A study of the superintendent responsibilities developed by the joint effort of the

AASA and NSBA or a review of the eight standards provided by the AASA Commission

on Standards leaves one pondering exactly what do superintendents rely on in order to demonstrate effectiveness in these areas.

Summary

Basic research about the development and effectiveness of educational administration programs, what superintendents rely on to do their jobs, and responsibilities that superintendents should be able to perform were provided by the literature review. A void in the discussion as to what superintendents rely most on to complete key job responsibilities was found in the literature review. This study adds to the existing literature regarding what superintendents rely on to complete key job responsibilities and provides new information as to what areas they rely on most frequently when completing daily responsibilities of the superintendency.

Chapter 3

METHODOLOGY

Introduction

The purpose of this study was to determine the extent superintendents in

Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming relied on

(a) prior administrative experiences, (b) network of colleagues, (c) professional and

governmental organizations, (d) academic preparation, and (e) research to effectively

complete key job responsibilities.

For this study, eight key job responsibilities were identified: leadership and district

culture, policy and governance, communications and community relations, organizational

management, curriculum planning and development, instructional management, human

resources management, and values and ethics of leadership (AASA, 1993). The key job

responsibilities are the eight standards identified by the American Association of School

Administrators Commission on Standards for the Superintendency, in 1993.

A review of related professional literature and a discussion with four University of

Nebraska-Lincoln professors provided five variables which superintendents rely on to

complete key job responsibilities: (a) prior administrative experiences, (b) network of

colleagues, (c) professional and governmental organizations, (d) academic preparation,

and (e) research. An expert panel of six superintendents with 6-15 years of experience as

a superintendent reviewed the five variables and concluded these were the five most relied

on variables used by acting superintendents to complete key job responsibilities.

A questionnaire was designed to gather data regarding the extent superintendents relied on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to complete the eight key job responsibilities. Forty-one questions were formulated for the questionnaire. The 41 questions were selected from 89 indicators presented in the Professional Standards for the Superintendency (AASA, 1993). The selection of the 41 indicators used in the instrument was determined by a review of related professional literature and by an expert panel of eight superintendents with 6-18 years of experience as superintendent.

After a review of related professional literature and a discussion with three University of Nebraska-Lincoln professors it was believed superintendents with less than 3 years total experience were too busy trying to understand their new position and would not be able to provide meaningful data. An additional belief was that superintendents with more than 5 years of total experience may not have recently been exposed to formal academic course work, making it difficult for them to determine how much they rely on academic preparation to complete key job responsibilities. From this criteria superintendents with 3-5 years of total experience was the population selected to be surveyed.

The survey was presented to all superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming with a total of 3-5 years of experience as a superintendent. The superintendents were asked to indicate to what extent they relied on (a) prior administrative experiences, (b) network of colleagues, (c) professional and

governmental organizations, (d) academic preparation, and (e) research to effectively complete the indicators listed under each of the eight standards. The instrument was designed to collect information pertinent to the following research questions.

1.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with leadership and district culture?

2.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with policy and governance?

3.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and government organizations, (d) academic preparations, and (e) research when dealing with communications and community relations?

4.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with organizational management?

5.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with curriculum planning and development?

6.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research when dealing with instructional management?

7.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research when dealing with human resources management?

8.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with values and ethics of leaderships?

9.   To what extent do superintendents rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research in completing overall key job responsibilities?

Sample

The population of this study consisted of all superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming who had completed at least 3 years and not more than 5 years as a superintendent at the end of the 1997-98 school year. Educational directories from each state were used to select superintendents who had at least 3 years but not more than 5 years of experience in their current position. These names were cross referenced with the American Association of School Administrators and the state affiliate of the American Association of School Administrators membership lists

to confirm which individuals had at least 3 years but not more than 5 years of experience as a superintendent. A total of 207 superintendents were identified in the seven-state area. Each of the 207 superintendents received a survey questionnaire related to what they relied on to complete key job responsibilities.

Design and Instrumentation

The design of this study was survey research. The 41 questions formulated for the questionnaire were selected from 89 indicators presented in the Professional Standards for the Superintendency (AASA, 1993). After consulting with a statistician and a research consultant from the University of Nebraska-Lincoln, it was concluded since each question required five responses that 89 questions would require 445 responses and superintendents may not complete a questionnaire of that magnitude. From the advice of the statistician and the research consultant it was determined each key job responsibility on the instrument would have 4-7 key questions. A minimum of four questions were selected for each key job responsibility so conclusions would be statistically sound. A maximum of seven questions were determined from the advice of the research consultant. The consultant believed if each key job responsibility would have seven questions it would result in 56 questions requiring 280 responses and that would be the maximum a person, most likely, would complete on a questionnaire of this type. The selection of the 41 indicators used in the instrument were determined partially by a review of related professional literature but mostly by an expert panel of eight superintendents with 6-18 years of experience as superintendent. The panel of eight superintendents reviewed the 89 indicators listed,

coming to a consensus on 4-7 questions for each key job responsibility based on their experiences and review of professional literature.

A review of related professional literature provided four variables which superintendents rely on to complete key job responsibilities: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, and (d) academic preparation. These four variables were discussed with four University of Nebraska-Lincoln professors in regards to accuracy. The professors reaffirmed the importance of the four variables gleaned from the literature. They also felt superintendents relied on a fifth variable (research) to complete key job responsibilities. Finally an expert panel of six superintendents with 6-15 years of experience as a superintendent reviewed the five variables (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research. The superintendents concluded these were the five most relied on variables used by acting superintendents to complete key job responsibilities. A Likert-scale was used for each of these variables so the respondent was able to provide five responses to each question on the survey.

The survey consisted of two sections. The first section was composed of 41 questions representing tasks which were related to key job responsibilities of the superintendency. Participants in the study were asked to provide five responses to each of the 41 questions. A four point Likert-scale ranging from not relied on (1), to heavily relied on(4), was used for the five response areas of (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research to complete each task. Survey respondents were also asked to list any additional key job responsibilities, other than those developed by the AASA Commission on Standards for the Superintendency, and indicate what they relied on to accomplish them.

The second section of the survey was designed to collect demographic data about the respondents, including age, gender, years of experience as a teacher, years of experience as an administrator other than a superintendent and years of experience as superintendent.

The instrument was reviewed by two members of the faculty of the University of Nebraska-Lincoln Graduate College and was piloted with 20 superintendents from school districts in Nebraska. Administrators with at least six years of experience as a superintendent were used for the pilot survey. Input regarding definition, format, and questions were used to revise the survey and prepare the document for distribution and data collection. The University of Nebraska-Lincoln faculty revised the original five-point Likert-scale on the survey to a four-point scale. The rationale being the four-point scale requires the respondent to make a choice and not rely on the number three as an average response. The 20 superintendents suggested only minor grammatical changes. Several superintendents expressed concern on the length of the survey but had no suggestions of how to shorten it.

Data Collection

This study was conducted in full accordance with the University of Nebraska's Institutional Review Board Guidelines for the Protection of Human Subjects. The project

was "exempt," as the research was done in established or commonly accepted educational settings and was a project with less-than-minimal risk.

Superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming with at least 3 years but not more than 5 years of total experiences as superintendents at the end of the 1997-98 school year were surveyed. The survey contained 41 items regarding what superintendents rely on to complete key job responsibilities.

Surveys were mailed to the school address of each superintendent in the population on April 15, 1998. A response date of May 1, 1998 was identified. The mailing included a cover letter and a survey questionnaire (Appendix A). The cover letter explained the purpose of the survey, the steps to be taken to ensure confidentiality of responses, and the procedures for reporting the results. A postage-paid envelope addressed to the researcher was included in the mailing of the survey. Nonrespondents received a second mailing on May 8, 1998. Random phone calls were made to nonrespondents during the week of May 18, 1998, as a third attempt to encourage the return of the survey. Each survey was numbered before it was mailed. As each survey was returned, the survey was dated, and the return of the questionnaire was recorded. The surveys were dated as they were returned to monitor response rate. Subjects responses were treated confidentially.

Data Analysis

Descriptive statistics were used to summarize and organize data from the surveys. Data were collected on each participant in the study in regards to gender, age, number of

years as a classroom teacher, number of years as an administrator other than a district superintendent, and number of years as a superintendent. Tables displaying frequency and percentages were used to present this data.

Each of the 41 questions on the survey associated with the eight key job responsibilities of the superintendency required the participant to provide five responses. The participant had to provide to what extent they relied on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete key job responsibilities. A Repeated-Measures ANOVA technique was applied to this information, since the same sample of participants were measured to determine whether or not the data provided evidence of mean differences between the five different variables relied upon. Because statistically significant differences existed among the five variables relied upon for each of the key job responsibilities, pairwise comparisons were made using a simple effects test. To reduce the likelihood of a Type I error an alpha level of .01 was used.

Chapter 4

RESULTS

<u>Introduction</u>

The purpose for conducting this study was to determine the extent superintendents

in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming relied on

(a) prior administrative experiences, (b) network of colleagues, (c) professional and

governmental organizations, (d) academic preparation, and (e) research to effectively

complete key job responsibilities. For this study, eight key job responsibilities were

identified: leadership and district culture, policy and governance, communications and

community relations, organizational management, curriculum planning and development,

instructional management, human resources management, and values and ethics of

leadership. The key job responsibilities are the eight standards identified by the American

Association of School Administrators Commission on Standards for the Superintendency,

chaired by John Hoyle, completed in 1993. This study adds to the existing literature

regarding what superintendents rely on to complete key job responsibilities and provides

new information as to what areas they rely on most frequently when completing daily

responsibilities of the superintendency.

The research questions for this study were:

To what extent do superintendents rely on (a) prior administrative experiences,

(b) network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research when dealing with: leadership and district culture, policy and

governance, communications and community relations, organizational management,

curriculum planning and development, instructional management, human resources management, values and ethics of leadership, and overall key job responsibilities.

The instrument used to collect data contained 41 items related to key tasks associated with the eight key job responsibilities. Participants of the study were asked to provide five responses to each of the 41 items. A four point Likert-scale ranging from not relied on, (1), to heavily relied on, (4), was used for the five response areas of (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research which were associated with each of the 41 items on the instrument.

The population for this study consisted of all superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming who had completed at least 3 years and not more than 5 years as superintendents at the end of the 1997-98 school year. A total of 207 superintendents were identified in the seven-state area. All 207 superintendents who met the criteria for the study were included in the study. Surveys were mailed to each of the 207 superintendents. Superintendents who did not return the survey by the requested response date received a second mailing. In addition random phone calls were made to nonrespondents encouraging them to complete and return the survey.

The response rate for the survey was 98 of 207 (48%). Response rates by state were: Colorado, n = 17 (45%); Iowa, n = 18 (44%); Kansas, n = 10 (33%); Missouri, n = 16(40%); Nebraska, n = 17 (77%); South Dakota, n = 15 (63%); and Wyoming, n = 5

(42%). The data collected from the survey were compiled and analyzed to answer the nine research questions.

<u>Descriptive Information</u>

Table 2 displays the distribution of male and female participants who took part in the study.

Table 2
<u>Gender Of The Participants</u>

	Frequency	**Percent**
Female	7	7
Male	91	93
TOTAL	98	100

Males represented 93% of the participants in the study. The number of female superintendents who completed the survey totaled only 7% of the participants.

Table 3 displays the distribution ages of the participants who took part in the study. The age range of the participants who took part in the study was from 30-39 to over 59.

Table 3
Age Of The Participants

	Frequency	Percent
Under 30	0	0
30-39	5	5
40-49	36	37
50-59	51	52
Over 59	6	6
TOTAL	98	100

Of the participants who took part in the study 52% were 50-59 years of age.

Superintendents in the age range from 40-59 years accounted for 89% of the participants

in the study.

Table 4 displays the number of years each participant in the study spent as a

classroom teacher. The number of years the participants who took part in the study spent

as a classroom teacher ranged from under 6 to over 20 years.

Table 4
Number Of Years As Classroom Teacher

	Frequency	Percent
Under 6	19	19
6-10	39	40
11-15	20	21
16-20	15	15
Over 20	5	5
TOTAL	98	100

Of the participants who took part in the study 40% were classroom teachers for 6-10 years. Only 5% of the participants indicated they had been a classroom teacher for over 20 years. The number of participants with years as a classroom teacher of under 6, 11-15, and 16-20 were essentially the same with 19, 20, and 15 respectfully.

Table 5 displays the number of years the participants in the study spent as an administrator other than as a district superintendent. The number of years the participants who took part in the study spent as an administrator ranged from under 6 to over 20 years.

Table 5
Number Of Years As An Administrator

	Frequency	Percent
Under 6	25	26
6-10	30	31
11-15	17	17
16-20	17	17
Over 20	9	9
TOTAL	98	100

Administrative experience, other than as a district superintendent, of 6-10 years represented 31% of the participants in the study. Administrative experience, other than a district superintendent, of under 6 years represented 26% of the participants in the study. While administrative experience, other than a district superintendent, of 11-15 and 16-20 years both represented 17% of the participants in the study.

Table 6 displays the number of years each participant in the study has been a superintendent. The number of years each participant who took part in the study has been a superintendent ranged from 3-5 years.

Table 6
Number Of Years As A Superintendent

	Frequency	Percent
3	20	20
4	28	29
5	50	51
TOTAL	98	100

Five years of total experience as a superintendent represented 51% of the participants in the study. The mean number of years as a superintendent for the participants of the study was 4.3 years.

Table 7 displays the mean score and standard deviation for the five variables as they relate to each research question. A maximum mean score of four and minimum mean score of one was possible for each variable as it related to each research question.

The mean scores for prior administrative experiences was the highest score for all nine research questions. The mean score for network of colleagues was the second highest score on six of the nine research questions. For the two research questions concerning policy and governance and curriculum planning and development, network of colleagues was rated as the third highest mean score. The mean score for network of colleagues was rated fifth for the research question dealing with instructional management.

Table 7
Mean Score and Standard Deviation

Research Question	Prior Administration Experiences		Network of Colleagues		Professional & Governmental Organizations		Academic Preparation		Research	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Leadership and District Culture	3.4762	.5546	2.5306	.6047	2.1207	.5637	2.2313	.7098	2.4592	.6857
Policy and Governance	3.2015	.7168	3.0026	.6244	3.1786	.6531	2.1327	.7437	2.4464	.8344
Communications and Community Relations	3.3776	.7113	2.4752	.6747	2.3120	.6403	2.3936	.7825	2.1706	.7732
Organizational Management	3.2738	.7659	3.0272	.6746	2.8997	.7021	2.2993	.8224	2.0527	.8213
Curriculum Planning and Development	3.2204	.7125	2.6163	.7415	2.5837	.7688	2.5939	.7447	2.7490	.8521
Instructional Management	3.2245	.6427	2.4770	.7624	2.5306	.6870	2.6148	.7692	2.7628	.7736
Human Resources Management	3.2633	.6961	2.6143	.7594	2.4286	.7389	2.3637	.9935	2.3592	.8293
Values and Ethics of Leadership	3.6301	.4938	2.6658	.7487	2.4923	.8376	2.3980	.8865	2.1170	.8596
Completing Overall Key Job Responsibilities	3.3362	.5321	2.6685	.5196	2.5408	.4925	2.3738	.6372	2.3778	.6334

The mean score for academic preparation was rated fourth or fifth on seven out of the nine research questions. The mean scores of the five variables in regards to the ninth research question which addresses what superintendents rely on when completing overall key job responsibilities indicated the following: prior administrative experiences is relied on first, network of colleagues is relied on second, professional governmental organizations is relied on third, research is relied on fourth, and academic preparation is relied on fifth.

<u>Data Analysis</u>

A Repeated-Measures ANOVA with an alpha level of .01 was applied to the data

collected to determine if statistically significant differences existed among the five

variables: (a) prior administrative experiences, (b) network of colleagues, (c) professional

and governmental organizations, (d) academic preparation, and (e) research for each of

the research questions. Table 8 displays the degree of freedom, mean square, F-ratio, and

significant difference for each of the research questions.

Table 8
<u>Repeated-Measured ANOVA For Key Job Responsibilities</u>

Key Job Responsibilities	df	Mean Square	F	Sig.
Leadership and District Culture	4	1015.498	83.020	.000
Policy And Governance	4	358.932	48.881	.000
Communications and Community Relations	4	1099.003	72.941	.000
Organizational Management	4	930.640	64.207	.000
Curriculum Planning and Development	4	178.334	17.880	.000
Instructional Management	4	142.015	19.836	.000
Human Resources Management	4	356.119	29.963	.000
Values and Ethics of Leadership	4	484.876	68.211	.000
Overall Key Job Responsibilities	4	26074.268	68.150	.000

$p \leq .01$

There were significant differences among the five dependent variables for each

research question.

The responses of subjects for each research question and the results of follow-up

tests to identify the differences among variables are presented as follows.

Research Question One

To what extent do superintendents rely on: (a) prior administrative experiences,

(b) network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research when dealing with leadership and district culture?

Based on mean scores, Table 9 provides information regarding what

superintendents rely on first, second, third, fourth, and fifth when dealing with the key job

responsibility of leadership and district culture.

Table 9
Leadership And District Culture Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Leadership and District Culture.	Mean Score
Prior Administrative Experiences	3.4762
Network Of Colleagues	2.5306
Research	2.4592
Academic Preparation	2.2313
Professional And Governmental Organizations	2.1207

Table 10 displays the results of a simple effects test applied to determine how the

five variables differed for the key job responsibility of leadership and district culture.

Prior administrative experiences were relied on significantly more than any other

variable, network of colleagues and research were equally relied on, and both were relied

on more than academic preparation and professional and governmental organizations.

Academic preparation and professional and governmental organizations were equally

relied on, but less so than any of the other variables.

Table 10
Leadership And District Culture

Variables	df	Mean Square	F	Sig
Experiences vs Network	1	3154.449	166.335	.000
Experiences vs Research	1	3649.020	128.199	.000
Experiences vs Academic	1	5467.592	171.614	.000
Experiences vs Prof. & Govt	1	6481.724	280.522	.000
Network vs Research	1	18.000	.610	.437
Network vs Academic	1	316.082	11.077	.001
Network vs Prof. & Govt.	1	592.663	48.623	.000
Research vs Academic	1	183.224	8.271	.005
Research vs Prof. & Govt.	1	404.092	16.422	.000
Academic vs Prof. & Govt.	1	43.112	1.707	.194

$p \leq .01$

Research Question Two

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with policy and governance?

Based on mean scores, Table 11 provides information regarding what superintendents rely on first, second, third, fourth, and fifth when dealing with the key job responsibility of policy and governance.

Table 11
Policy and Governance Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Policy and Governance.	Mean Score
Prior Administrative Experiences	3.2015
Professional And Governmental Organizations	3.1786
Network Of Colleagues	3.0026
Research	2.4464
Academic Preparation	2.1327

Table 12 displays the results of a simple effects test applied to determine how the

five variables differed for the key job responsibility of policy and governance.

Table 12
Policy And Governance

Variables	df	Mean Square	F	Sig
Experiences vs Prof. & Govt.	1	.827	.050	.823
Experiences vs Network	1	62.082	5.986	.016
Experiences vs Research	1	894.041	49.956	.000
Experiences vs Academic	1	1791.439	97.867	.000
Prof. & Govt. vs Network	1	48.582	4.655	.033
Prof. & Govt. vs Research	1	840.500	53.975	.000
Prof. & Govt. vs Academic	1	1715.306	133.034	.000
Network vs Research	1	484.939	30.210	.000
Network vs Academic	1	1186.541	75.499	.000
Research vs Academic	1	154.378	11.767	.000

$p \leq .01$

Prior administrative experiences, professional and governmental organizations, and network of colleagues were relied on equally and all three variables were relied on significantly more than research and academic preparation. Research was relied on significantly more than academic preparation.

Research Question Three

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and government organizations, (d) academic preparations, and (e) research when dealing with communications and community relations?

Based on mean scores, Table 13 provides information regarding what superintendents rely on first, second, third, fourth, and fifth when dealing with the key job responsibility of communications and community relations.

Table 13
Communications And Community Relations Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Communications and Community Relations	Mean Score
Prior Administrative Experiences	3.3776
Network Of Colleagues	2.4752
Academic Preparation	2.3936
Professional And Governmental Organizations	2.3120
Research	2.1706

Table 14 displays the results of a simple effects test applied to determine how the

five variables differed for the key job responsibility of communications and community

relations.

Table 14
Communications And Community Relations

Variables	df	Mean Square	F	Sig.
Experiences vs Network	1	3909.806	169.281	.000
Experiences vs Academic	1	4649.235	123.225	.000
Experiences vs Prof. & Govt.	1	5452.663	207.388	.000
Experiences vs Research	1	6995.755	204.133	.000
Network vs Academic	1	32.000	.904	.344
Network vs Prof. & Govt		128.000	7.347	.008
Network vs Research	1	445.724	12.659	.001
Academic vs Prof. & Govt.	1	32.000	1.065	.305
Academic vs Research	1	238.867	7.042	.009
Prof. & Govt. vs Research	1	96.010	3.435	.067

$p \leq .01$

Prior administrative experiences were relied on significantly more than any other

variable. Network of colleagues and academic preparation were equally relied on.

Network of colleagues was relied on significantly more than professional and

governmental organizations and research. Academic preparation and professional and

governmental organizations were equally relied on. Academic preparation was relied on

significantly more than research. Professional and governmental organizations and

research were equally relied on.

Research Question Four

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with organizational management?

Based on mean scores, Table 15 provides information regarding what superintendents rely on first, second, third, fourth, and fifth when dealing with the key job responsibility of organizational management.

Table 15
Organizational Management Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Organizational Management	Mean Score
Prior Administrative Experiences	3.2738
Network Of Colleagues	3.0272
Professional And Governmental Organizations	2.8997
Academic Preparation	2.2993
Preparation	2.2993
Research	2.0527

Table 16 displays the results of a simple effects test applied to determine how the five variables differed for the key job responsibility of organizational management.

Prior administrative experiences were relied on significantly more than any other variable, network of colleagues and professional and governmental organizations were equally relied on, and both were relied on more than academic preparation and research.

Academic preparation and research were equally relied on, but less so than any of the

other variables.

Table 16
Organizational Management

Variables	df	Mean Square	F	Sig.
Experiences vs Network	1	214.541	12.458	.001
Experiences vs Prof. & Govt.	1	493.878	16.097	.000
Experiences vs Academic	1	3350.296	84.703	.000
Experiences vs Research	1	5260.449	191.573	.000
Network vs Prof. & Govt.	1	57.398	2.953	.089
Network vs Academic	1	1869.224	57.328	.000
Network vs Research	1	3350.296	123.910	.000
Prof. & Govt. vs Academic	1	1271.520	42.804	.000
Prof. & Govt. vs Research	1	2530.653	84.432	.000
Academic vs Research	1	214.541	5.925	.017

$p \leq .01$

Research Question Five

To what extent do superintendents rely on (a) prior administrative experiences, (b)

network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research when dealing with curriculum planning and development?

Based on mean scores, Table 17 provides information regarding what

superintendents rely on first, second, third, fourth, and fifth when dealing with the key job

responsibility of curriculum planning and development.

Table 17
Curriculum Planning And Development Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Curriculum Planning and Development	Mean Score
Prior Administrative Experiences	3.2204
Research	2.7490
Network Of Colleagues	2.6163
Academic Preparation	2.5939
Professional And Governmental Organizations	2.5837

Table 18 displays the results of a simple effects test applied to determine how the five variables differed for the key job responsibility of curriculum planning and development.

Table 18
Curriculum Planning And Development

Variables	df	Mean Square	F	Sig.
Experiences vs Research	1	544.500	25.909	.000
Experiences vs Network	1	894.041	55.521	.000
Experiences vs Academic	1	961.724	40.750	.000
Experiences vs Prof. & Govt.	1	993.306	52.978	.000
Research vs Network	1	43.112	2.056	.155
Research vs Academic	1	58.939	2.739	.101
Research vs Prof. & Govt.	1	66.949	3.745	.056
Network vs Academic	1	1.235	.054	.817
Network vs Prof. & Govt.	1	2.612	.178	.674
Academic vs Prof. & Govt.	1	.255	.012	.915

$p \leq .01$

Prior administrative experiences were relied on significantly more than any other variable. Research, network of colleagues, academic preparation, and professional and governmental organizations were equally relied on.

Research Question Six

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research when dealing with instructional management?

Based on mean scores, Table 19 provides information regarding what superintendents rely on first, second, third, fourth, and fifth when dealing with the key job responsibility of instructional management.

Table 19
Instructional Management Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Instructional Management	Mean Score
Prior Administrative Experiences	3.2245
Research	2.7628
Academic Preparation	2.6148
Professional And Governmental Organizations	2.5306
Network Of Colleagues	2.4770

Table 20 displays the results of a simple effects test applied to determine how the five variables differed for the key job responsibility of instructional management.

Table 20
Instructional Management

Variables	df	Mean Square	F	Sig.
Experiences vs Research	1	334.296	23.317	.000
Experiences vs Academic	1	582.867	35.511	.000
Experiences vs Prof. & Govt.	1	754.939	59.678	.000
Experiences vs Network	1	876.010	71.108	.000
Research vs Academic	1	34.327	2.372	.127
Research vs Prof. & Govt.	1	84.500	7.600	.007
Research vs Network	1	128.000	8.094	.005
Academic vs Prof. & Govt.	1	11.112	.703	404
Academic vs Network	1	29.755	1.446	.232
Prof. & Govt. vs Network	1	4.500	.465	.497

$p \leq .01$

Prior administrative experiences were relied on significantly more than any other variable. Research and academic preparation were equally relied on. Research was relied on significantly more than network of colleagues and professional and governmental organizations. Academic preparation and professional and governmental organizations were equally relied on. Academic preparation and network of colleagues were equally relied on, as were professional and governmental organizations and network of colleagues equally relied on.

Research Question Seven

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with human resources management?

Based on mean scores, Table 21 provides information regarding what superintendents rely on first, second, third, fourth, and fifth when dealing with the key job responsibility of human resources management.

Table 21
Human Resources Management Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Human Resources Management	Mean Score
Prior Administrative Experiences	3.2633
Network Of Colleagues	2.6143
Professional And Governmental Organizations	2.4286
Academic Preparation	2.3637
Research	2.3592

Table 22 displays the results of a simple effects test applied to determine how the five variables differed for the key job responsibility of human resources management.

Table 22
Human Resources Management

Variables	df	Mean Square	F	Sig.
Experiences vs Network	1	1031.878	62.788	.000
Experiences vs Prof. & Govt.	1	1706.949	96.937	.000
Experiences vs Academic	1	1966.541	61.091	.000
Experiences vs Research	1	2002.541	111.351	.000
Network vs Prof. & Govt.	1	84.500	6.381	.013
Network vs Academic	1	149.398	4.117	.045
Network vs Research	1	159.439	7.096	.009
Prof. & Govt. vs Academic	1	9.184	.333	.565
Prof. & Govt. vs Research	1	11.796	.598	.441
Academic vs Research	1	.163	.005	.945

$p \leq .01$

Prior administrative experiences were relied on significantly more than any other variable. Network of colleagues and professional and governmental organizations were equally relied on. Network of colleagues and academic preparation were equally relied on. Network of colleagues was relied on significantly more than research. Professional and governmental organizations and academic preparation were equally relied on, and professional and governmental organizations and research were equally relied on, as were academic preparation and research.

Research Question Eight

To what extent do superintendents rely on: (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research when dealing with values and ethics of leadership?

Based on mean scored, Table 23 provides information regarding what superintendents rely on first, second third fourth, and fifth when dealing with the key job responsibility of values and ethics of leadership.

Table 23
Values And Ethics Of Leadership Mean Scores

What Superintendents Rely on to Complete the Key Job Responsibility of Values and Ethics of Leadership	Mean Score
Prior Administrative Experiences	3.6301
Network Of Colleagues	2.6658
Professional And Governmental Organizations	2.4923
Academic Preparation	2.3980
Research	2.1170

Table 24 displays the results of a simple effects test applied to determine how the five variables differed for the key job responsibility of values and ethics of leadership.

Prior administrative experiences were relied on significantly more than any other variable. Network of colleagues and professional and governmental organizations were equally relied on. Network of colleagues was relied on significantly more than academic preparation and research. Professional and governmental organizations and academic preparation were equally relied on. Professional and governmental organizations was

Table 24
<u>Values And Ethics Of Leadership</u>

Variables	df	Mean Square	F	Sig
Experiences vs Network	1	1458.000	133.926	.000
Experiences vs Prof. & Govt.	1	2029.755	133.189	.000
Experiences vs Academic	1	2380.500	153.683	.000
Experiences vs Research	1	3154.449	212.849	.000
Network vs Prof. & Govt.	1	47.184	5.984	.016
Network vs Academic	1	112.500	7.158	.009
Network vs Research	1	323,306	21.038	.000
Prof. & Govt. vs Academic	1	13.969	.803	.372
Prof. & Govt. vs Research	1	123.469	8.314	.005
Academic vs Research	1	54.378	3.745	.056

p ≤.01

relied on significantly more than research. Academic preparation and research were equally relied on.

<u>Research Question Nine</u>

To what extent do superintendents rely on: (a) prior administrative experiences,

(b) network of colleagues, (c) professional and governmental organizations, (d) academic

preparation, and (e) research in completing overall key job responsibilities?

Based on mean scores, Table 25 provides information regarding what

superintendents rely on first, second, third, fourth, and fifth when dealing with the overall

key job responsibilities.

Table 25
<u>Overall Key Job Responsibilities Mean Scores</u>

What Superintendents Rely on to Complete Overall Key Job Responsibilities	Mean Score
Prior Administrative Experiences	3.3362
Network Of Colleagues	2.6685
Professional And Governmental Organizations	2.5408
Research	2.3778
Academic Preparation	2.3738

Table 26 displays the results of a simple effects test applied to determine how the

five variables differed for the overall key job responsibilities.

Prior administrative experiences were relied on significantly more than any other

variable. Network of colleagues was relied on significantly more than professional and

governmental organizations, research, and academic preparation. Professional and

governmental organizations, research, and academic preparation were equally relied on.

Table 26

<u>Overall Key Job Responsibilities</u>

Variables	df	Mean Square	F	Sig.
Experiences vs Network	1	73453.969	132.784	.000
Experiences vs Prof. & Govt.	1	104228.735	158.067	.000
Experiences vs Research	1	151328.582	187.728	.000
Experiences vs Academic	1	152588.663	138.346	.000
Network vs Prof. & Govt.	1	2685.398	7.082	.009
Network vs Research	1	13920.653	17.814	.000
Network vs Academic	1	14304.653	14.574	.000
Prof. & Govt. vs Research	1	4377.806	6.489	.012
Prof. & Govt. vs Academic	1	4594.296	6.083	.015
Research vs Academic	1	2.612	.003	.958

p ≤.01

Research and academic preparation were equally relied on but less so than any of the other

variables.

Chapter 5

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

The purpose for conducting this study was to determine the extent superintendents

in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming relied on:

(a) prior administrative experiences, (b) network of colleagues, (c) professional and

governmental organizations, (d) academic preparation, and (e) research to effectively

complete key job responsibilities.

The literature reviewed for this study was related to the development and

effectiveness of educational administration programs, the sources of information

superintendents rely on to do their jobs, and the responsibilities superintendents should be

able to perform. A computer search produced titles, authors, related articles, papers, and

books on educational administration preparation programs, descriptions of the

responsibilities that superintendents should be able to perform while on the job, and

limited information on what superintendents rely on to do their jobs.

Conclusions

The following four conclusions are based on the analysis of data presented in

Chapter 4:

1.   Superintendents rely on prior administrative experiences, most frequently,

when completing key job responsibilities. Overwhelmingly, superintendents responded the

administrative experiences they had acquired prior to becoming a superintendent were

what they relied on when dealing with the demands of the superintendency. This

reinforces what Achilles (1998) and McAdams (1995) found in their studies when they professed most superintendents believe practical administrative experience in several positions in schools offers the best preparation for the position of superintendent.

2.   In 5 of 8 key job responsibilities, superintendents indicated they relied on network of colleagues second, behind prior administrative experiences, to satisfactorily complete the issue at hand. In two of the key job responsibilities network of colleagues was relied on by superintendents third to satisfactorily complete the issue at hand. When dealing with the key job responsibility of instructional management superintendents indicated they relied on network of colleagues the least.

When looking at the eight key job responsibilities as a whole, superintendents rank network of colleagues as the second most important variable they rely on to complete their daily tasks. This finding is consistent with what Stephan (1989), Hoover (1996), and Chapman (1997) found in their study of how much superintendents rely on networking of colleagues to deal with unfamiliar issues.

3.   To become a superintendent, an administrator must complete a required set of academic course work. Most superintendents did not find the preparation programs useful in dealing with the demands placed upon them in their daily job. Only in the areas of communications and community relations and instructional management did the superintendents in the study rate their academic preparation as being even moderately useful. In these two areas, when comparing the mean scores of the five variables studied, academic preparation ranked third. In the other six areas investigated in the study the usefulness of academic preparation was ranked, when comparing the mean scores, fourth

or fifth. When looking at all eight key job responsibilities of this study as a whole academic preparation was ranked, when comparing the mean scores, fifth out of the five variables studied.

The apparent lack of usefulness of academic preparation programs in preparing administrators for the superintendency as found in this study reinforces what Murphy & Hallinger (1987) discovered in their study. They concluded graduate programs fail to provide potential school superintendents with the skills needed to perform their jobs effectively. More recently Schneider (1998) stated, "A growing number of superintendents are recognizing that their training hasn't prepared them for the challenges they now face" (p.8).

4.   When comparing mean scores superintendents indicate they rely on: prior administrative experiences first, network of colleagues second, professional and governmental organizations third, research fourth, and their academic preparation programs fifth when completing overall key job responsibilities faced daily. This reinforces what has been implied in other single-dimension studies when prior administrative experiences, networking of colleagues, or academic preparation were investigated individually to determine their importance to superintendents when dealing with responsibilities of their job.

Implications

Results of this study add information to the growing amount of literature questioning the usefulness of educational administration training programs. The usefulness of educational administration programs as viewed by graduates was expressed

by Schneider (1998) when he states, "Do these graduates expect their graduate programs to make them more effective instructional leaders? Not really. Those skills are learned on the job, if at all" (p. 7).

In this study, practicing superintendents overwhelmingly indicated reliance on prior administrative experiences to complete key job responsibilities. It would seem colleges offering training in educational administration should develop ways to provide aspiring superintendents more opportunities to gain practical experiences. Ironically, many colleges do provide their graduates the opportunity to gain practical knowledge through internship and clinical experiences. However, in most cases, the colleges do not place much emphasis on either of these programs. Giving the appearance that creating exemplary clinical and internship experiences for administrators wanting to become superintendents has not been a high priority for colleges. There is evidence in the literature to support the importance of internship and clinical experiences in the preparation of school superintendents. Milstein and Krueger (1995) reported results of a 10-year study of the educational administration program at the University of New Mexico where, in 1985, reforms were made to the preparation program to increase the clinical experiences for students. The results of the study revealed that graduates who became practicing administrators felt the most important part of their preparation program was the clinical experiences. Graduates indicated their clinical experiences had the biggest impact on their subsequent leadership style more than any other training received.

A growing body of literature is being written questioning the value of traditional educational administration programs in preparing individuals for the superintendency. In

addition, professional organizations outside colleges and universities are studying the possibility of developing their own certification programs for superintendents. One such organization is the American Association of School Administrators. AASA is exploring options it could provide administrators as an alternative to traditional educational administration preparatory programs. The research reported in the literature, and especially the work done by AASA suggest that institutions of higher education should seriously start to look at the effectiveness of their own preparatory programs.

In most educational administration preparatory programs, a person is employed on a full-time basis and takes classes at night, on weekends, and in the summer in order to gain the superintendent endorsement. In this approach, the individuals aspiring to become superintendents never gain experience as to what superintendents do until they accept their first position.

In order for internships to be more student-centered, preparatory programs should develop paid internships, similar to those in the medical profession. These paid internships could be funded by developing partnerships with school districts, professional organizations, state and federal governmental agencies, foundations, or with business. By providing paid internships, aspiring superintendents would gain essential experience before becoming leaders of school districts.

<u>Recommendations</u>

The preceding conclusions support the following recommendations:

1.   Institutions of higher education need to evaluate the preparation program provided for aspiring superintendents. The purpose of this evaluation would be to determine if the program, as offered, provides potential superintendents with the background needed to effectively complete key job requirements of the superintendency.

The definition for academic preparation used in this study is the class work and field experiences administrators were required to complete for the superintendent endorsement. A comparison of mean scores from the nine research questions indicated academic preparation was rated as the fourth or fifth most relied on variable to complete the following key job responsibilities: leadership and district culture, policy and governance, organizational management, curriculum planning and development, human resource management and values and ethics of leadership. When comparing mean scores, academic preparation was rated fifth of five variables by superintendents when considering what they relied on most to complete overall key job responsibilities.

Academic preparation is clearly rated low by superintendents in regard to how much they actually rely on information acquired in preparation programs to complete key responsibilities of their job. Institutions of higher education should evaluate what superintendents report they rely on most to complete key job responsibilities and determine if those attributes can be incorporated into the preparation program for administrators seeking the superintendent endorsement.

The data reported in this study revealed superintendents rely on prior administrative experiences foremost when dealing with each of the eight key job responsibilities as identified by AASA and when comparing overall key job responsibilities.

With this information, institutions of higher education may want to consider developing more internships/field studies as practice for administrators who pursue the endorsement for the superintendency.

2.   The results of this study should be made available to all administrators in the seven-state area.

By providing all administrators the results of this study, they would be informed as to what superintendents report they rely on first, second, third, fourth, and fifth when completing key job responsibilities. Those administrators who aspire to become superintendents could then use the data from this study for assistance when working with an institution of higher education in developing a program of study leading to the superintendent endorsement.

3.   Further research should be completed in other regions of the United States or nationwide.

Since this research was limited to the state of Nebraska and its six bordering states, additional research in other regions of the United States or nationwide would be beneficial.

4.   Other studies should be undertaken to determine why academic preparation is not ranked as a key factor in preparing superintendents for their jobs. For example, is there too great a time lag between the completion of the academic program and the acceptance of a superintendent position?

Afterthoughts

After completing this study and taking time to reflect on it, two perceptions appear to emerge. These perceptions are not founded by statistical data instead they are assumptions which seem to be implied in the literature and research reviewed for this study.

1. In many situations individuals aspiring to the superintendency are already in administrative positions such as assistant principals, building level principals, or work in the central office. While aspiring superintendents are working in their full-time jobs they are also networking, involved in professional organizations, doing research, and completing courses in order to become certified as a superintendent. The overlapping of these variables and the time it takes to receive their superintendent endorsement, may make everything appear murky and difficult for the aspiring superintendents to delineate what they most frequently rely on to complete key job responsibilities once they become a superintendent.

2. Many educational administration programs, it appears, are designed (either intentionally or unintentionally) to provide a broad overview of what the superintendency is about. In contrast, aspiring superintendents appear to want a higher level of training, which will help them be more effective in dealing with the daily tasks of the superintendency once they obtain their first superintendent position. It would seem colleges offering preparation programs and aspiring superintendents should insure they communicate their expectations clearly to each other before a program of study is devised. This area of what colleges expect their preparation programs to offer and what aspiring superintendents expect from their preparation programs could be the basis for further research.

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APPENDIX A

Survey

****At the completion of the 1997-98 school year if you have been a superintendent for less than 3 years or more than 5 years please place an "X" here _____ and return the survey without completing it.****

KEY JOB RESPONSIBILITIES OF SUPERINTENDENTS

The purpose of this study is to determine the extent to which superintendents in Colorado, Iowa, Kansas, Missouri, Nebraska, South Dakota, and Wyoming rely on (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation and (e) research to effectively complete key job responsibilities.

Directions: This instrument is designed to provide you the opportunity to rate your reliance on (a) prior administrative experiences (b) network of colleagues (c) professional and governmental organizations (d) academic preparation and (e) research to effectively complete key job responsibilities. Please rate yourself using a scale of 1 to 4 with 1 indicating not relied on and 4 indicating heavily relied on.

Each item should have five responses circled indicating your reliance on it to solve key job responsibilities.

Definitions: For the purpose of this survey the following definitions will be used.

Prior administrative experience. The knowledge which the superintendent has acquired from other administrative positions held prior to becoming a superintendent.

Network of colleagues. Other superintendents, both practicing and retired, college professors, administrators in positions other than superintendent, and selected individuals outside the educational arena, that the superintendent can call on for advice and help.

Professional and governmental organizations. Groups such as state administrative organizations, state department of education, American Association of School Administrators, Association of Supervision and Curriculum Development, Phi Delta Kappa, and other organizations both inside and outside of the educational arena, that the superintendent can call on for advice and help.

Academic preparation. Class work and field experiences an administrator is required to complete for the superintendent endorsement.

Research. A systematic process of collecting and logically analyzing information (data) for some purpose.

EXAMPLE:

STAFF DEVELOPMENT

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of STAFF DEVELOPMENT?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
1. Exploring staff Development opportunities	1 2 ③ 4	1 ② 3 4	1 2 3 ④	① 2 3 4	1 2 ③ 4

In the above example the respondent, by circling a number in each column, has indicated he actively relies on (a) prior administrative experiences; somewhat relies on (b) networks of colleagues; heavily relies on (c) professional and governmental organizations; does not rely on (d) academic preparation and actively relies on (e) research when exploring staff development opportunities.

PLEASE CONTINUE ON THE BACK OF THIS PAGE

You are now ready to complete the survey. Please remember for each question you will give **FIVE RESPONSES.**

START:

The first section addresses LEADERSHIP AND DISTRICT CULTURE:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of LEADERSHIP AND DISTRICT CULTURE?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
1. Manage time effectively.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
2. Build self-esteem in staff and students.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
3. Empower others to reach high levels of performance.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
4. Assess school climate.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
5. Delegate responsibility for decision making.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
6. Promote academic rigor and excellence for staff and students.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to leadership and district culture. Now, please look at tasks relating to policy and governance.

PLEASE CONTINUE ON TO THE NEXT PAGE

POLICY AND GOVERNANCE:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional organizations, (d) academic preparation, and (e) research to effectively complete the following tasks associated with the key job responsibility of POLICY AND GOVERNANCE?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin. Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
7. Develop procedures for superintendent-board of education interpersonal and working relationships.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
8. Formulate a district policy for external and internal programs.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
9. Relate local policy to state and federal regulations and requirements.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
10. Develop procedures to avoid civil and criminal liabilities.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to policy and governance. Now please look at tasks relating communications and community relations.

COMMUNICATIONS AND COMMUNITY RELATIONS:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of COMMUNICATIONS AND COMMUNITY RELATIONS?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
11. Conflict mediation.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
12. Develop and carry out internal and external communication plans.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
13. Consensus building.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
14. Write and speak clearly and forcefully.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
15. Formal and informal listening skills.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
16. Group membership and leadership skills.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
17. Develop formal and informal techniques to gain external perception of the district by means of surveys, advisory groups, and personal contact.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to communications and community relations. Now please look at tasks relating to organizational management.

PLEASE CONTINUE ON TO THE NEXT PAGE

ORGANIZATIONAL MANAGEMENT:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of ORGANIZATIONAL MANAGEMENT?

Rating Scale:
1. Not relied on
2. Somewhat relied on
3. Actively relied on
4. Heavily relied on

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
18. Develop a process for maintaining accurate fiscal reporting.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
19. Understand legal concepts, regulations and codes for school operations.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
20. Perform budget planning, management, account auditing, and monitoring.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
21. Use technological applications to enhance administration of business and support systems.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
22. Develop a system for financial forecasting, planning, and cash flow management.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
23. Administer auxiliary programs, such as maintenance, facilities, food services, etc.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

Your have just completed tasks relating to organizational management. Now please look at tasks relating to curriculum planning and development.

CURRICULUM PLANNING AND DEVELOPMENT:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of CURRICULUM PLANNING AND DEVELOPMENT?

Rating Scale:
1. Not relied on
2. Somewhat relied on
3. Actively relied on
4. Heavily relied on

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
24. Curriculum planning.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
25. Understand child and adolescent growth and development.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
26. Use of computers and other technologies in educational programing.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
27. Develop a process for faculty input in continued and systematic renewal of the curriculum to ensure appropriate scope, sequence, and content.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
28. Understand curriculum alignment to ensure improved student performance and higher order thinking.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to curriculum planning and development. Now please look at tasks relating to instructional management.

PLEASE CONTINUE ON TO THE NEXT PAGE

INSTRUCTIONAL MANAGEMENT:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of INSTRUCTIONAL MANAGEMENT?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
29. Analyze available instructional resources and assign them in the most cost-effective and equitable manner to enhance student out-comes.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
30 Interpret and use testing/assessment results to improve education.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
31. Understand classroom management theories and techniques.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
32. Understand instructional strategies that include the role of multicultural sensitivity and learning styles.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to instructional management. Now please look at tasks relating to human resources management.

HUMAN RESOURCES MANAGEMENT:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (3) c professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of HUMAN RESOURCES MANAGEMENT?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
33. Develop personnel management strategies.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
34. Diagnose and improve organizational health and morale.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
35. Use system and staff evaluation data for personnel policy and decision making.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
36. Knowledge of pupil personnel services and support staff programs.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
37. Knowledge of adult learning theory and motivation.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to human resources management. Now please look at the last category, values and ethics of leadership.

PLEASE CONTINUE ON TO THE NEXT PAGE

VALUES AND ETHICS OF LEADERSHIP:

To what extent do you rely upon (a) prior administrative experiences, (b) network of colleagues, (c) professional and governmental organizations, (d) academic preparation, and (e) research to effectively complete each of the following tasks associated with the key job responsibility of VALUES AND ETHICS OF LEADERSHIP?

Rating Scale:
1. **Not relied on**
2. **Somewhat relied on**
3. **Actively relied on**
4. **Heavily relied on**

	Prior Admin Experiences	Network of Colleagues	Professional and Governmental Organizations	Academic Prep.	Research
	(Circle One)	(Circle One)	(Circle One)	(Circle One)	(Circle One)
38. Exhibit multicultural and ethnic understanding and sensitivity.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
39. Model accepted moral and ethical standards in all interactions.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
40. Exhibit ethical and personal integrity.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
41. Promote the value that moral and ethical practices are established and practiced in each classroom and school.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4

You have just completed tasks relating to values and ethics of leadership. Now you will be given the opportunity to provide additional comments.

42.   If there are additional key job responsibilities you perform, please list them below and indicate what you rely on to accomplish them.

43.   Please feel free to share any additional comments below.

NOW PLEASE ANSWER THE FOLLOWING DEMOGRAPHIC QUESTIONS:

44.   What is your gender? (Please circle the letter of your response.)

    A.   Female
    B.   Male

45.   What is your present age? (Please circle the letter of your response.)

    A.   Under 29 years
    B.   30-39 years
    C.   40-49 years
    D.   50-59 years
    E.   60 years or over

PLEASE CONTINUE ON THE NEXT PAGE

46.   How many years of experience have you had as a classroom teacher? (Please circle the letter of your response.)
        A.   Under 5 years
        B.   6-10 years
        C.   11-15 years
        D.   16-20 years
        E.   Over 20 years

47.   How many years of experience as an administrator, other than a district superintendent, do you have? (Please circle the letter of your response.)
        A.   Under 5 years
        B.   6-10 years
        C.   11-15 years
        D.   16-20 years
        E.   Over 20 years

48.   At the end of the 1997-98 school year, how many years will you have been a superintendent? (Please circle the letter of your response.)
        A.   3 year
        B.   4 years
        C.   5 years

49.   Would you like a copy of the results of this survey? (Please circle the letter of your response.)
        A.   No
        B.   Yes

THIS CONCLUDES THE SURVEY. THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE IT.

Please return the survey promptly by **May 1, 1998** in the postage paid return envelope provided to:

Researcher: Dale F. Kruse
               P.O. Box 743
               Gibbon, NE 68840
               Day: 308-468-6555
               Night: 308-468-6012
               e-mail: dkruse@genie.esu10.k12.ne.us

APPENDIX B

IRB Approval Letter

University of
Nebraska
Lincoln

December 4, 1998

Mr. Dale Kruse
P O. Box 743
Gibbon NE 68840

IRB#   98-01-186   EX

TITLE OF PROJECT: What Do Superintendents Rely on to Complete Key Job
                         Responsibilities

Dear Mr. Kruse:

According to IRB records, your research, including all consent /assent forms, must be re-
reviewed. DHHS Regulations for the Protection of Human Subjects (45 CFR 46) and the
University of Nebraska require continuing review of research projects at appropriate intervals, but
not less than once per year. The purpose of this review is to ensure that 1) the enrollment of
subjects has been equitable, 2) the risk-benefit relationship of the research is still acceptable, and
3) the informed consent/assent document(s) has/have been updated and approved as necessary.
To maintain IRB approval, the enclosed form must be completed and submitted with the required
additional materials to the IRB for review by January 23, 1999

Please be advised that Federal Regulations require the IRB to suspend its approval of any
research project that is not re-approved by the IRB prior to the protocol's one (1) year
anniversary date. If your study has been completed or discontinued, Federal Regulations,
nonetheless, still require submission of the Application for Continuing Review which serves as a
final report. If your research was never activated and you wish the IRB to terminate its approval,
a request for termination of IRB approval should be indicated on the enclosed form.
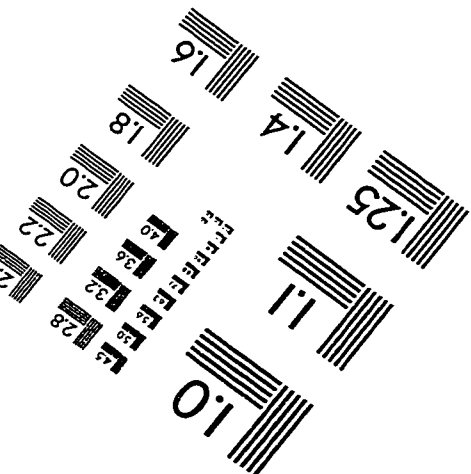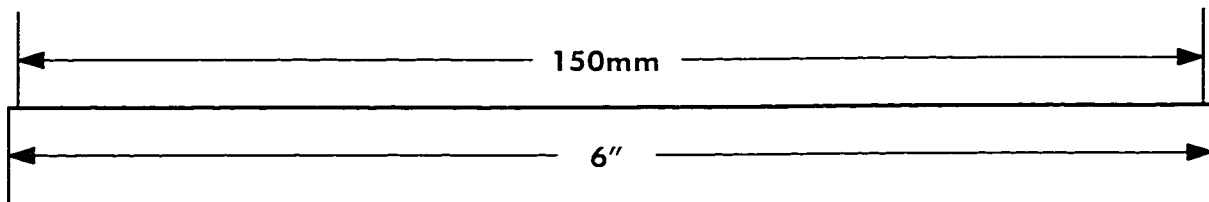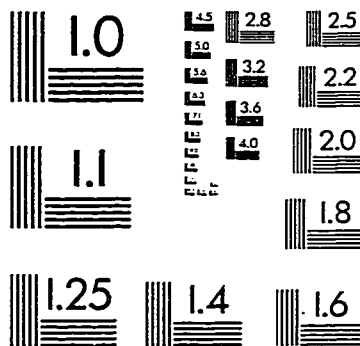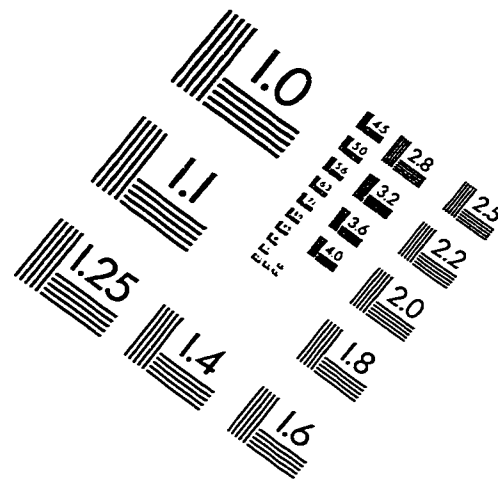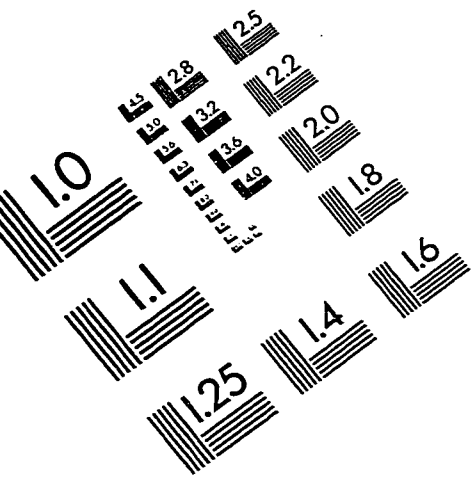
If you have any questions, please contact the IRB office

Sincerely,

Robert Reid, Chair
for the IRB committee

cc: Faculty Advisor ✓

IMAGE EVALUATION
TEST TARGET (QA-3)

150mm

6"

APPLIED IMAGE . Inc
1653 East Main Street
Rochester, NY 14609 USA
Phone: 716/482-0300
Fax: 716/288-5989