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# Board and superintendent perceptions of the Illinois professional standards for school leaders critical for superintendent success

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**Board and superintendent perceptions of the Illinois professional standards
for school leaders critical for superintendent success**

by

**Pamela Rhea Rockwood**

A dissertation submitted to the graduate faculty

in partial fulfillment of the requirements for the degree of

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## ABSTRACT

This quantitative study focused on the differences in perceptions between Illinois K-12 unit district public school superintendents and board presidents as to those performance competency indicators in the "Illinois Professional Standards for School Leaders" that they perceived as being most critical for superintendent success.  Via a web-based, online survey, participants responded to six demographic questions and scored each of the performance competency indicators to their level of agreement regarding the importance of that performance competency indicator for success.  Summing up the top three performance indicators for all respondents, for all superintendents and board presidents (male and female), the number of performance competency indicators was reduced from 63 down to a composite group of ten.  All groups selected the performance competency of "having high expectations for all" as being a top indicator.  Standard One which stresses vision, mission, goals, climate, and culture proved to be the most important standard for superintendents, with six out of ten of the performance competency indicators coming from that standard.  Both role and gender were associated with the selection of the performance competencies.  Specifically, the role of board president was associated with the selection of "provides a respectful, fair climate," and the role of superintendent was associated with the selection of "obtains resources for goals." Regarding the impact of gender, men selected "models core beliefs and takes actions to achieve goals", while being a female impacted the selection of "promotes academic excellence."  Implications and recommendations for further research include concentrating superintendent development and evaluation on the ten shared performance indicators and replicating this study in other states that have adapted or adopted the ISLLC Standards or with a random sample nationwide.

**CHAPTER 1. THE PROBLEM**

**Statement of the Problem**

After numerous studies in almost every field, researchers have concluded that leadership is essential for successful organizational performance (Hord & Sommers, 2008; Kowalski, Lasley, Mahoney, 2008), and in education that success is defined as student achievement (Leithwood, Day, Sammons, Harris, & Hopkins, 2006; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Murphy, Elliott, Goldring, & Porter, 2006). Studies performed expressly on the effective schools movement over the past 30 years have established the importance of leadership to school success, finding that it is one of the constant characteristics found in effective schools (Edmonds, 1979; Kowalski, Lasley, & Mahoney, 2008; Leithwood, Louis, Anderson & Wahlstrom, 2004; Lezotte, 1997; Marzano & Waters, 2009; Purkey & Smith, 1983). In their study regarding the impact of leadership on student learning, Leithwood, Louis, Anderson and Wahlstrom (2004) determined that it is second only to classroom teaching in contributing to what students learn in school.

This notion of leadership's impact on student achievement must now include the leadership of the school district's board of education. Recent research (Marzano & Waters, 2009) indicates that when the board of education and the superintendent work effectively together in their leadership roles to maintain support for stated instructional and student achievement goals, there is a statistically significant positive correlation of .24 between district leadership and student achievement. To further explain the impact of this positive correlation, this means that in the case of the district leader who improves his or her leadership abilities by one standard deviation, it is reasonable to predict that overall average

student achievement in the district could increase by 9.5 percentile points (Marzano & Waters, 2009).

In this same research study, Marzano and Waters (2009) found that stability in superintendent leadership also mattered as it contributed to an increase in student achievement. Its impact on increased student achievement appeared after two years and it was evident at least through year ten (Marzano & Waters, 2009). This is noteworthy, as a national mid-decade study on the superintendency found that the estimate mean tenure of superintendents was 5.5 years (Glass & Franceschini, 2007). If superintendent impact on increased student achievement is evident at least through year ten (Marzano & Waters, 2009), and if nationally, the estimated mean tenure of superintendents is 5.5 years (Glass & Franceschini, 2007), this means that nationally the full potential for continued superintendent positive impact on student achievement in those districts where superintendents are leaving after 5.5 years is not being fully realized.

With the continued and increased pressure today from many and various factions for improved student achievement, and noting that recent research supports the notion that superintendent leadership matters, it is more important than ever that the district leadership team, consisting of the superintendent and the board of education, have common expectations based on performance.

It is shared expectations and beliefs that bind a group together (Deal & Peterson, 2009). A superintendent must know the expectations of his or her community that are reflected by the elected members of the school district's board of education (Alsbury, 2003; Cassel, 2007). Those expectations are often the priorities for the district (Leithwood, Louis, Anderson, & Wahlstrom, 2004). Tending to those expectations can lead to success and the

potential for a lengthened tenure for the superintendent that translates into stability in district leadership.  This stability, in turn, provides the potential for increased student achievement.

The importance of strong stable district leadership and its implications for improvement in student achievement are clear.  This improvement has a better chance of occurring when the superintendent and board of education have common expectations as to those superintendent performances or skills that are perceived to be most critical for success, with the phrase "critical for success" being defined as those skills "…that will have disastrous results if performed improperly or poorly" (Van Wart, Cayer, & Cook, 1993, p. 80).

Common performance expectations not only provide one means of avoiding disastrous results, but they also offer the possibility of longer superintendent tenure. Lengthened superintendent tenure is not only crucial for student achievement (Marzano & Waters, 2009), but it is also vital for sustainable improvement.  While studying leadership stability and its impact on school improvement, Hargreaves and Fink (2006) found that multiple changes in leadership over long periods of time undermine most efforts to endure improvement.  Engler (2010) echoes this notion writing that some school systems enjoy more success due to the combined longevity of the principals and superintendents.  For superintendents, this longevity is measured in terms of length of tenure, which has been proven to have shown a positive impact on student achievement (Marzano & Waters, 2009).

In Illinois, the "Illinois Professional Standards for School Leaders" (IPSSL) as adapted from the 1996 version of the "Interstate School Leadership Licensure Consortium"

Standards (ISLLC Standards) provides a best practices framework of leadership performance competencies for Illinois school superintendents.  However, what is not known is the level of perceived importance for success for each of the indicators from Illinois K-12 unit district public school superintendents and board presidents.  That is the problem that is explored in this study.

Due to the current void in research and literature regarding common performance expectations from the IPSSL that are held between Illinois K-12 unit district public school superintendents and board presidents, this study was needed.  It is hoped that the findings of this study will provide K-12 superintendents and board presidents in Illinois with a better understanding of how they can work together through common expectations to enhance leadership performance and superintendent stability in their respective school district.  It is this enhanced performance and stability that afford the opportunities for increased student achievement and school improvement.

## Purpose of the Study

The purpose of this study was to determine what differences, if any, existed in the perceptions of Illinois K-12 unit district public school superintendents and school board presidents as to which of the performance competency indicators included in the "Illinois Standards for School Leaders" are most critical for success in the superintendency.

## Theoretical Framework

In 1996, the Interstate School Leadership Licensure Consortium (ISLLC) developed a national set of six standards for all school leaders (Council of Chief State School Officers, 1996).  These standards are a framework of expectations that delineate the knowledge, performance, and disposition indicators that all school leaders deem necessary for success

(Council of Chief State School Officers, 1996). These indicators, as outlined, are all competencies. They are the knowledge, skills (performances), abilities, or characteristics (attributes or dispositions) that are associated with high performance on a job (Mirabile, 1997). Thus the ISLLC Standards and their indicators, as developed, compose what is known as a competency model. A competency model is a defined set of behaviors that encompass the knowledge, skills (performances), and personal attributes (characteristics or dispositions) that when taken together are critical to successful work accomplishment (Bernthal, Colteryahn, Davis, Naughton, Rothwell, & Wellins, 2004; Rothwell & Lindholm, 1999; Rothwell, 1996).

The underpinning for any competency model is competency theory. In competency theory, competencies are either functional, those that define specific skills and knowledge that people need to do their jobs, or they are behavioral, those that describe how people should think, feel, and act on their job (Perron-Croteau & Grattan, 2005). Competency theory also states that competency models may be used as the basis and framework for successful hiring, professional development, evaluation, and succession planning (Dubois & Rothwell, 2004; Kessler & Strasburg, 2005; Lucia & Lepsinger, 1999).

While the first ISLLC Standards framework was developed in 1996 by the Council of Chief State School Officers (CCSSO), in 2002, a similar set of standards known as the "ELCC Standards" (Lindahl, 2008) were developed by the Educational Leaders Constituent Council (ELCC). In an effort to update both the 1996 ISLLC Standards and the 2002 ELCC Standards, the CCSSO formed the Interstate Consortium on School Leadership (ICSL). This group worked collaboratively with the National Policy Board for Educational Administration (NPBEA) beginning in 2006 (Sanders & Simpson, 2006), with the end result of their work

known as the "Educational Leadership Policy Standards: ISLLC 2008," commonly referred to as "ISLLC 2008." This new set of standards was adopted by the NPBEA on December 12, 2007 (Lindahl, 2008). In this updated 2008 version of the ISLLC Standards, the six basic standards remain unchanged, except for some minor wording changes; however, essentially only the performance indicators remained and they are now known as "functions" (Lindahl, 2008).

During the two year revision process of the 1996 ISLLC Standards and of the 2002 ELCC Standards, the NPBEA consulted with its member organizations, which included the American Association of School Administrators (AASA). As Superintendent-in-Residence for the AASA at that time, Dr. Lew Finch of the University of Northern Iowa, represented the AASA in the standards revision work as a member of the NPBEA/ISLLC Steering Committee. This committee was charged with the responsibility of developing recommended revisions to the original 1996 ISLLC Standards, and Dr. Finch concurs with the notion that the adopted revised standards consist of slight rewording of the original six standards, with the indicators focusing now solely on functions or performances (L. Finch, personal communication, July 16, 2010).

Also during this revision process, a research panel known as the "NPBEA Research Panel" was put into place. Their charge was to identify a research base for updating 1996 ISLLC Standards, as well as for users of the updated standards (CCSSO, 2008). As a member of the NPBEA Research Panel, Dr. Joseph Murphy also affirms that there were only slight wording changes to the standards and that the performance indicators were present, however, they are now called "functions" (J. Murphy, personal communication, October 6, 2009).

Therefore, the competency indicators present in the 2008 ISLLC Standards are now solely "performance-based" with performance functions being defined (Lindahl, 2008). As written, these functions are the performance skills that administrators must have in order to successfully do their jobs (CCSSO, 2008). While not stating directly that either version of the ISLLC Standards is a competency model, the Council of Chief State School Officers (1996, 2008) writes that these standards provide a framework for licensing, induction, training programs/professional development, and evaluation for educational administrators, and as previously noted, these are the uses for a competency model (Dubois & Rothwell, 2004; Kessler & Strasburg, 2005; Lucia & Lepsinger, 1999).

### Research Questions

This study specifically includes those individuals who, during the 2009-2010 school year, were practicing superintendents and board presidents in all Illinois K-12 unit public school districts. By 2004, Illinois was one of the over 40 states (N. Sanders, personal communication, March 31, 2004) that had adopted or adapted the 1996 ISLLC Standards as a framework for licensure, recertification, and professional development (CCSSO, 1996). The Illinois model is known as the "Illinois Professional Standards for School Leaders" (IPSSL). As found in the ISLLC Standards, the IPSSL also includes standards, knowledge, disposition, and performance competency indicators. It is the performance competency indicators found in the IPSSL and their perceived level of importance from Illinois K-12 unit district public school superintendents and board presidents upon which this study focused.

Specifically, this study addressed the following research questions:

1. Are there statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public

school board presidents regarding their perceptions of the top three performance

competency indicators in the Illinois Professional Standards for School Leaders

that are deemed most critical for success in the superintendency?

2. Are there statistically significant differences between all K-12 Illinois unit district

public school male superintendents and male board presidents as compared to all

K-12 Illinois unit district public school female superintendents and female board

presidents regarding their perceptions as to the top three performance competency

indicators in the Illinois Professional Standards for School Leaders that are

deemed most critical for success in the superintendency?

3. Are there statistically significant differences among all female superintendents, all

male superintendents, all male board presidents, and all female board presidents,

in K-12 Illinois unit district public schools regarding their perceptions as to the

top three performance competency indicators in the Illinois Professional

Standards for School Leaders that are deemed most critical for success in the

superintendency?

**Null Hypotheses of the Study**

The Illinois Professional Standards for School Leaders have been developed as a

standards-based competency model for all superintendents in all-sized districts in the state of

Illinois.  With this in mind, the following hypotheses for this study are offered:

1. Hypothesis 1: There will be no statistically significant differences between all K-

12 Illinois unit district public school superintendents as compared to all K-12

Illinois unit district public school board presidents regarding their perceptions of

the top three performance competency indicators in the Illinois Professional

Standards for School Leaders that are deemed most critical for success in the superintendency.

2. Hypothesis 2: There will be no statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

3. Hypothesis 3: There will be no statistically significant differences among all female superintendents, all male superintendents, all female board presidents, and male board presidents in K-12 Illinois unit district public schools regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

**Rationale for the Study**

The 1996 ISLLC Standards continue to be used today in over 40 states (Jazzar & Algozzine, 2007; Shipman, Queen, & Peel, 2007), even though by December 12, 2007, they had been revised and adopted by the NPBEA as the "Educational Leadership Policy Standards: ISLLC 2008." These newly adopted standards and their functions continued to contain the essence of the 1996 ISLLC Standards with their performance indicators (CCSSO, 2008). The rationale for the slight rewording of the new standards and functions was because many states and many institutions that prepared educational leaders had incorporated the 1996 ISLLC Standards or an adaptation of them into existing policies and programs (L.

Finch, personal communication, July 16, 2010). Illinois is one of those states that has adapted the 1996 ISLLC Standards as the "Illinois Professional Standards for School Leaders" (IPSSL). While on a national level the 1996 ISLLC Standards have been revised, there has been no movement in Illinois to revise the IPSSL.

Although the 1996 ISLLC Standards have been revised, their revision does not pose a problem for this study, as the continued significance of this research study is that Illinois is one of the over 40 states that continues to use an adapted format of the 1996 ISLLC Standards and their competency indicators, the IPSSL, as the basis for superintendent licensure, professional development, re-certification, and in some districts, superintendent evaluation.

As previously noted, minimal research has been done regarding any baseline expectations or agreement between Illinois K-12 unit public school district board presidents and superintendents as to which of the performance indicators in the IPSSL are most critical for superintendent success. Therefore, rationale for this study is supported by the lack of information regarding this. While there have been similar studies in Missouri and North Carolina, asking only superintendents to rate whether or not the ISLLC Standards performance indicators were important regarding the knowledge needed in and the responsibilities related to the superintendency (Hessel & Holloway, 2002, Smith, 2007), there is little information relating the standards to actual superintendent practice (Hoyle, Bjork, Collier, & Glass, 2005). It is this need for information as to which of those performances are most critical for success in the superintendency that has prompted this research design and study with its focus on success for Illinois K-12 unit district public

school superintendents.  The research findings from this study will contribute to the existing and emerging body of research in the superintendency.

## Basic Assumptions of the Study

The following assumptions were made for this study:

1. Participants were practicing Illinois K-12 unit district public school superintendents or current Illinois K-12 unit district public school board of education presidents during the 2009-2010 school year.

2. Board presidents were sufficiently aware of their superintendents' performances so as to be able to assess the extent to which the superintendent had the knowledge required to perform a task.

3. Information provided by the Illinois State Board of Education as to which Illinois public school districts are K-12 unit districts was accurate.

4. Respondents chose, without duress or coercion, to participate in the study.

5. Respondents understood the directions and content of the survey, and they responded honestly to the survey questionnaire.

6. Respondents responded forthrightly and with reflective honesty.

7. The ISLLC Standards as adapted in the IPSSL reflect best practices for educational leaders.

## Delimitations of the Study

The following are delimitations identified for this study:

1. The study is limited to superintendents and board presidents of K-12 unit public school districts in the state of Illinois who were either completing or who had

been a superintendent or a board member for at least one year in their current district.

2. The study is limited to the perceptions of K-12 Illinois unit public school district superintendents and board presidents, and they may not reflect the perceptions of other board members or other educational staff members in those participating districts, or in differently configured school districts in Illinois (such as K-8 elementary school districts or 9-12 high school districts).

3. The study is limited to the performance indicators that are listed in the Illinois Professional Standards for School Leaders that were adapted by the state of Illinois from the performance indicators originally developed by the Interstate Leadership Licensure Consortium as a part of the 1996 ISLLC Standards. Other administrator performance success indicators may be available, but they are not used in this study.

4. The study is limited to the perceptions of Illinois K-12 unit district public school superintendents and board presidents who responded via a web-based survey.

5. All responses were based on self-reported perceptions.

6. All participants were K-12 unit district public school superintendents and board of education presidents in Illinois during the 2009-2010 school year.

**Organization of the Study**

This chapter has described the problem of the study, the hypotheses, and the research questions that were investigated as well as the theoretical framework that was used. Chapter 2 outlines a review of pertinent literature regarding the problem, while Chapter 3 states the methodology that was used in the study. Chapter 4 provides the findings of the study, and

finally, Chapter 5 states the implications of the findings and recommends areas for further

research.

## CHAPTER 2. REVIEW OF LITERATURE

### Introduction

The purpose of this chapter is to provide a review of the existing literature related to leadership and success in the superintendency as well as the development of the ISLLC Standards as a competency model for superintendents.  The research for this study is limited in the area of the ISLLC Standards as they were first developed in 1996 and then revised in 2008.  Therefore, the literature related to the influence of the ISLLC Standards on superintendent practice and outcomes encompasses from 1996 to the present.

A review of the related literature for this study comes from dissertations, journal/magazine articles, books, on-line publications, scholarly articles, and personal communications.  To identify potential sources for use, six databases were queried and Internet research was completed.  The databases queried included ERIC, Dissertation Abstracts, Ebsco, Galenet, OCLC First Search, and AERA online search services.  Keywords or phrases employed while searching for potential sources included the following: Interstate School Leaders Licensure Consortium Standards, standards movement, competency theory, competency models, superintendent impact on student achievement, effective schools, educational leadership, superintendent leadership, school district leadership, school board leadership, values, and expectations.

These resources provided background information on the evolving role of superintendent leadership and its importance to school improvement, as well as literature related to the development of the 1996 ISLLC Standards as a national framework of expectations for school administrators and their revision in 2008.  Also included in this

chapter is literature that outlines competency theory and how it is relevant to the ISLLC Standards.

The chapter is divided into the following sections: (a) The beginnings of public school districts and boards of education, (b) the role of the superintendent, (c) partners in leadership making a difference, (d) a call for change in the status quo, (e) the results of the call for change, (f) the ISLLC standards as a competency model, (g) the many benefits of a competency model, (h) the research void in superintendent-board perceptions regarding the ISLLC Standards, (i) a larger research void regarding the Illinois Professional Standards, and (j) the importance of this study.

### The Beginnings of Public School Districts and Boards of Education

With the first beginnings of America's schools dating back to 1647 (Flinchbaugh, 1993), the origins of local school control date back to the early 1700s in New England (Kirst, 1991). Laws passed during this time placed the responsibility for education on school committees, which took the form of local town boards or trustees whose main functions were to choose a schoolmaster and to maintain the school (Kirst, 1991).

These school committees eventually evolved into an elected entity known as the local school board of education. As a group that works in partnership with the superintendent, they forge a district direction through policy and governance for curriculum, instruction, assessment, student support services, human resources, business resources, and facilities (Cassel, 2007; Townsend, Brown, & Buster, 2005). In concert with setting district direction through policy and governance, one of the most important duties of the board of education is to hire and evaluate the superintendent, who acts as the chief executive officer of the school district, and who is charged with carrying out the Board's policies, decisions, and directives.

## The Role of the Superintendent

The superintendency itself is 165 years old and was created when the job of looking after the community's educational program became too large for a committee of volunteers. In 1837, the first school superintendents were officially appointed in Buffalo, New York and Louisville, Kentucky (Carter & Cunningham, 1997; Norton, 2005), and by 1880, 34 of the 38 states deemed the position of superintendent to be a necessary one (Carter & Cunningham, 1997).  Early superintendents served as role models that spread the democratic ethic (Moon, 1998).

Since its beginnings in 1837, the role of superintendent has evolved through four major stages that have included being a cleric, a master educator, an expert manager, and a chief executive officer for the board of education (Carter & Cunningham, 1997).  As chief executive officer for the board, the superintendent is directly responsible for the day-to-day operations of the district, and he or she is accountable to the board of education for implementing policy that has been set by the board, as well as decisions that have been made by them (Norton, 2005).  The overall role of the superintendent as chief executive officer continues to change today as a result of the changing nature and complexity of superintendent work (Berman, 2005; Bjork, Kowalski, & Browne-Ferrigno, 2005).

As today's chief executive officer, a superintendent must have a set of management and leadership qualities that now includes having the vision, knowledge, and skills to lead in a different, diverse, and complex world (Hoyle et al., 2005; Kouzes & Posner, 2007) where leadership will be a critical factor when explaining the success or failure of being able to making the transition into it (Murphy et al., 2006).  The ideal leader of a school district today is a visionary who can initiate and sustain change, while also being a strong manager in the

day-to-day operations of the district.  He or she is an educational leader who is competent in the knowledge, performance functions (skills), and dispositions (characteristics) that are needed to increase student achievement in today's different, diverse, and complex world.

**Partners in Leadership Making a Difference**

In partnership, the superintendent and board of education make up the core of the school district leadership team (Norton, 2005), with boards often selecting a superintendent who is similar to their district and their community (Glass & Franceschini, 2007). Nationwide, superintendents and school boards today are responsible for providing an education for students in over 14,000 public school systems in the United States (NCES, 2006).

As leaders they are vital to the success of the organization.  Bass and Bass (2008) point out that leadership is often the single most critical factor in an organization's success or failure.  Effective leaders do make a difference (Bass & Bass, 2008; Reeves, 2006; Sparks, 2005), and they are at the core of every successful organization (Reynolds & Warfield, 2009).

To further emphasize the importance of shared superintendent-board leadership, the results of a 2006 Mid-continent Research for Education and Learning (McREL) study completed by and reported by Marzano and Waters (2009) indicated that superintendents, while working with their boards of education, can have a statistically significant positive impact on student achievement.  In this study, effective superintendents worked with their boards of education to focus efforts on creating goal-oriented districts that concentrated on improving instruction and student achievement.  In doing this, superintendents ensured that the set goals that were related to these areas were supported by (a) the board of education

being aligned with other district goals, and (b) with the necessary resources (Marzano & Waters, 2009).

Another example of the clear impact of shared superintendent-board of education leadership is denoted in a study done from 1998 to 2000 by the Iowa Association of School Boards. The results of this study indicated that school boards, working with the superintendent, have a direct influence on student achievement through setting high expectations, defining clear indicators of success, and influencing policies that directly impact student learning, while ensuring that the conditions and resources exist to support it (Iowa Association of School Boards, 2000).

With affirming results such as these that illustrate the definite and positive impact on increased student achievement, it is imperative that superintendents and boards of education work together cooperatively as partners in district leadership. While the thoughts and ideas of each individual are framed by experiences (Rebore & Walmsley, 2009), there must be a common set of expectations among a school district's leadership team, namely the board of education and superintendent, as to which superintendent performances are most important for success that is focused on increased student achievement. Leithwood, Louis, Anderson, and Wahlstrom (2004) concur with the notion of common expectations, sharing that much of the success of district leaders in organizations that make significant increases in student achievement depends upon how well these leaders interact with the larger social and organizational contexts in which they find themselves.

Expectations are based on beliefs of what we believe to be true and they are culturally constructed (English, 2008). In a work setting, expectations are defined as the beliefs that a

certain work outcome will or will not be obtained and they may fluctuate, as they are grounded in a specific time or context (Greenhaus, Seidel, & Marinis, 1983; Locke, 1976). Because the elected board of education is a reflection of the community (Alsbury, 2003; Lunenberg & Ornstein, 2007; Wheeler, 2005), it is essential to understand their expectations in that context and during that time in order to have a strong board-superintendent governance team (Gratto & Little, 2002).

As public servants, school board members not only represent the community, but also the larger social and organizational context from which they are elected (Lunenberg & Ornstein, 2007; Wheeler, 2005). They have significant decision-making responsibilities that include the exercise of power over district personnel (Lunenberg & Ornstein, 2007) and most importantly the power of evaluating the superintendent. Because local school boards are the sole evaluators of superintendent performance and superintendent contract renewal, a quality working relationship between the two that is based on role understanding and open communication is essential (National School Boards Association, 2006). This type of relationship is key to the accomplishment of high student achievement (Goodman & Zimmerman, 2000), and it also directly influences superintendent tenure (NCPEA, 2007; Norton, 2005).

Research indicates that effective superintendents in high quality districts serve for long periods of time providing the stability and long-term leadership for substantive and lasting educational improvement (Goodman, Fulbright, & Zimmerman, 1997; Waters & Marzano, 2007). This lasting improvement manifests itself as a statistically significant positive impact on student achievement (Marzano & Waters, 2009). Therefore, with long-

term leadership being shown to be a strong tenet to improved student achievement, it is essential that today's superintendents have an understanding of their board's expectations regarding those performance competencies that are most critical for success in the superintendency.

## A Call for Change in the Status Quo

Educational researchers and various national groups have worked diligently from the last half of the 1900s onward to identify the performance competencies needed in order to be an effective school superintendent. In 1979, Walters (1979) asked 54 Pennsylvania and southern New Jersey superintendents and principals to rate 62 job competencies as to their perceived importance. Superintendents in that study rated all of the competencies except one as being either "important" or "very important."

In Iowa, Schmitz (1982) conducted a study that examined the perceptions of Iowa school board presidents as to which performance competencies they felt were most important for superintendents to possess. His study concluded that the differences in the enrollment size of the school districts had no major effects on which competencies board presidents perceived as being the most important. The competency that board presidents perceived overall to be most important was the ability to communicate ideas to the board, staff, and community.

Five years later, another superintendent performance competency study was undertaken in South Dakota. Haugland (1987) asked board members and superintendents to rank in order the nine specific competencies of public relations, school finance, personnel management, curriculum development, policy formation, school construction, accomplishment of board set goals, superintendent/board relations, and collective bargaining.

Superintendents ranked superintendent-board relations, personnel management, and public relations as being most important, while board members ranked personnel management, school finance, and curriculum development as being their top priorities.

The aforementioned research studies have contributed valuable information pertaining to those superintendent performance competencies at a time when they were perceived to be important in that particular geographical region of the country. Although research studies such as these were being conducted, there was not yet a common national set of stated administrative performance competencies or performance standards.

Then, concurrently in the1980s, two national reports were released that had and continue to have a significant impact on all educational leaders. Both "A Nation At Risk" (National Commission on Excellence in Education, 1983) and "Leadership for America's Schools" (National Commission on Excellence in Educational Administration, 1987) demanded a change from the status quo in education. As a result of reports of this nature, there was a call for increased accountability in almost every facet of education, with one of the specific targets being that of the performance of educational leaders (Murphy & Datnow, 2002).

### The Results of the Call For Change

The demand for increased accountability in performance in educational leadership has consistently been a part of the reform agenda that began during the last half of the 20th century (Murphy & Datnow, 2002). The insistence for this accountability and reform continues on today with strong support from business, government, social, and political sectors (Fullan, 2005).

As noted earlier, previous to the release of "A Nation at Risk" and "Leadership for America's Schools," individual researchers were involved in the study of determining those performance competencies that were deemed important for superintendents. Simultaneously, professional organizations, such as the American Association for School Administrators, were also engaged in this facet of research (Hoyle, 1983; Hoyle, English, & Steffy, 1985; Hoyle, English, & Steffy, 1998). However, by the early 1990s, as a result of the two aforementioned nationally released reports, it became apparent that there was a need for the determination of a national set of common standards that related to improved educational administrator performances. Standards are frameworks that identify behaviors or indicators desired for a particular practice, and they are the guiding principles used for professional development, evaluation, and licensure of school leaders (Hoyle et al., 2005).

In an effort to begin the work on a common set of national standards, in 1994 the National Policy Board for Educational Administration (NPBEA) established a consortium with the Council of Chief State School Officers (CCSSO) with their goal being to examine leadership needs. This consortium took the name of the Interstate School Leadership Licensure Consortium (ISLLC) and their mission was to formulate national licensure standards for school leaders. For two years, from 1994 to 1996, representatives of 24 state education agencies in affiliation with various professional education organizations worked together to draft the ISLLC Standards (CCSSO, 1996). In collaborating to create the standards, consortium members agreed that there was one single set of standards that could be applied to all educational leadership positions, and they also agreed that the focus of the standards should be the core of productive leadership (Murphy, 2001). The resulting product of this standards work was the 1996 "ISLLC Standards", a national framework of

expectations for school administrators (Murphy, 2000), that continue to be used today in over 40 states (Jazzar & Algozzine, 2007).

These standards and their indicators were derived from both quantitative and qualitative research on instructional leadership, school improvement, best practices in effective schools, expert professional and scholarly opinion, and predictions about new societal demands that leaders will face (Smylie, Bennett, Konkol, & Fendt, 2005; Murphy et al., 2006). In addition, they were supported by empirical findings based on effective school leadership (Murphy, 2003, 2005).

Each one of the ISLLC Standards begins with language that focuses on student learning starting with the phrase, "A school administrator is an educational leader who promotes the success of all students by…" (CCSSO, 1996). Each of these six standards also has outlined specific knowledge, performance, and disposition indicators (CCSSO, 1996). Each indicator is a stated competency, as the definition of a competency is a knowledge, skill (performance), ability, or characteristic (disposition) that is associated with high performance on a job (Kessler & Strasburg, 2005; Mirabile, 1997). The standards provide a conceptual framework for understanding, while the indicators become the means for implementation and performance (Servais & Sanders, 2006).

The six ISLLC Standards encompass the following areas:

1. facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

2. advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth;

3. ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

4. collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

5. acting with integrity, fairness, and in an ethical manner; and

6. understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context (CCSSO, 1996).

While these six standards speak to the broader areas of educational administration, it is the performance competency indicators/functions of those standards with which this study is concerned.

The focus on performance for this study was chosen because educational administration as a profession is practice-oriented and the quality of an administrator can best be measured by performances (Knezevich, 1984). Knowing and being able to use effective leadership skills are key elements in the ability to develop and implement programs and practices that create effective schools (Achilles & Price, 2001). Thus, one needs to know how to do something before one can do it. Donaldson (2008) believes that cognitive knowledge alone is not enough to make a person competent, as leadership is all about performance.

A leader's performance is inevitably guided by his or her knowledge and beliefs (Servais & Sanders, 2006). Beliefs are one's perception as to what is true, what is right and what is wrong, and they are based on what one values. English (2008) shares that leaders are guided by their values and it is one's core values that often determine how a leader will

respond and perform in any given situation.  However, attitudes often foreshadow actions, and actions are influenced by the specific values that a person holds (Begley, 1999).  Drazin, Hess, and Mihoubi (2006) agree that values are the basis for how individuals act and actions translate into performance.

The notion that one needs to know how to do something before one can do it is expanded by Rodriguez (1996) to encompass the interdependence between knowledge, performance, and ethics.  He shares that it is through knowledge and the application of that knowledge (i.e., performance) that one can make wise decisions and choices.  Without the knowledge of what is right and what is wrong in terms of performance, as well as what is right and what is wrong in terms of ethics, that which is correct cannot be demonstrated.

With the ISLLC Standards being a framework of best practices for educational administrators (Murphy, 2000), the performance competencies that are emphasized within each of the standards denote those performances that are "right" to be enacted.  Within this framework, Standard One emphasizes the leadership performance of empowering others to create a shared vision and a culture of continuous improvement (Hackmann, Schmitt-Oliver, & Tracy, 2002).  Standard Two addresses the leadership performance of being able to create an organizational culture that is a true learning organization for all, and Standard Three addresses the leadership performance of successfully leading and managing the organization.  Standard Four addresses the ability to productively collaborate with, respond to, and mobilize a diverse community, while Standard Five pertains to the leader enacting ethics and integrity.  Finally, Standard Six speaks to the leadership performance of being sensitive to the various groups in the community, and the ability to effectively communicate and resolve problems.

As explained earlier, the updated version of the ISLLC Standards solely reflects functions that represent performance-related competencies. In much of the recent literature on competency models, skills or performance-related competencies are referred to as functional competencies (Delamare Le Diest & Winterton, 2005). This is because the concept of competency is essentially about performance (Armstrong, 2009), with Rankin (2004) writing that competencies represent the language of performance. Taken together, the 2008 ISLLC Standards and their functions are a competency model for effective school leadership, as are the 1996 ISLLC Standards with their outlined knowledge, disposition, and performance indicators.

### The ISLLC Standards as a Competency Model

Although their development has been criticized (English, 2000, 2005; Hess, 2003), the process used by the ISLLC from 1994 to 1996 to develop the first version of the ISLLC Standards entailed analyzing the research and literature on productive school improvement and leadership, as well as looking at emerging conceptions of school leadership for the 21st century that were embedded in the publications of the association partners (Murphy, 2001). At appropriate times, panels of experts from both the practitioner and the academic communities were involved with drafts of the documents being regularly shared by state representatives with constituents back home (Murphy, 2001). When a final draft form was completed, the standards went through even more formal and systematic processes of feedback and revision (Murphy, 2001).

This first version of the ISLLC Standards was developed using both a quantitative approach and a qualitative approach. As previously noted, the standards and indicators were

gleaned from empirical research and statistical studies done by various individuals and

professional organizations (Murphy, 2003, 2005).  The quantitative data was then

qualitatively triangulated, using various strategies such as reviewing primary source

documents and conducting observations, interviews, focus groups, and panel reviews

(Murphy, 2001).  The actions taken when creating the ISLLC Standards are all steps that are

used in the process of developing a competency model (Lucia & Lepsinger, 1999).  Simply

stated, a competency model is a description of the knowledge, skills (performances), abilities,

and attributes that are possessed by a superior performer in a specific job or job family

(Rothwell, 1996, 2010).

      The idea of competency modeling was first proposed more than 25 years ago by

former Harvard psychologist David McClelland when the U.S. Foreign Service asked him

"…to find new research methods that could predict human performance and reduce the bias

of traditional intelligence and aptitude testing" (Mirabile, 1997, p. 73).  It was through

McClelland's 1973 work that the term "competency" was first defined as a knowledge, skill,

ability or characteristic that was associated with high performance on a job, with knowledge

being referred to as a body of information that one needs to know in order to do a job, an

ability being referred to as a talent (i.e. visual acuity, conceptual thinking), and with a skill

being referred to as the demonstration of knowledge (i.e. a performance) (Mirabile, 1997).

(See Appendix A for definitions of terms.)

      Standards are similar to competencies as competencies are the identified knowledge,

skills (performances), abilities and characteristics (dispositions) of superior performers

(Mirabile, 1997), and standards are the identified behaviors or indicators desired for a

particular practice (Hoyle et al., 2005).  Thorns (2002) shares that standards are a measure,

norm, or model used in comparative evaluations to attain a required or agreed upon level of quality.

Having said this, the framework of the ISLLC Standards is similar to a competency model. A competency model is a defined, combined set of knowledge, skills, abilities, and personal characteristics that when taken together embody the performance of a superior performer (Rothwell, 1996). A standards framework is similar as it is a combined set of identified behaviors with knowledge, performance, and disposition indicators defined. In summary, in the business world a competency model uses the terms "knowledge, skills, and attributes," while the education community in the 1996 ISLLC Standards has adopted the terms "knowledge, performances, and dispositions."

The six 1996 ISLLC Standards and their knowledge, performance, and disposition indicators can be considered a competency model for effective superintendents. The identification of competencies has become more and more prevalent in stating the responsibilities of supervisory, managerial, and leadership positions (Briscoe & Hall, 1999). Stating these responsibilities as competencies provides a better definition of the functions that a leader must perform in order to be more effective and successful. Youn, Stepich, & Cox (2006) offer that a competency (knowledge, skills, abilities, characteristics) provides a means to an end, with the end being an effective employee who functions and performs at the expected standards.

By embracing the process of competency modeling as a means to describe the required knowledge, performances, and dispositions needed to perform effectively and successfully in school administration, a national competency model for superintendents came into existence with the creation of the 1996 ISLLC Standards.

**The Many Benefits of Using a Competency Model**

There are many benefits to using a competency model (Lucia & Lepsinger, 1999). Competency models can play a vital role in every process of human resource management systems. In selection systems, it ensures that all interviewers are looking for the same set of abilities and characteristics. When using a competency model as the basis of a succession plan for in-house candidates to fulfill a vacated leadership position, it ensures that the organization is focused on clearly defined leadership competencies (Hargreaves & Fink, 2006). As the basis of a training and development system, whether for an outside hire or for someone being promoted from within, a competency model helps to avoid a short-term perspective, and it ensures that the organization is focused on the right things rather than the latest things.

As an evaluation tool, a standards-based competency model provides a list of behaviors and skills that must be developed to maintain satisfactory levels of performance. It affords the means for monitoring and measuring leadership success (Kowalski et al., 2008; Shipman et al., 2007), with that success being compared to those expectations that are set forth by professional licensing authorities (Adamson, 2009). It also enables those who evaluate to focus on the skills (performances), knowledge, and characteristics (dispositions) that have the most impact on effectiveness, while ensuring that as a result of evaluation, any needed professional development is aligned with the organizational values and strategies (Lucia & Lepsinger, 1999).

In sum, a competency model is a tool for building leadership and organizational capacity. To build capacity is to develop and sustain the specific skills required by individuals who hold public sector positions. Building capacity maximizes the production or

results of that organization, system, process or person (Cohen, 1993), and to build leadership capacity throughout the entire organization at any level enhances goal attainment (Goens & Clover, 1991).

Having used a similar development process as that which is used to develop a competency model, the 1996 ISLLC Standards with their stated knowledge, performance, and disposition competency indicators, or in the case of the 2008 Standards with their stated performance functions, fit the criteria of being a competency model.  As competency models, they outline the performances needed for effective educational leadership which focuses on student learning.  They can be used in both pre-service (for licensure) and in-service (for re-certification or for professional development) educational curricula to clarify and link workplace requirements (evaluation) for performance (Rothwell & Lindholm, 1999).

### The Research Void in Superintendent-Board ISLLC Perceptions

Since the first adoption of the ISLLC Standards in 1996, the majority of the research studies on these standards have concentrated on topics related to the principalship. These topics have included exploring areas such as principal preparation and leadership (Morrow, 2003; Thorns, 2002), principal perceptions regarding the indicators (Cornell, 2005), and the importance of the standards to educational leadership as a whole as (Marshall, 1999).

While there have been few studies that have pertained to superintendents and the ISLLC Standards (Boeckmann, 1999; Ray, 2003) or superintendent perceptions of the performance indicators in the standards (Ramirez, 2006; Smith, 2007), to date, there has been very little studied or written about the ISLLC Standards and the board of education presidents' perceptions and the superintendents' as to which of the performance competencies are perceived to be those most critical for success in the superintendency.

In addition, there has been very little studied or written about the ISLLC Standards pertaining to those performance competencies perceived most critical for success by those males and females who serve as either a superintendent or board president. Research findings from this study that are based on gender perceptions could have important implications for superintendent preparation and professional development as previous research that has found that there are differences in gender perspectives (Bennett & Gibson, 2006), differences in strengths brought to the superintendency by gender (Banks, 1995; Brunner & Grogan, 2007; Gurian & Annis, 2008) and that there are societal gender stereotyping expectations that exist (Brunner, 1997; Skrla, 2000a).

### A Larger Void Regarding The Illinois Professional Standards

During the development of the 1996 ISLLC Standards, Illinois was one of the states that was represented. Shortly after their creation, these standards were adapted in Illinois as the "School Superintendent Content-Area Standards." By 2002, these standards were in their second edition, adopted and included as part of Illinois School Code 29.130, with a title change to the "Illinois Professional Standards for School Leaders-Superintendent." These standards are known as the "IPSSL" and they are based on the 1996 version of the ISLLC Standards.

While Illinois has adopted all six of the ISLLC standards as the basis for their professional standards for superintendents, they have chosen to integrate all of the knowledge, performance, and disposition indicators from the six ISLLC standards under an umbrella of five Illinois state standards, in most cases borrowing the identical language found in the ISLLC Standards as written by the CCSSO (D. Turner, personal communication, May

14, 2004).  Appendix B in this document provides a correlation of the performance to knowledge content area found in the IPSSL.

When comparing the Illinois performance indicators to the ISLLC performance indicators, the researcher found all performance indicators present.  Appendix C in this document is a correlation of the performance competency indicators found in the IPSSL to those found in the 1996 ISLLC Standards.  At this time, there has been no movement to revise the IPSSL to align with the slight reworded changes that are present in ISLLC 2008.

In Illinois, in order to receive a superintendent certification, a candidate must successfully complete a state test and the IPSSL have been integrated into university preparation programs for superintendents.  These standards also serve as the basis for superintendent license re-certification, professional development, and for some districts in which the superintendent has a performance-based contract they are used as a part of the evaluation process.

Although the IPSSL have been a part of Illinois School Code since 2002, with no occurrence of revisions or updates, there is no known research study that focuses on the perceptions that Illinois K-12 unit district public school board presidents and superintendents or the males and females that serve in those roles have as to those performance competency indicators found in the IPSSL that are deemed to be most important for success in the superintendency.  As a result of this void in the literature, it was necessary for this study to have taken place.

<div align="center">**The Importance of this Study**</div>

The key to success for today's superintendent is to have an extensive inventory of skills and capacities (Hodgkinson & Montenegro, 1999), as well as a deep understanding of

learning, teaching, and school improvement within their leadership role (Murphy, 2001).

Today's school leader must have an understanding of humanistic concerns, a knowledge of

the transformational and change dynamics of school administration, an appreciation of the

collegial and collaborative foundations of school administration, and an emphasis on the

ethical and reflective dimension of leadership (Murphy, 2001). As a national competency

model, the ISLLC Standards present a framework for achieving this in the superintendency.

The 1996 ISLLC Standards were developed with the intent of changing school

administration and leadership (Hessel & Holloway, 2002). They were envisioned as

presenting a common set of competencies that would help to link leadership more

successfully to productive schools and enhanced educational outcomes (CCSSO, 1996). As a

competency model, they are achieving this purpose by influencing states and professional

associations to use the framework as a means for initial administrative licensure,

recertification, and professional development.

The State of Illinois is one of these states, having adapted the 1996 ISLLC Standards

as the IPSSL. Although the IPSSL is already being used in these areas as a means to

ameliorate educational leadership, knowing which of the performance competencies that are

deemed most critical for success in the superintendency by K-12 Illinois board presidents and

superintendents provides the opportunity for both superintendents and boards of education to

work in partnership to positively impact student achievement.

**CHAPTER 3. METHODOLOGY**

**Introduction**

As a result of the standards movement, school superintendents were immersed in an age of accountability for improving academic achievement (Hoyle et al., 2005). Research studies on superintendent leadership and success transitioned from delving into which theory or theories should be used, to determining which administrative competencies were needed to be effective. The ISLLC Standards and the IPSSL represent one such framework of administrative competencies and expectations in the form of a competency model. Despite the fact that Illinois has adapted the ISLLC Standards as the IPSSL, and despite the fact that they have been a part of Illinois School Code since 2002, the concept of common expectations that are shared between board presidents and superintendents regarding which of the performance competency indicators in the IPSSL are most important for superintendent success is unknown.

This study is based on the review of relevant literature from Chapter 2 that encompassed: (a) the beginnings of public school districts and boards of education, (b) the role of the superintendent, (c) partners in leadership making a difference, (d) a call for change in the status quo, (e) the results of the call for change, (f) the ISLLC Standards as a competency model, (g) the many benefits of a competency model, (h) the research void in superintendent-board perceptions regarding the standards, (i) a larger research void regarding the Illinois Professional Standards, and (j) the importance of this study. As stated in Chapter 1, the primary goal of this study was to determine if there is any baseline agreement between Illinois K-12 unit district public school superintendents and board presidents as to which

superintendent performances are most needed for superintendent success, and if there is any agreement, upon which of those performances do they agree.

In order to investigate if there were any common performance expectations upon which they agreed, the researcher developed a survey instrument that was based on the exact wording of the performance competency indicators found in the IPSSL. The results from this descriptive research survey study that was done during the 2009-2010 school year firmly established baseline data as to the importance of certain common performance expectations between Illinois K-12 unit district public school superintendents and board presidents.

This chapter is organized into ten sections, beginning with an overview of the study's research questions, as well as the proposed null hypotheses. Next assumptions and delimitations are reviewed, then there is a description of the research design and variables, followed by accounts of the development and validity of the survey instrument. Then, there is an overview of the pilot study conducted in Illinois, changes made as a result of that pilot study, and the actual study. The section that describes the actual study provides explanation and commentary with regards to the population of the study, data collection, and analysis procedures that were used.

### Research Questions

This study was guided by the following questions:

1. Are there statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public school board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency?

2.  Are there statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions as to the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency?

3.  Are there statistically significant differences among all female superintendents, all male superintendents, all female board presidents and all male board presidents in K-12 Illinois unit district public schools regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency?

## Null Hypotheses Proposed for the Study

The Illinois Professional Standards for School Leaders have been developed as a standards-based competency model for all superintendents in all sized districts in the state of Illinois. With this in mind, the following hypotheses are offered:

1.  Hypothesis 1: There will be no statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public school board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

2.  Hypothesis 2: There will be no statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board

presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

3.  Hypothesis 3: There will be no statistically significant differences among all female superintendents, all male superintendents, all female board presidents, and all male board presidents in K-12 Illinois unit district public schools regarding their perceptions as to the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

### Basic Assumptions of the Study

The design for this quantitative study included the following assumptions:

1.  Participants were practicing, Illinois K-12 unit district public school superintendents or current Illinois K-12 unit district public school board of education presidents during the 2009-2010 school year.  Names and contact information for superintendents were received from the Illinois State Board of Education (Illinois State Board of Education, 2009).

2.  Board presidents are sufficiently aware of their superintendents' performances as to be able to assess the extent to which the superintendent has the knowledge required to perform a task.

3.  Information provided by the Illinois State Board of Education as to which Illinois public school districts are K-12 unit districts is accurate.

4. Respondents chose, without duress or coercion, to participate in the study. Preliminary contact information provided to superintendents and board presidents stated that they could drop out of the study at any time.

5. Respondents will have understood the directions and content of the survey, and they will respond honestly to the survey questionnaire. The evaluation of the Iowa survey pilot test provided feedback from those who participated indicating that the survey was not hard to complete and that it was easy to understand.

6. Respondents responded forthrightly and with reflective honesty.

7. The ISLLC Standards as adapted in the IPSSL reflect best practices for educational leaders. This assumption could be made as a result of the information provided in the literature review found in Chapter 2 of this document.

**Delimitations of the Study**

Delimitations are those boundaries that the researcher sets for his or her study. The delimitations set for this study included:

1. The study was limited to superintendents and board presidents of K-12 unit public school districts in the state of Illinois who were either completing or who had been a superintendent or a board member for at least one year in their current district.

2. The study was limited to the perceptions of K-12 Illinois unit public school district superintendents and board presidents, and they may not have reflected the perceptions of other board members or other educational staff members in those participating districts or in differently configured school districts in Illinois (such as K-8 elementary school districts or 9-12 high school districts). Those

superintendents and board presidents who serve K-8 or 9-12 Illinois districts were not invited to complete the survey used in this study and they may have had different perceptions than K-12 superintendents and board presidents as to those performances that are critical for superintendent success.

3.  The study was limited to the performance indicators that are listed in the Illinois Professional Standards for School Leaders that were adapted by the state of Illinois from the performance indicators originally developed by the Interstate Leadership Licensure Consortium as a part of the 1996 ISLLC Standards.  Other administrator performance success indicators may be available, but they were not used in this study.  The IPSSL were determined to be most useful for this study as they are used in Illinois for superintendent licensure, recertification, and professional development.

4.  The study was limited to the perceptions of Illinois K-12 unit district public school superintendents and board presidents who responded via a web-based survey.

5.  All responses were based on self-reported perceptions.

6.  All participants were K-12 unit district public school superintendents and board of education presidents in Illinois during the 2009-2010 school year.

### Research Design and Variables

A nonexperimental, descriptive research design was used for this study with an original web-based survey employed as the primary data collection tool to answer the research questions.  This type of design was appropriate because the independent variables were not manipulated and no treatment or intervention was provided for the participants

(Gay, Mills, & Airaisian, 2006). The study was designed to simply describe the current status of a population with respect to one or more variables through the use of a survey to collect numerical data for testing hypotheses and answering research questions (Fraenkel & Wallen, 2003; Gay et al., 2006).

This study, which was conducted in November and December of 2009, was limited to only K-12 unit district public schools in Illinois. Illinois is one of the few states in the United States that has what is known as a "duo district" configuration for school districts. This means that communities throughout time have been allowed to choose how their school district will be arranged. For example, one community may have chosen to have a separate K-8 school district and an additional separate 9-12 school district. Yet another community may have chosen to organize its school district, into what is known as a unit school district, which is one that contains all grades K-12. Again, as the population for this study was only Illinois K-12 unit district public school superintendents and board presidents, the results of this study are only directly generalizable to that same population in Illinois, but not to all K-12 superintendents and board presidents in the United States (Gay et al., 2006). Thus, it should be emphasized that the results of this study should not be generalized to those who serve in Illinois public school districts that do not have a K-12 unit district public school configuration as they may have different perceptions as to which of the IPSSL performance competency indicators are most critical for success in the superintendency.

In this study, the two independent variables were categorical variables. They included the role or position served in the school district (superintendent or board president) and the gender of the respondent (female or male). The dependent variables in this study were continuous, being the attitude-based perception scores given to each performance

competency indicator by each superintendent and board president regarding that indicator's criticality for success in the superintendency. These responses were treated as interval data as they were attitude-based (Gay et al., 2006).

## Development of the Survey Instrument

Unable to locate a questionnaire or survey specific for this study, the researcher made a conscious choice to use the performance competency indicators as worded in the IPSSL in order to create an original survey instrument that consisted of two parts. The first part consisted of six demographic questions and the second part consisted of a perception rating score regarding the level of agreement as to the importance that was placed on each of the 63 performance competency indicators as found in the IPSSL.

The demographic questions that were asked included that of role, gender, ethnicity, superintendent evaluation alignment to the IPSSL, the number of years that the respondent had served in their current role, and the total number of years of overall experience that the respondent had in that particular role. The information obtained from the responses to these questions provided the researcher with a true picture of the completed sample size for this study. The synopsis of the completed sample size is reported in Chapter 4.

After responding to the demographic questions, respondents were then asked to rate each performance indicator as to their perception regarding its criticality for success in the superintendency. To do this, closed-ended ordinal questions were used because they were able to measure gradations of a variety of opinions, attitudes, behaviors and attributes (Dillman, Smyth, & Christian, 2009). As these questions were asking the extent to which people agreed or disagreed with a stated performance competency indicator, both ends of an "agreement" scale in the response set were used (Dillman et al., 2009). The following four-

point bipolar Likert scale was used: *Strongly Agree*, *Agree*, *Disagree*, and *Strongly Disagree*. Within this response set, no numbers were assigned to each of the responses because when there are questions that use rating scales, respondents have a tendency to expect the highest number that is assigned to a response to be associated with the most positive rating (Dillman et al., 2009).

Also in terms of the physical presentation of the response set because the response options for ordinal closed-ended questions have an order, the response options were presented horizontally in a row (Dillman et al., 2009), with *Strongly Agree* being the first response presented and *Strongly Disagree* being the last response presented. The rationale for using a four-point Likert scale as opposed to a five-point Likert scale was to prevent respondents from selecting a middle category such as *No Opinion* when they were uncertain as to how to respond to a question (Forster & Masters, 2000). Doing this forced a participant to make a choice regarding the level of importance that he or she placed on a particular performance competency indicator.

The survey instrument itself was web-based and software was used from a web-based survey system, SurveyMonkey, to write and publish the survey online. The SurveyMonkey website hosted the survey. As this was a web-based survey, it must be pointed out that various research studies regarding these types of surveys indicate that there are both advantages and disadvantages as noted below.

The major advantages to using a web-based survey include the following: (a) The ability to reach a larger population (Wright, 2005), (b) lower cost (Dillman et al., 2009; Fricker, Galesic, Tourangeau, & Ting, 2005; Parks, Pardi, & Bradizza, 2006; Van Selm & Jankowski, 2006; Wright, 2005), (c) rapid access to participants (Parks et al., 2006), (d)

savings in time both in the distribution of the survey and the compilation of the survey data (Ahern, 2005; Czaja & Blair, 2005; Dillman et al., 2009; Wright, 2005), (e) simplicity of administration (Wright, 2005), and (f) data errors related to coding procedures are not present (Dahlberg, 2007).

The disadvantages found in using a web-based survey include the following: (a) E-mails received from unknown senders are often not opened (Porter & Withcomb, 2003), (b) there may be issues related to data security (Sax, Gilmartin, & Bryant, 2003), (c) there may be technical troubles experienced by users (Ahern, 2005; Sax et al, 2003), (d) there may be a lack of respondent computer skills (Dillman et al., 2009), (e) there may be participant concerns regarding confidentiality (Ahern, 2005; Madge, 2007; Sax et al., 2003), and (f) there may be participant concerns about cyber crimes such as phishing scams, identity theft, and the danger of receiving a computer virus (Dillman et al., 2009).

While there are both advantages and disadvantages to using a web-based online survey, Ahern (2005) determined that the advantages outweigh the disadvantages. Research supports web-based surveys as an accurate and effective way to collect data, particularly when the survey sample is from a known and identifiable population (Satmetrix, 2001), as was the case in this study. Research also demonstrates that respondents may answer more honestly with electronic surveys than by any other types of surveys (Colorado State University, 2005).

This research study was similar in nature to a survey pilot study that the researcher previously performed that used a comparable form of this survey with a sample of 30 Iowa K-12 unit district public school superintendents. In the survey pilot study, superintendents were asked to rate the importance of the ISLLC performance competency indicators and to

rate them as to their frequency of use.  The findings of this survey pilot study indicated that although superintendents felt that the standards and their indicators were important, they were not able to enact them to the degree of importance that they felt.

Because the survey in this pilot study used Likert ratings, as opposed to simply asking if something was right or wrong, Cronbach's alpha was used to measure homogeneity (Ary, Jacobs, Razavieh, & Sorenson, 2010).  All performance indicators in this pilot study survey were found to have an alpha value of .87 or above with the exception of indicators "a" ("the environment in which schools operate is influenced on behalf of students and their families"), "d" ("the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities"), and "e" ("public policy is shaped to provide quality education for students").

These three performance indicators are found in ISLLC Standard Six, which focuses on an administrator's ability to understand, respond to, and influence the larger political, social, economic, legal, and cultural context (CCSSO, 1996).  These three performance indicator exceptions did not pose a problem for the current study because the implemented survey used the performance competency indicators from the 1996 ISLLC Standards as adapted in the IPSSL.  Regarding those performance indicators in the first pilot survey study that had a Cronbach's alpha value of .87 or above, Ary, Jacobs, Razavieh, and Sorenson (2010) state that when using Cronbach's alpha to determine the reliability of an attitude survey, the results will be lower and that .70 is acceptable.  Therefore, the survey used in this first pilot study was deemed to be reliable.

Boeckmann (1999) conducted similar research with superintendents in an effort to determine the extent to which the leadership qualities present in the ISLLC Standards and

their corresponding performance indicators reflected the value that was placed on them, as demonstrated by a day-to-day enactment of them. Data were collected from a random sample of 17 states with more than 500 superintendents that participated. As in the researcher's first survey pilot study, results of Boeckmann's 1999 study also indicated that while superintendents placed a high value on the standards and their performance indicators, on a day-to-day basis, they used them at a lower level than the value that they had placed on them. Thus, the results of Boeckmann's study affirmed the results of the researcher's first survey pilot study.

Based upon the findings of the researcher's first survey pilot study, and as the wording of the performance competency indicators found in the ISLLC Standards correlates to the wording of the performance competency indicators in the IPSSL, the survey for the current research project was based upon the performance competency indicators as worded in the IPSSL. (See Appendix C for a correlation of this wording.) In preparation for the 2009 research study, a larger pilot test of the new survey prototype, distribution procedures, and data collection and analysis techniques was performed in 2005. Survey Pro Software was used to write and publish the new survey instrument. This new survey and the proposed procedures were then submitted to and approved by the Human Subjects Review Committee at Iowa State University.

The university hosted the survey as a web-based survey and before the larger 2005 pilot study was conducted, a second small pilot study was conducted again in Iowa. This second small pilot was done as Dillman (2007) recommends that researchers test their questions on a small group of people who fit the study criteria, and he believes that this is particularly important when using an online survey, as participants do not have any

opportunities before completing it to clarify the questions. By performing a small pilot study on the survey instrument and its procedures with participants who are not actually going to be involved in the research, feedback was obtained that provided an opportunity to be able to improve the wording of any questions (Dillman, 2007; Gay et al., 2006). The feedback from this small Iowa pilot also provided an opportunity to refine the survey format and procedures as "Pilot studies give a good sense of how the study procedures will work in practice" (Dillman et al., 2009, p. 228).

Invitations for this smaller pilot study were extended to six pairs of Iowa K-12 unit district public school superintendents and board presidents, asking them to test the new survey prototype and to offer feedback regarding its ease of use and the amount of time needed in order to complete it. This invited participant group consisted of two rural superintendents, two rural board presidents, two suburban superintendents, two suburban board presidents, two urban superintendents, and two urban board presidents. (See Appendix D for the invitation to participate in the second small Iowa pilot survey, the new survey prototype, and the evaluation instrument of the new survey and procedures.)

Of the six Iowa pairs of superintendents and board presidents invited to participate, five pairs agreed. Each potential superintendent respondent received a survey explanation invitation and shortly thereafter the instructions that were complete with the electronic survey's address. With the address, he or she also received his or her specific pass code as well as a pass code for his or her board president, and he or she was asked to forward the invitation, address, and specific pass code to his or her board president. The superintendent was asked to forward this information on to his or her board president because the researcher had no contact information for the superintendent's respective board president.

Upon the survey's deadline for completion having passed, four of the five superintendents had completed the survey. However, only two of the board presidents had completed it. Upon reviewing these results, the researcher contacted each superintendent in an effort to determine why only two board presidents had completed the survey. When asked this question, various superintendents indicated that they did not know if there had been a technical difficulty resulting in the board president not receiving the information, if there was not a true desire to participate in the survey, if there was difficulty in completing the web-based survey, or if there was simply forgetfulness on the part of the board president to complete it. Table 1 denotes available data from the second small Iowa pilot test.

Table 1. Test Data for the Second Small Iowa Pilot

| Group | Response rate | No data due to technical difficulties | Nonresponse after agreement to participate | Don't know |
|---|---|---|---|---|
| Superintendents | 60% | 20% | | 20% |
| Board Presidents | 40% | | 20% | 40% |

The implications of this second small Iowa pilot study were that multiple modes of contact needed to be made with potential respondents including e-mailing or mailing participation invitations and pass codes directly to board presidents in order to be able to obtain as large of a completed sample size as possible.

Also as part of this survey pilot study, respondents were asked to provide feedback on the length of time it took to complete the survey, how easy the directions and survey wording were to understand, how easy the survey style was to read and complete, and how easy it was to get to the survey site to begin and complete the survey. Of the 50% that completed the pilot survey and provided feedback, 100% indicated that at the most, it took 15 minutes to complete. All respondents indicated that the survey and its directions were either very easy or easy to understand, read, and complete. All respondents also said that it was very easy to get to the survey site and to begin taking the survey.

Thus, the feedback obtained from this survey pilot test indicated that while no revisions needed to be made to the survey instrument, there was an implication that the invitation process for board presidents needed to be strengthened. The researcher concluded that if an e-mail database or home address database of board presidents could not be obtained, invitations to participate in the survey and pass codes for board presidents needed to be sent by postal service to the school district's central office in care of the superintendent or board of education's recording secretary asking them to please forward that invitation, survey web address, and pass code information on to the board president.

### Validity of the Instrument

Employing the constructs of competency model theory, the ISLLC Standards and thus the IPSSL as adapted, have been developed as a standards-based competency model for all superintendents. The validation of any competency model is important. Writing about this notion, Lucia and Lepsinger (1999) point out the following:

> For the model to be used effectively it must be shown to have face validity (that is the competencies described in the model must make sense to those performing the job) and it must be validated as a predictor of successful performance (that is, the

competencies must be demonstrated by the top performers of the job). Ensuring both types of validity is critical to gaining the endorsement of all levels of management and the target population. Four steps should be undertaken to ensure this: (1) Conduct focus groups, surveys or both to test the model. (2) Analyze focus group and survey data and refine the model. (3) Validate the model to determine the correlation of the competencies with those of top performers. (4) Finalize the model. (p. 93)

In reviewing the process of delineating the ISLLC Standards and their indicators, the work on them began in August of 1994 under the leadership of Joseph Murphy and Neil Shipman (CCSSO, 1996). This process honored and integrated previous work done by various professional organizations such as the American Association of School Administrators, the University Council of Educational Administration, and the National Policy Board for Educational Administration (Sergiovanni, Burlingame, Coombs, & Thurston, 1999). The six standards were forged from research on productive educational leadership, significant trends in society and education that hold implications for emerging views of leadership, and collegial wisdom. Personnel from 24 state education agencies and representatives from a variety of professional associations (Shipman & Murphy, 2000) worked together to draft the standards. In validating the ISLLC Standards and corresponding indicators as a final competency model, they were verified as being the competencies of top performers in the superintendency. This was done by focusing on

> …the literature on productive school leadership and the research on school improvement and (2) emerging conceptions of school leadership for the 21st century embedded in the publications of association partners, as well as extant sets of professional standards for school leaders….Standards development work allowed for the integration at appropriate times of panels of experts from both the practitioner and the academic communities. In addition, drafts of documents regularly were shared by state representatives with constituents back home….When the standards reached final draft form, they went through more formal and systematic processes of feedback and revision. (Murphy, 2001, p. 3)

The process, as explained above, by which the ISLLC Standards were created, demonstrates that they do indeed have face validity; thus, it can be extrapolated that so do the IPSSL.  Marshall (1999) writes that the ISLLC standards are "…a widely accepted model of administrative competencies…" (p. 106), and they have been endorsed by American Association of Colleges for Teacher Education (AACTE), Association for Supervision and Curriculum Development (ASCD), Chief Council of Chief State School Officers (CCSSO), National Association of Secondary School Principals (NASSP), National Council of Professors of Educational Administration (NCPEA), National School Boards Association (NSBA), and University Council for Educational Administration (UCEA) (CCSSO, 1996). Thorns' study (2002) also confirmed the validity of the ISLLC Standards.

As the survey used in the small Iowa pilot study, the 2005 Illinois pilot study, and the survey used in the actual 2009 study were based on the performance indicators found in the IPSSL (as based upon the ISLLC Standards), face validity was present.  Validity is influenced by the respondent's importance of the topic as respondents are more inclined to respond to questions that they perceive to be relevant and meaningful (Ary et al., 2010). Also, as these performance indicators have been adopted as content area standards for superintendents in Illinois as a means of licensure, recertification, and professional development, the face validity is strengthened.

### The 2005 Illinois Pilot Study

**Procedures**

In preparation for the 2009 study, a final larger pilot test was conducted in Illinois in 2005.  While feedback that was gathered from the small survey pilot test conducted in Iowa indicated that there was no need for revisions in either the survey wording or procedures, a

complete piloting of this same survey instrument and its related implementation procedures in Illinois was essential to determine whether they were adequate for the actual study as well as for making quantitative estimates of response rates that might be obtained for the actual study (Dillman et al., 2009). The larger 2005 Illinois pilot study was invaluable as it provided an opportunity to alleviate potential problems before the actual 2009 study began (Andrews, Nonnecke, & Preece, 2003).

The 2005 Illinois larger scale pilot study now included stated hypotheses that hypothesized that there would be no differences in those performance competency indicators perceived to be most critical for superintendent success based upon: (a) the Illinois K-12 unit district public school role served, superintendent or board president; (b) gender; (c) the type of district served, rural, suburban, or urban; (d) ethnicity; (e) the number of years one had served in his or her present position; (f) the total number of years of experience overall that one had served in his or her role; and (g) if the superintendent's evaluation instrument was or was not aligned to the IPSSL.

The population for the 2005 final pilot study was finite with all Illinois K-12 unit district public school superintendents and board presidents being asked to complete the survey instrument via a web-based survey. Superintendent respondent lists were created from lists currently held by the Illinois State Board of Education (Illinois State Board of Education, 2004), and all K-12 unit districts were designated as being rural, suburban, or urban as classified on a list provided by the Illinois State Board of Education (Yong, 1998).

Data collection for this pilot study began in March of 2005. At that time, the first email invitation was sent to each Illinois K-12 unit district public school superintendent inviting them and their board president to participate in a web-based survey that was hosted

by Iowa State University, which was the same survey piloted in the small Iowa survey pilot study. Again, each superintendent was asked to forward the e-mail invitation to his or her board president as the researcher was not able to easily obtain board president contact information. Approximately two days later, a second e-mail was sent to each superintendent that contained the web address of the survey and his or her specific pass code needed to begin the survey. That email also included a specific pass code for his or her board president. A unique pass code for web survey respondents allowed the researcher to keep track of who had responded so as to be able to remove those respondents' contact information from follow-up lists so that they did not continue to receive reminders (Dillman et al., 2009). This pass code also protected the integrity of the sample and survey data by ensuring that each respondent answered the survey only one time (Dillman et al., 2009).

In this pilot study while the superintendent had again been asked to forward the email or the survey address and the board president's specific pass code to the board president, simultaneously, the invitation, survey web address, and pass codes were also sent by postal service to superintendents who did not have e-mail or to those whose email address was found to be undeliverable. In those specific districts where this occurred, this survey information was sent to the district office addressed to the superintendent and board president. (See Appendix E for the electronic and paper survey packet that was used in the Illinois 2005 pilot study.)

Within each invitation, each prospective participant was informed that by completing the survey, he or she had electronically conveyed a signed, informed consent to participate in the research study, while being assured that he or she could withdraw from the study at any time. The invitation also stated that the researcher would be the only one to see the

completed surveys, with the obtained information being kept in a locked file cabinet. This invitation indicated that each respondent had ten days in which to complete the on-line survey, and after the first deadline for survey completion had passed, each respondent was contacted at least two more times to remind them that he or she was still able to complete the survey.

**Statistics**

After the survey completion deadline had passed, the data was collected from Survey Pro, the survey system that was used by Iowa State University. Upon exporting the data from this survey system, the files were converted into Microsoft Excel files to be used in analysis with Version 11 of the Statistical Package for the Social Sciences (SPSS). Using SPSS, Iowa State University then ran both descriptive and inferential tests for the researcher. Descriptive statistics included means and standard deviations, while inferential tests included multivariate analysis of variance (MANOVA), univariate analysis of variance (ANOVA), and post hoc tests for significant univariate ANOVAs, as well as the Levene's test for the assumption of homogeneity of variance. Post hoc tests were specifically run for the type of geographical district, the number of years served in a current role, and the total number of years of experience in a role, as each one of these independent variables had three groups or more in it.

A MANOVA was appropriate for use in this pilot study as there were multiple independent variables and multiple dependent variables. A MANOVA is a two-step statistical technique within the general linear model that seeks to determine the main and interaction effects of one or more categorical independent variables on multiple dependent interval variables (Foster, Barkus, & Yavorsky, 2006). The first step of the two-step

MANOVA process is to perform an omnibus (overall) *F* test (George & Mallery, 2010) that tests the null hypothesis to ensure there is no difference in the means of the dependent variables for the different groups formed by categories of the independent variables (Foster et al., 2006). In a MANOVA, there are four leading tests of group differences that include Wilks' Lambda, Pillai's trace, Hotelling's trace, and Roy's largest root (Foster et al., 2006).

The MANOVA test statistic selected for use in this pilot study was Pillai's Trace as it is one of the most robust and it is recommended for use when the sample sizes are unequal, as was the case in this study (Weinfurt, 2004). If a statistically significant effect is not found in an omnibus MANOVA, no further analysis is needed (Meyers, Gamst, & Guarino, 2006). However, in the omnibus MANOVA, if the probability of *F* is less than .05 for any independent variable, a significant main effect has occurred, and this indicates that a dependent variable has been influenced by a particular dependent variable (Foster et al., 2006; Meyers et al., 2006).

If a statistically significant effect is found indicating differences in an omnibus MANOVA, a second step must be performed. This second step occurs because the omnibus *F* test has indicated that the vector of means of the dependent variables is not the same for all of the groups formed by the categories of the independent variables. The most popular way to proceed from a statistically significant effect in MANOVA is to perform univariate ANOVAs for each of the dependent variables (Bray & Maxwell, 1982).

If a univariate ANOVA is found to be statistically significant, this indicates that there are differences. In this case, if there are three or more levels (groups) within an independent variable, post hoc tests are performed in order to determine which group within the independent variable is significantly different (Foster et al., 2006; Meyers et al., 2006).

However if there are only two levels in an independent variable, post hoc tests are not conducted, as it is not very useful to do so (George & Mallery, 2010).

A MANOVA was also preferred for this study as opposed to conducting multiple ANOVAs, as it is able to control the inflation of Type I error rates that can occur with multiple ANOVAs (Meyers et al., 2006).  For the 2005 pilot study, the alpha, which is the Type I error rate or the error rate that is acceptable for a research study (Hinkle, Wiersma, & Jurs, 2003), was set *a priori* at a significance level of .05, with the researcher being willing to accept a 5% chance that any results in the study were due simply to chance.  An alpha of .05 is a common alpha level that is used in most educational research studies (Ary et al., 2010; Gay et al., 2006).  As a result of an established alpha level of significance at .05, the needed minimum power level of the statistical tests was .80, which is the minimum power level recommended for a statistical test (Cohen, 1988).

**2005 Pilot Study Results**

The completed sample size for this pilot study was 94 out of 794 potential respondents that resulted in a 12% overall return rate, with the specific numbers of returns by group provided in Table 2.  While not reported in Table 2, it is concerning that in this pilot study the majority of respondents ($n = 67$), 71.28%, indicated the superintendent's evaluation instrument was not yet aligned to the IPSSL even though the second edition of the standards have been in place in Illinois since 2002, becoming formally effective July 1, 2003.

It must be pointed out that some of the other demographic questions that were asked in the survey, particularly those that pertained to the years of experience in the respondent's current role (which had four potential groups) and the total years of overall experience in the role (which had four potential groups), received very unequal numbers of respondents in each

of the groups for each of these demographic questions. Therefore, the results for these
questions are not provided, as they are so minimal and spread out so unevenly among the
different groups. The responses to the question of ethnicity were also not reported in Table 2
because each participant in the 2005 pilot study indicated that they were Caucasian, with the
exception of one respondent who declined to answer.

Table 2. 2005 Illinois Pilot Study Completed Sample Size

| Group in completed sample size | Superintendents $n = 63$ (67%) | Board Presidents $n = 31$ (33%) |
|---|---|---|
| Female | 12 (19%) | 8 (26%) |
| Male | 51 (81%) | 23 (74%) |
| Rural perspective | 42 (67%) | 18 (58%) |
| Suburban perspective | 10 (16%) | 9 (29%) |
| Urban perspective | 11 (17%) | 4 (13%) |

In the 2005 pilot study, the omnibus MANOVA procedure was performed on all of
the independent variables and all 63 of the dependent variables (performance competency
indicators) with a set alpha level of .05. No statistical significance was found in terms of any
of the independent variables having an effect on the dependent variables. The $p$ values for
Pillai's Trace were as follows: (a) school setting—rural, suburban, or urban, $p = .676$; (b)
role, $p = .476$; (c) gender, $p = .566$; (d) ethnicity, $p = 1.000$; (e) years of experience in the

current position,  $p = .568$ ; (f) total years of overall experience in the role, $p = .318$ ; and (g) if the superintendent's evaluation instrument was aligned to the IPSSL, $p = .701$ . As no statistical significance was found for any of these effects, no further analysis was needed (Meyers et al., 2006).

Although there was no need for further analysis and while each of the performance competency indicators in the IPSSL is important, the researcher was still interested to learn if there was a difference as to which of the performance competency indicators in the IPSSL were perceived to be the top three for each group. In order to determine this, the researcher reviewed the means from the univariate descriptive statistics for all performance indicators from each group. What follows in Table 3 are each group's perceptions as to the top three performance competency indicators each with that group's mean that were deemed most critical for success in the superintendency by Illinois K-12 unit district public school superintendents, board presidents, males, females, and the total group. This table does not include the top three performance indicators for Illinois K-12 unit district public school female superintendents and male superintendents or female board presidents and male board presidents as there was not a research question in the 2005 pilot study regarding any interaction between the various groups formed by the combinations of role and gender. There also were not any research questions regarding any interactions among any of the other independent variables. (To see a complete table that outlines the means for the top three performance competency indicators for each group that was investigated in the 2005 pilot study, please see Appendix F.)

Table 3. Top Three Group Means as Determined in the 2005 Pilot Study

| Performance competency indicator | All groups | Superintendents | Board Presidents | Males | Females |
|---|---|---|---|---|---|
| 1L-Promotes academic excellence | .98 | | 1.01 | .98 | |
| 2T-Assesses and reports student performance | | | | | .88 |
| 3J-Uses performance appraisal techniques to develop employees | | | 1.03 | | |
| 3U-Maintains safe, clean environments that foster learning | .98 | .87 | | 1.05 | .92 |
| 4N-Demonstrates group leadership skills | .99 | .92 | | 1.02 | |
| 5M-Ensures dialogue with diverse community groups | | .94 | | | |
| 5O-Fosters a strong superintendent/board working relationship | | | 1.03 | | .93 |

At this time, it must be pointed out that in the omnibus MANOVA, the effect size for each independent variable was very large ranging from .412 for ethnicity to .777 for role.

Effect size expresses the strength of a reported relationship (Gay et al., 2006), and with any type of analysis of variance test, it is generally agreed that an effect size of .10 is considered small, .25 is considered medium, and .40 is considered large (Cohen, 1988). Effect size may be set *a priori* in an effort to obtain a needed sample size; however, that was not done in the 2005 pilot study.

Setting a power level *a priori* is also an important step in obtaining a needed sample size. Cohen (1992) indicates that *a priori* power analysis is the most popular and the most useful method of power analysis. He believes that it assists in research study planning to determine beforehand the needed completed sample size in order to meet a designated level of power for a specified effect size and level of significance.

As neither a power level nor an effect size was set *a priori* in the 2005 Illinois pilot study, the researcher was left to reflect upon the observed power that was provided by SPSS after the univariate descriptive and multivariate inferential test statistics were obtained. Observed power is different than *a priori* power as it is "…the power of the test assuming a population effect size exactly equal to the effect size observed in the current sample" (O'Keefe, 2007, p. 293). Whereas, SPSS (now PASW) readily provides observed power, O'Keefe (2007) shares that observed power statistics do not provide much helpful information as this type of power analysis is only useful when it is based on population effect sizes of independent interest, which was not the case in this study.

While the recommended minimum power for any statistical test is .80 (Cohen, 1988), within the omnibus MANOVA conducted in the 2005 pilot study, this power level was achieved in only two instances. The first instance was in testing for the effect of years of

experience in the current position (.956) and the second instance was when testing for the total number of years of experience in the role (.981).

**Changes Made in the 2009 Study as a Result of the 2005 Pilot Study**

**Strategies Used to Obtain a Larger Sample Size**

Obtaining a representative sample size that was characteristic of the population was essential to the 2009 study (Fraenkel & Wallen, 2003; Isaac & Michael, 1997). This was important because with smaller data samples there is a decrease in statistical power and actual generalizability of the collected data (Rogelbert & Stanton, 2007). While the goal of any survey is 100% participation, Gay, Mills, and Airaisian (2006) write that the general rule for sample size is to sample as many subjects as possible, with the completed sample size in a descriptive research design (as was this design) being 10 to 20% of the population.

While seeking to sample as many subjects as possible, it must still be stressed that web surveys often have low response rates (Dillman, Smith, & Christian, 2009), and a response rate of 20% or lower is not uncommon (D. Anderson, personal communication, 2009; Witmer, Colman, and Katzman, 1999). Response rates to e-mail and web-based surveys are dropping and in 2000, Sheehan (2001) reported that the mean response rate to e-mail surveys was 24%. In a 2009 white paper that analyzed the meta-data for 199 on-line surveys conducted with SuperSurvey, there was an overall total response rate of 13.35% (Hamilton, 2009). Mitchell and Jolley (2009) state "…if you do a mail or e-mail survey, don't be surprised if only 5% of your sample returns the survey" (p. 262), while Andrews, Nonnecke, and Preece (2003) believe that as online communities become more protective of their spaces, it is questionable if response rates above 20% will be achieved.

As previously discussed, the completed sample size in the 2005 Illinois pilot study was very low, having only an overall return rate of 12%. Consequently, the researcher actively sought strategies for use in the 2009 study to obtain a higher sample size. One strategy that was implemented to increase the completed sample size in the 2009 study was performing power calculations *a priori* to determine in advance the sample size that was needed to achieve certain effect sizes and a minimum power level in the study.

While power analysis that is used in the planning of a study is universally accepted, the role of power analysis after data collection (observed power) is controversial (Thomas, 1997). There are some statisticians that recommend avoiding retrospective power analysis completely and they suggest instead that confidence levels about the observed effect size with *p* values should be reported (Hoenig & Heisey, 2001; O'Keefe, 2007). Hoenig and Heisey (2001) believe that once a confidence interval has been constructed, power calculations provide no additional insights. They also believe that these intervals are useful when delving deeper into those null hypotheses that are rejected. Therefore, in the 2009 study, an *a priori* power analysis was used and confidence intervals, effect sizes, and *p* values were reported.

To calculate the needed sample size for the 2009 study for both the omnibus MANOVA test, as well as any univariate ANOVA tests to be performed, an online statistical power analysis calculator software program, G*Power 3, was used (Faul, Erdfelder, Lang, & Buchner, 2007). To conduct an *a priori* power analysis with this software it requires the input of the desired level of power, along with the statistical test type, the alpha value, the type of statistical test to perform, and the desired effect size to generate the minimum required completed sample size (Faul et al., 2007).

Using G*Power 3 (Faul et al., 2007) to calculate *a priori*, the needed completed sample size for the omnibus MANOVA test to be performed in this research study, the following inputs were entered into the calculator: An *F* test was to be performed with a minimum power level of .80, an alpha value of .05, and a small effect size of .10.  There were eight groups (superintendents, board presidents, males, females, females superintendents, male superintendents, female board presidents, male board presidents) with a potential of 24 response variables (the top three performance competency indicators for each of the eight groups).  The resulting calculation indicated that a total completed sample size of 96 was needed to perform the omnibus MANOVA.  As a completed sample size of 266 was obtained, this parameter was met.

Again, using this same online power calculator (Faul et al., 2007), the completed sample size was determined for any needed univariate ANOVAs that were the result of a statistically significant MANOVA.  Again, information was entered into the online calculator, stating that an *F* test was to be performed with a minimum power level of .80, an alpha value of .05, and a medium effect size of .25.  Again there were eight groups (superintendents, board presidents, males, females, females superintendents, male superintendents, female board presidents, male board presidents), two predictor variables (role and gender), and a potential of 24 response variables (the top three performance competency indicators for each of the eight groups).  The resulting calculation indicated that a total completed sample size of 240, with 30 respondents per cell was needed.  Again, as a completed sample size of 266 was obtained, this parameter should have been met.

While G*Power 3 (Faul et al., 2007) provided these parameters for the total completed sample sizes and statistical tests with a minimum power of .80, when determining

the needed sample size for a MANOVA, the number of observations in each cell must also be taken into consideration. Upon analyzing the frequencies in the completed sample size in the 2009 study, the following was noted: Each cell size included more respondents than the number of dependent variables, each cell size was larger than 20, and all cell sizes with the exception of female board presidents had 30 respondents. There are varied opinions regarding the needed completed sample size for a cell.

While some indicate that the completed sample size in each cell must be greater than the number of dependent variables (Foster et al., 2006), others believe that there must be a minimum of 20 observations per cell in order to achieve minimum levels of power (Bates, 2005; Hair, Anderson, Tatham, & Black, 1998; Singh, 2007). In this study, each cell size met the criteria of having more respondents than dependent variables, as well as the criteria of a minimum number of 20 observations per cell. (See Table 4 in Chapter 4 for the tabulation of respondents by group in the 2009 study.)

Besides performing *a priori* power calculations to determine a needed completed sample size, the researcher also implemented the strategy of making an initial informal personal contact to each of her fellow K-12 Illinois unit district public school superintendents who were potential survey respondents. This was done in an effort to create a database of contact information for the K-12 board presidents in preparation for extending the official initial informational letter and the formal invitation to participate. Dahlberg (2007) indicates that when a personal contact is made, this has the potential to increase response rates.

**Reduction of Research Questions and Response Variables**

In reviewing the obtained sample size and the results of the 2005 Illinois pilot study, the researcher determined that there were too many independent variables with multiple

levels making it difficult to obtain the needed sample size per cell. There were also too many performance competency indicators (63) that served as the dependent variables. This many levels within the independent variables, with so many dependent variables, compromised the ability to achieve the required sample cell size.

By reducing the number of research questions to focus only on the potential effects that role, gender, or any interaction between the two, had on the perceptions of those performance competency indicators that were deemed most critical, and by using only the top 5% (or top three) of the original 63 performance indicators that were perceived to be most important by each group in the MANOVA test, the researcher was able to design a more manageable research study in terms of the data to be analyzed. Doing this resulted in having two independent variables with eight groups that included superintendents, board presidents, males, females, female superintendents, male superintendents, female board presidents, and male board presidents. Again, while all of the performance competency indicators are important, the researcher chose to focus on only the top 5% for each group. This was because often in education, the top 5% is indicative of a superior performance. By using only the top 5% or top three performance indicators that were perceived to be most important by each group, the number of dependent variables in the MANOVA was reduced down considerably from the 63 dependent variables that were in the 2005 Illinois pilot study. In the 2009 study, there was a difference from the 2005 Illinois pilot study as to how the top 5% of performance competency indicators per group were determined. In 2009, if there were performance indicators that "tied" (meaning they all received the same mean) for first place, second place, or third place, they were all regarded as being in the top 5% for that group, as numerically, the mean result indicated that they were in the top 5%.

## The Actual 2009 Study

### The Population

The actual study took place during November and December of 2009, and while the target population for this study could have been all of the K-12 unit district public school superintendents and board presidents practicing in all states that have embraced the 1996 ISLLC Standards as a framework for educational leadership, the available and selected population was all Illinois K-12 unit district public school superintendents and board presidents. Therefore, as this was the available population for this study, the results of this study are directly generalizable to that same population in Illinois, but not to all K-12 unit district public school superintendents and board presidents in the United States (Gay et al., 2006).

The total number of K-12 Illinois unit district public school superintendents and board presidents during the 2009-2010 school year was 760, with 380 being superintendents and 380 being board presidents. In order to obtain a database of K-12 unit district public school systems during 2009-2010 in Illinois, the researcher contacted the Illinois State Board of Education (ISBE, 2009). The ISBE provided a list of the Illinois K-12 unit district public school systems for that school year, the name of the superintendent for each of those districts, and the superintendent's contact information that included the district office address, the telephone and fax numbers, and the superintendent's e-mail address.

In order to obtain a database of K-12 Illinois board presidents, the researcher contacted the Illinois Association of School Boards to see if such a document existed. As this was not readily available from that organization, the researcher then sent an inquiry e-mail to each of the Illinois K-12 unit district public school superintendents and explained that

she was creating a database of both superintendent and board president e-mail addresses in preparation for a web-based research survey study that she would soon be conducting as a graduate student. This inquiry e-mail indicated that the purpose for creating the database was so that as potential participants in the web-based survey, formal information about it and a formal invitation to participate could be extended individually via e-mail to both the superintendent and the board president. She inquired as to if the superintendent would ask the board president for permission to share his or her e-mail with her for the purpose of creating this database.

As a result of this inquiry e-mail, many board presidents did agree to have their e-mail addresses become a part of the database. There were others for whom the superintendent indicated that either he or she would "pass along" any needed survey information to his or her board president once it arrived. In some cases, the board president preferred that the survey information be sent to a home postal address or to the postal address of the school district's central office.

**Data Collection and Institutional Approval**

Data from this study were collected, compiled, analyzed, and reported by groups, not by individuals or by superintendent-board president pairs who served in the same district. As Iowa State University no longer hosted surveys via the Survey Pro Survey System as it did when the 2005 Illinois pilot study was conducted, the researcher selected another online survey system, SurveyMonkey, to host the survey and to collect and compile the survey data.

When creating the survey on SurveyMonkey, the researcher ensured respondent confidentiality by using an anonymous web link collector that was an option within that program. By doing this, any incoming responses to SurveyMonkey were labeled as

"anonymous" as opposed to "tracked", meaning that neither an IP or e-mail address of any respondent was tracked (SurveyMonkey, 2008).

The researcher again submitted the research proposal and survey instrument to Iowa State's Institutional Review Board. Upon their approval, the study began. The improved survey distribution procedures and the same data collection and analysis procedures used in the 2005 pilot study were used in the 2009 actual study. Again, within the initial invitation to participate that included the survey address and individual pass code, each prospective participant was informed that by completing the survey he or she had electronically conveyed a signed, informed consent to participate in the research study. He or she was assured that he or she could withdraw from the study at any time. The invitation again also stated that the researcher would be the only one to see the completed surveys with the obtained information being kept in a locked file cabinet. This invitation indicated that each respondent had one month in which to complete the online survey. After the survey had been available for one week, respondents were reminded about the survey. Respondents were also reminded weekly for the next two weeks about the deadline for survey completion. (Please see Appendix G for the survey packet that was used in the 2009 Illinois study).

**Analysis Procedures**

Once the deadline for survey completion had passed, the files from SurveyMonkey were exported as Microsoft Excel files that were then analyzed using Version 18 of the Predictive Analytics Software (SPSS, 2009). Both univariate descriptive and multivariate inferential statistics were obtained from this study.

Univariate descriptive statistics reported for the 2009 study were means, modes, medians, standard deviations, and response ranges. The means of each performance

competency indicator for each group were used to determine the overall importance to each group as to which of the performance competency indicators found in the "Illinois Professional Standards for School Leaders" were perceived to be most important for success in the superintendency. In reviewing the top three means for each group, there was a resulting total composite list of ten performance competency indicators that were used in conducting the MANOVA test.

Inferential statistics were obtained through the use of MANOVA and univariate ANOVAS. In performing the omnibus MANOVA, only the resulting total composite list of the 10 top performance competency indicators (dependent variables) was used. Demographics, univariate descriptive statistics, and multivariate inferential statistics obtained from the 2009 study are reported by research question and hypothesis in Chapter 4. Conclusions that were made as a result of this study, their implications, and recommendations are then offered in Chapter 5.

**CHAPTER 4. FINDINGS**

This descriptive, non-experimental research study conducted in 2009 intended to investigate and determine to what extent, if any, there was a shared vision and any baseline agreement between K-12 unit district Illinois public school superintendents and board presidents regarding their perceptions of those performance competencies as outlined in the IPSSL that were most critical for success in the superintendency. Specifically, the researcher wanted to examine the effect that each of the independent variables of gender and role, as well as any interactions of the two, had on the perceptions as to which of the performance indicators were selected as being most important.

In this study, it was important to determine if gender had any effect on the performance competency indicators that men and women selected as being critical for success in the superintendency, as well as if any of those selected were the same, as various studies have determined that women see value and know their world differently than men (Belenky, Clinchy, Goldberger, & Tarule, 1986; Shakeshaft, 1989). Findings from a 2003 AASA National Study of U. S. Women Superintendents and General Office Administrators echo this notion stating that women bring very different strengths to the position of superintendent (Brunner & Grogan, 2007). Women are particularly strong in the areas of interpersonal skills and instruction that are key to transforming the role of superintendent from that of a manager into that of a true school leader who facilitates reform efforts that advance the achievement of all students (Odden, 1995). With the current concentration on school reform, accountability, and making adequate yearly progress, today's superintendent must transform into that of being a true educational leader from that of being a manager.

In this study, it was also important to determine if role had any effect on those performance competency indicators that K-12 Illinois unit district public school superintendents and board presidents perceived as being critical for success in the superintendency and to determine if there were any common expectations regarding them. The importance of knowing the expectations that each group has of each other cannot be stressed enough as common expectations provide a groundwork for increased superintendent tenure, and this length in tenure has, in turn, been shown to have a statistically significant positive impact on student achievement (Marzano & Waters, 2009).

The purpose of this study was achieved via a web-based, on-line survey. While known disadvantages in using a web-based survey include participant concerns as to data security, technical difficulty, confidentiality, evidence of a computer virus, technical difficulties or lack of respondent computer skills, all of these concerns, with the exceptions of respondent skill and technical difficulties, were addressed by using the SurveyMonkey software and having that website host the survey. Regarding respondent skill and technical difficulties, the researcher was not contacted by any of the potential respondents who would have indicated that they had experienced any difficulties in completing the survey.

The survey was administered in 2009 during November and the first part of December. Participants were asked first to respond to six demographic questions. Then they were asked to rate each of the 63 performance competency indicators found in the IPSSL as to their agreement regarding the criticality of each for success in the superintendency using a 4-point Likert scale. For analysis purposes, the data from the survey responses was coded as follows *Strongly agree* = 1, *Agree* = 2, *Disagree* = 3, and *Strongly disa*gree = 4. As a result

of the analysis of data, both univariate descriptive statistics and multivariate inferential statistics were reported.

This chapter presents the results of that data analysis for the three stated hypotheses from Chapter 1 and their related research questions.  It begins with the presentation of the univariate descriptive statistics and then continues with the presentation of the multivariate inferential statistics and their related findings by hypothesis.

<div align="center">**Demographics of Respondents**</div>

The completed sample size of the online survey that was used for this study was 266 respondents, equating to 35% of the total available population in Illinois.  Of the six demographic questions to which participants were asked to respond as a part of the survey, two of them pertained to role and gender.  They served as the independent variables for this study, and with the other four demographic questions they provided information concerning the obtained completed sample.  The other four demographic questions provided information pertaining to ethnicity, the number of years that each participant had served in his or her present position, the total number of years of experience overall that each participant had in his or her position, and if the superintendent's evaluation instrument was aligned to the Illinois Professional Standards for School Leaders.

Participant responses to the six demographic questions were run in Version 18 of the PASW Statistics Program (SPSS, 2009).  In reviewing the resulting univariate descriptive statistics, which included means, standard deviations, medians, modes, response ranges and frequency tables, Table 4 provides a complete tabulation as to the role and gender of those who responded to the survey in this study.  Following Table 4, demographic information is provided to give an overall perspective of those who participated in the study.

Table 4. Role and Gender Statistics in the 2009 Completed Sample.

| Group in completed sample size | Completed sample size (*n*) | Completed sample size | Total Illinois population (*n*) | Illinois group population represented in study |
|---|---|---|---|---|
| Superintendents: | | | | |
| Female Superintendents | 45 | 16.92% | 75 | 60.00% |
| Male Superintendents | 121 | 45.48% | 305 | 39.67% |
| Total Superintendents | 166 | 62.40% | 380 | 43.68% |
| Board Presidents: | | | | |
| Female Board Presidents | 28 | 10.53% | 68 | 41.18% |
| Male Board Presidents | 72 | 27.07% | 312 | 23.08% |
| Total Presidents | 100 | 37.60% | 380 | 26.32% |

**Ethnicity**

Caucasians represented 98.9% (*n* = 263) of the respondents in the 2009 study. There was one respondent who was Hispanic and two respondents declined to answer this question. This percentage is similar to the results of the 2005 Illinois pilot study and it concurs with the findings of Durflinger and Maki (2007) in the most recent Illinois State Superintendent's Survey that was conducted in 2006. In that survey, they found that 98.2% of the K-12 superintendent respondents were Caucasian and that 0.00% were Hispanic. In studying the American superintendent, Glass and Franceschini (2007) observed that the race and ethnicity of superintendents is predominantly Caucasian. In reflecting upon these statistics, it is interesting to note that Simmons (2005) points out that access to the position of

superintendent continues to be a major concern to those who are aspiring to be a superintendent, but who may not be Caucasian.

**Experience Levels**

The majority of the respondents in this study had served in their present position for zero to five years ($n = 192$), followed by those who had served for six to ten years ($n = 50$). Out of the total of 266 respondents, there were only four that had 16 or more years in his or her current location. This implies that there has been either much position retirement or position turnover. The 2006 Illinois State Superintendent's Survey (Durflinger & Maki, 2007) confirms this notion by sharing that in 2006 there was an increase in the percentage of new superintendents in Illinois. That study also showed that the average K-12 Illinois unit district public school superintendent had been a superintendent for 7.39 years and he or she had held his or her current position for 4.63 years (Durflinger & Maki, 2007). On the national level, Glass and Franceschini (2007) report that tenure rates for superintendents remain steady a bit longer at nearly six years.

Most of the respondents in this study had a total range of experience of six to ten years ($n = 95$), followed closely by those who had a total range of experience of zero to five years ($n = 91$). Again, this supports the notion of much position retirement or turnover. In their 2006 study on the state of the American superintendency, Glass and Franceschini (2007) write that for the first time, that study's results indicated that superintendent and board member tenure were almost identical.

**Superintendent Evaluation Alignment to the Illinois Standards**

While the ISLLC Standards have been present since 1996 and the IPSSL have been present since the early 2000's, the majority of respondents ($n = 158$, 59.4%) indicated that

the superintendent's evaluation was and is not aligned with the IPSSL.  While Illinois law allows for multi-year superintendent's contracts that must be performance-based, there is not yet a law that superintendents must be evaluated on the IPSSL even though the IPPSL reflects best practices in educational leadership being adapted from the ISLLC Standards.

In the most recent edition of the "Illinois State Superintendent's Survey 2006: Analysis and Findings" (Durflinger & Maki, 2007) which had a 14.27% return rate, only 21% of the K-12 unit district Illinois public school superintendents that completed the survey stated that the board considered the IPSSL in their evaluation.  Therefore, the fact that 59.4% ($n$ = 158) of all respondents in this study indicated that the superintendent's evaluation was not aligned with IPSSL is not unusual.  Hoyle, Bjork, Collier, and Glass (2005) write that informal models of superintendent evaluation continue to exist today especially in small, rural school districts, and nationally, a majority of superintendents work in rural districts (Glass & Franceschini, 2007).  This is also true in Illinois, as there are approximately 293 rural K-12 unit district public school systems that represent 77.11 % of all K-12 public schools in the state.

**Role and Gender in the Completed Sample**

As previously noted, there was a completed sample size of 266 respondents ($N$ = 266) resulting in a 35% return rate.  As illustrated in Table 4, the largest majority of the respondents were male superintendents ($n$ = 121) followed by male board presidents ($n$ = 72).  Considering that in Illinois during the 2009-2010 school year there was a K-12 unit district public school male superintendent population of 305 and a K-12 unit district public school male board president population of 312, the researcher expected to receive the highest number of completed surveys from males.  The majority of returns were indeed from male

respondents ($n$ = 193).  However, this is a bit misleading as these 193 males represented 31.28% of the possible male K-12 unit district public school superintendent and board president population in Illinois.

In reviewing the number of survey returns from females ($n$ = 73), the Illinois population of all K-12 unit district public school female superintendents and female board presidents was represented at 51.05%.  During the 2009-2010 school year, out of 380 K-12 Illinois unit district public school systems, there were 75 (19.70%) female superintendents and 68 (17.89%) female board presidents.  In 2006, 18.3% of the superintendents in K-12 Illinois school districts were female (Durflinger & Maki, 2007) and in 2006, on the national level, nearly 22% were female (Glass & Franceschini, 2007).  Although there were more female superintendents in Illinois in 2009-2010 than there were reported in the 2006 Illinois superintendent study, the percent of female superintendents in Illinois in 2009-2010 was still less than the 2006 percentage on the national level.

While teaching has long been female-oriented, administration and the superintendency have traditionally been male-dominated (Glass & Franceschini, 2007).  Blount (1998) states that while teaching roles became feminized, administrative roles became masculinized and society has come to expect this.  It is due to societal expectations such as these that have become the norm, that the majority of superintendents and board presidents continue to be male, thus explaining the much larger male return ($n$ = 193) in this study as opposed to the female return ($n$ = 73).

**Univariate Descriptive Statistics**

After the survey deadline, survey data that included the responses to the Likert-scale

questions were imported into Version 18 of the PASW statistical package for analysis using quantitative procedures consistent with non-experimental studies.  Univariate descriptive statistics and multivariate inferential statistics were obtained.  The univariate descriptive statistics reported in this section include the means (*M*), standard deviations (*SD*), response ranges, medians, and modes.

To begin the univariate descriptive statistics analysis process, the researcher first focused on reviewing each mean for each performance competency indicator for the overall group and for each of the eight different groups that were formed as a result of the research questions. These eight groupings included all superintendents, all board presidents, all males, all females, all female superintendents, all male superintendents, all female board presidents, and all male board presidents.  In reviewing these means, the researcher was able to determine the perceived top three superintendent performance competency indicators (the top 5%) from the IPSSL for each one of the eight different groups.

In totaling the three most important performance competency indicator means for each of the eight groups, plus the top three performance competency indicator means for the overall group, the number of performance competency indicators was narrowed down from 63 indicators to a superintendent-board president shared list of ten performance competency indicators that remained.  This reduction of performances down to ten is due to that fact many of the groups agreed upon some of the indicators. As explained in Chapter 3, one of the changes in the 2009 study was that if there were performance indicators that "tied" (denoting that one or more indicators received the same mean) for first place, second place, or third place, they were all regarded as being in the top 5% of the performance indicators for that group (as illustrated in Tables 5, 6, 7, and 8).  Thus, for some groups, there be as many as

five performance competency indicators listed.  For example, if indicator number one, two, and three all had the same mean, they would all be included as having the first highest mean. Then the indicator with the second highest mean and the third highest mean would also be listed for a total of five indicators. All, however, would still rank in the top 5% of the responses from that particular group.

It is noteworthy that among all of the combined group's top three means, the lowest mean (or the most important because of how the data was coded) was 1.07 from female board presidents for performance competency indicator 2R, "promotes high expectations for all."  This indicated an almost perfect "1" rating of *Strongly agree*.  Conversely, the largest mean was 1.30 from female superintendents for each of the following means: 1R, "uses data collection analysis," and 1U, "obtains and uses resources to achieve goals."  This still indicated strong agreement that these two performance competency indicators were critical for superintendent success. The composite list of the ten shared performance competency indicators with each specific subgroup's top three means denoted is provided in Table 5. Again, it is important to remember that if there were performance indicators that "tied" (denoting that one or more indicators received the same mean) for first, second, or third place, they were all regarded as being in the top 5% for that group.

Table 5. Top Three Performance Competency Indicator Selection by Group with Means.

| Performance competency indicator: | Superintendents | | | Board Presidents | | | Gender | |
|---|---|---|---|---|---|---|---|---|
| | Male $n =$ 121 | Female $n =$ 45 | All $n =$ 166 | Male $n =$ 72 | Female $n =$ 28 | All $n =$ 100 | All males $n =$ 193 | All females $n =$ 73 |
| IL-Promotes academic excellence | | 1.26 | | | 1.15 | | | 1.22 |
| 1N-Collaborates in goal setting | | | | 1.27 | 1.11 | | | |
| 1O-Models core beliefs and takes action to achieve goals | | | | 1.16 | | 1.22 | 1.24 | |
| 1P-Implements programs to realize goals | | 1.22 | | | | | | |
| 1R-Data analysis | | 1.30 | | | | | | |
| 1U-Obtains resources for goals | 1.25 | 1.30 | 1.27 | | | | | |
| 2P-Provides a respectful, fair climate | | | | 1.19 | 1.15 | 1.18 | 1.25 | |
| 2R-Has high expectations | 1.18 | 1.26 | 1.20 | 1.19 | 1.07 | 1.16 | 1.19 | 1.19 |
| 3P-Maximizes fiscal resources | 1.20 | 1.22 | 1.20 | | | | | 1.21 |

Table 5. (continued)

| Performance competency indicator: | Superintendents | | | Board Presidents | | | Gender | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Male $n=$ 121 | Female $n=$ 45 | All $n=$ 166 | Male $n=$ 72 | Female $n=$ 28 | All $n=$ 100 | All males $n=$ 193 | All females $n=$ 73 |
| 5O-Fosters a strong superintendent-board relationship | | 1.26 | 1.28 | | 1.15 | | | 1.22 |

It is important to remember that in rating each performance competency indicator, "1" denoted strong respondent agreement that the indicator was important for superintendent success, while "4" indicated strong disagreement that the indicator was important. In reviewing Table 5, it should be noted that the subgroups of "all superintendents", "all female superintendents", and "all female board presidents" have more than three top performance competency indicators selected. This is due to the fact that they had means within their subgroup that tied for first, second, and/or third place. In Table 5, each of the indicators is listed indicating those groups that selected it, with the group's mean being provided. This table does not reflect any found statistical significance for any of the top performance competency indicators. Any statistical significance is explained in the discussion regarding inferential statistics found later in this chapter.

While each of the indicators found in the IPSSL is important, when examining the ten performance competency indicators, it is important to note that some of them are shared

between superintendent, board president, male, and female respondents. It is also important to note that six of them are from IPSSL Standard One that stresses the vision, mission, and goals as well as climate and culture. Two indicators are from IPSSL Standard Two that focuses on curriculum and instruction, and one is from IPSSL Standard Three that focuses on management. The last shared indicator was selected from IPSSL Standard Five that is concerned with working with diverse groups while enacting moral ethical behavior. It is worthy to highlight the point that eight of these ten performance competency indicators stress the area of vision, mission, goals, culture and instructional climate. Without vision or mission, goals have no purpose. Without a positive instructional climate and culture in which all people are working together for students, vision, mission, and goals cannot be successfully accomplished.

It is also important to consider that each of the groups perceived performance competency indicator 2R, "having high expectations for all," as one of their top three most important performance competencies with female board presidents being the group to have given it the highest score. The fact that all groups selected this indicator speaks volumes in terms of the hopefulness and persistence that continues to exist during these trying times for education. The selection of this indicator by all groups, if not a direct effect, is certainly an indirect effect of the current drive for increased student achievement resulting from the "No Child Left Behind" federal legislation.

To further emphasize this notion of trying times in education, five groups selected 3P, "maximizes fiscal resources," as one of their top performance competency indicators. Given the dismal fiscal climate in Illinois during the 2009-2010 school year which was a year in

which school districts did not receive promised state reimbursement dollars, respondent selection of this competency could be expected.

Five groups of respondents also determined that while having high expectations (2R) and maximizing fiscal resources (3P), superintendent success was perceived to be dependent upon having a climate that is respectful and fair (2P). It is noteworthy at this time to point out that the overall group selected each one of these performance competency indicators (2R, 3P, and 2P) as being their top three performance competency indicators considered to be most essential for superintendent success.

An extension of the call for increased student achievement, reform, and increased accountability is found in performance competency indicator 1L, "promotes academic excellence." Only women selected the indicator of "academic excellence" and female superintendents comprised the majority of women ($n = 45$). Women superintendents would have an affinity towards this indicator as research indicates, that on the average, women teach longer than men before assuming the superintendency (Grogan & Brunner, 2005). Results of a 2003 AASA National Survey of U. S. Women and Central Office Administrators (Brunner & Grogan, 2007) exhibited that women superintendents tended to be instructional leaders having a strong expertise in curriculum and instruction.

The last performance indicator in Table 5 that merits discussion is 5O, "fosters a strong superintendent-board relationship." Four groups, three of which were female, with the other group being all superintendents, selected 5O as one of their top performance competency indicators. While females selected this indicator as one of their top choices, this is consistent with findings from a 2003 AASA national survey (Grogan & Brunner, 2005) that indicated that women bring the strengths of interpersonal skills and the ability to

maintain organizational relationships to their position. Research indicates that women are much more collaborative, establishing power with others, while men are more authoritarian, employing power over others (Brunner, 2000). Women focus on creating a positive group effort while men focus on demonstrating their leadership (Banks, 1995).

Relationship skills are key to organizational effectiveness (Cameron & Caza, 2004) and they have been found to be nearly three times more important on organizational performance than analytical skills (Goleman, Boyatzis, & McKee, 2002). This is meaningful as it is relationships that bring about trust and credibility, which, in turn brings about leadership success (Kouzes & Posner, 2003b).

Therefore, the selection of 5O, "fosters a strong superintendent-board relationship," is consistent with the research literature that demonstrates that the relationship between the superintendent and board of education is crucial because it has a significant impact on the qualities of the district's instructional program (Fusarelli & Petersen, 2002; Hoyle, English, & Steffy, 1998). Jazzar (2006) believes that board-superintendent relations can make or break a superintendent's tenure. Engler (2010) continues this notion, contending that a board of education may decide at any given time if a superintendent has met its expectations or not, thus affecting his or her tenure.

While four of the groups in the current study determined that a strong superintendent-board relationship was important for superintendent success (performance competency indicator 5O), it is interesting to note that this performance competency indicator was also found to be one of the top indicators in the 2005 Illinois pilot study. In addition to indicator 5O being selected in both studies, performance competency indicator 1L, "promotes academic excellence," was also selected in both studies. With these two performance

competency indicators being perceived as most critical for superintendent success in both the 2005 pilot study and the current study, it is a significant statement that emphasizes the importance of shared leadership between superintendents and boards in working together to positively impact student learning. These two performance competency indicators (5O and 1L), along with performance competency indicator 2R, "has high expectations," reaffirm the findings from the Iowa Lighthouse Study (Iowa Association of School Boards, 2000). These findings indicated that when school boards and superintendents work together (5O) in setting high expectations (2R), there is a direct positive influence on student achievement (1L).

Tables 6, 7, and 8 provide overviews of the univariate descriptive statistics for each of the ten top performance competency indicators as determined by role, gender, or the interaction groups of role and gender. The statistics included for each are the mean and the standard deviation. When reviewing the means, it is important to remember that the data from the survey responses was coded as follows: *Strongly agree* was "1", *Agree* was "2", *Disagree* was "3", and *Strongly disagree* was "4." It is also important to remember that some groups may have more than three performance indicators selected as they may have had means that tied for first, second, or third place that made up the top 5% for that particular group. Discussion regarding the descriptive statistics reported in all of these tables is found immediately after Table 8.

Table 6. Descriptive Statistics of the Top Competencies by Role

| Performance competency indicator | Mean and standard deviation for all groups | Mean and standard deviation for all superintendents | Mean and standard deviation for all board presidents |
|---|---|---|---|
| 1O-Models core beliefs | | | 1.22 (sd = .453) |
| 1U-Obtains resources for goals | | 1.27 (sd = .518) | |
| 2P-Provides a respectful, fair climate | 1.26 (sd = .454) | | 1.18 (sd = .454) |
| 2R-Has high expectations | 1.19 (sd = .391) | 1.20 (sd = .391) | 1.16 (sd = .391) |
| 3P-Maximizes fiscal resources | 1.27 (sd = .492) | 1.20 (sd = .492) | |
| 5O-Fosters a strong superintendent-board relationship | | 1.28 (sd = .453) | |

Table 7. Descriptive Statistics of the Top Competencies by Gender

| Performance competency indicator | Mean and standard deviation for all groups | Mean and standard deviation for all males | Mean and standard deviation for all females |
|---|---|---|---|
| 1L-Promotes academic excellence | | | 1.22 (sd = .459) |
| 1O-Models core beliefs | | 1.24 (sd = .453) | |
| 2P-Provides a respectful, fair climate | 1.26 (sd = .454) | 1.25 (sd = .454) | |
| 2R-Has high expectations | 1.19 (sd = .391) | 1.19 (sd = .391) | 1.19 (sd = .391) |
| 3P-Maximizes fiscal resources | 1.27 (sd = .492) | | 1.21 (sd = .492) |
| 5O-Fosters a strong superintendent-board relationship | | | 1.22 (sd = .453) |

Table 8. Descriptive Statistics of the Top Competencies by Interaction Groups

| Performance competency indicator | Mean and standard deviation for all groups | Mean and standard deviation for male superintendents | Mean and standard deviation for female superintendents | Mean and standard deviation for male board presidents | Mean and standard deviation for female board presidents |
|---|---|---|---|---|---|
| 1L-Promotes academic excellence | | | 1.26 (sd = .459) | | 1.15 (sd = .459) |
| 1N-Collaborates in goal setting | | | | 1.27 (sd = .473) | 1.11 (sd = .473) |
| 1O-Models core beliefs | | | | 1.16 (sd = .453) | |
| 1P-Implements programs to realize goals | | | 1.22 (sd = .497) | | |
| 1R-Data analysis | | | 1.30 (sd = .508) | | |
| 1U-Obtains resources for goals | | 1.25 (sd = .518) | 1.30 (sd = .518) | | |
| 2P-Provides a respectful, fair climate | 1.26 (sd = .454) | | | 1.19 (sd = .454) | 1.15 (sd = .454) |

Table 8. (continued)

| Performance competency indicator | Mean and standard deviation for all groups | Mean and standard deviation for male superintendents | Mean and standard deviation for female superintendents | Mean and standard deviation for male board presidents | Mean and standard deviation for female board presidents |
|---|---|---|---|---|---|
| 2R-Has high expectations | 1.19 (sd = .391) | 1.18 (sd = .391) | 1.26 (sd = .391) | 1.19 (sd = .391) | 1.07 (sd = .391) |
| 3P-Maximizes fiscal resources | 1.27 (sd = .492) | 1.20 (sd = .492) | 1.22 (sd = .492) | | |
| 5O-Fosters a strong superintendent-board relationship | | | 1.26 (sd = .453) | | 1.15 (sd = .453) |

When reviewing the descriptive statistics from this study, the researcher found that the median score throughout for all groups for each of the ten indicators was 1.00. In specifically comparing the descriptive statistics that are reported in Tables 6, 7, and 8, they demonstrate that the scope of the reported standard deviations for each of the ten performance competency indicator means was from .391 (2R-has high expectations) to .497 (1P-implements programs to realize goals), with the standard deviation for each mean for each indicator being under 1.00. With each standard deviation being under 1.00, this indicated that the scores were very close together in the distribution (Gay et al., 2006). With a normal distribution, 50% of the scores are above the mean and 50% are below (Gay et al.,

2006). Therefore, considering the closeness of these scores, there was not a normal distribution for each mean and thus, each distribution was skewed.

As the IPSSL performance indicators are adapted from the ISLLC Standards, and as the ISLLC Standards and their indicators represent a framework of best practices, it is reasonable that the resulting distributions in this survey would be positively skewed. Because the indicators represent best practices for educational administration, respondents would most likely be reluctant to disagree or strongly disagree with the fact that a particular performance competency indicator was important for superintendent success.

To determine if each of the distributions was positively or negatively skewed, each performance competency indicator's median (the midpoint of all of the scores) was compared to its mean. Gay, Mills, and Airasian (2006) note that when a mean is greater than a median, the distribution of scores is positively skewed, and when the mean is less than the median, it is negatively skewed. Again, in reviewing the median for each performance competency indicator, every median was 1 (the data code for *Strongly agree*). In comparing this to the mean of each performance competency indicator, one sees that for each indicator there was a mean that was larger than 1, thus denoting that the distribution for each performance competency indicator was positively skewed.

In reviewing the response ranges for each indicator, performance competency indicator 1O (models core beliefs/ takes action to achieve goals), 2R (has high expectations), 1N (collaborates in goal setting), 1L (promotes academic excellence), and 5O (fosters a strong superintendent-board relationship), each received responses from study participants of either *Strongly agree* (coded "1") or *Agree* (coded "2") that indicated that they agreed that these performances were critical for success in the superintendency. These would be

expected responses as again they are all performance competency indicators from a competency framework of best practices in educational administration.

It is interesting to note that pertaining to performance competency indicators 2P (provides a respectful, fair climate), 3P (maximizes fiscal resources), 1P (implements programs to realize goals), 1R (data analysis), and 1U (obtains resources for goals), each of these included not only responses of *Strongly agree* (coded "1") and *Agree* (coded "2"), but each also had some study participants that disagreed (coded "3") that one of the aforementioned performance competency indicators was most critical for success in the superintendency.

When reviewing the specific frequencies for each of the above mentioned performance competency indicators, the following findings were found: 2P (provides a respectful, fair climate) had two rural superintendents that disagreed; 3P (maximizes fiscal resources) had two rural superintendents, one urban superintendent, two rural board presidents, and one urban board president that disagreed; 1P (implements programs to realize goals) had two rural superintendents that disagreed; 1R (data analysis) had two rural board presidents that disagreed; and 1U (obtains resources for goals) had two rural superintendents, two rural board presidents, and two urban board presidents that disagreed. While these results represent a scarce number of outliers in terms of those who disagreed with a particular indicator, they do point to the fact that the type of district, rural, suburban, or urban, may have had an impact in the respondent's level of agreement as to the importance of a particular indicator for superintendent success.

**Inferential Tests and Statistics**

**Selection of MANOVA as the Inferential Test**

A multivariate analysis of variance (MANOVA) was used in this study as it is a commonly used parametric statistical technique related to general linear model statistical theory, with the main aim of the statistical techniques used in this theory being to determine whether any independent variables have effected any of the dependent variables (Foster et al., 2006; Weinfurt, 2004). It is used to assess the effect of one or more independent variables on a set of two or more dependent variables (Foster et al., 2006; Weinfurt, 2004). As opposed to looking at individual means, it examines vectors of means (Weinfurt, 2004). The independent variables used in a MANOVA are those aspects of the respondents that may affect the dependent variable, and it is often the "grouping" which divides respondents into separate groups (Foster et al., 2006).

Specifically in this study, the researcher wanted to examine the effect that gender and role as well as their interactions had, if any, on the perceptions of K-12 Illinois unit district public school superintendents and board presidents as to which of the performance competency indicators found in the IPSSL were most critical for success in the superintendency. The independent variables were role and gender, with each having two categorical levels (Foster et al., 2006). In "role", the two levels were superintendent and board president, while in "gender", the two levels were female and male.

A dependent variable is one that measures the effect of an independent variable (Hinkle et al., 2003). It can be a score on a questionnaire or survey (Foster et al., 2006). As the data in this study was provided through the use of a survey with a Likert scale, Foster, Barkus, & Yavorsky (2006) indicate that in practice, this type of data is often viewed to be

interval data. Thus, as a parametric statistical technique, the use of MANOVA was appropriate because the scores obtained from the dependent variables could be measured on an interval scale and these scores were drawn from a population from which the variable can be assumed to be normally distributed (Foster et al., 2006).

**Meeting the Data Conditions for MANOVA**

When preparing to perform a multivariate analysis of variance, Weinfurt (2004, p. 253) writes that there are three necessary conditions of data that must be met: "The three necessary conditions are: (a) multivariate normality, (b) homogeneity of the covariance matrices, and (c) independence of observations." Meyers, Gamst, and Guarino (2006) indicate that using some of the same techniques that are used when assessing univariate normality can be used to assess multivariate normality. In particular, they suggest looking at measures of skewness and kurtosis (Meyers et al., 2006). As noted in the summary of descriptive statistics, each of the remaining ten dependent variables was not normally distributed and each was positively skewed. While these ten dependent variables did not meet the condition of multivariate normality, Weinfurt (2004, p. 254) writes, "In practice, MANOVAs tend to be performed on data regardless of whether the data violate this assumption, because the general consensus is that MANOVA is a robust procedure."

Next, in order to assess the homogeneity of the covariance matrices, the second condition of data that must be met, a Box's Test of Equality Covariance Matrices "Box's M" test, was performed (Meyers et al., 2006; Norusis, 1988). This test verified if there was or was not homogeneity of the covariance matrices to determine whether the groups had equal covariance matrices (Weinfurt, 2004). If this test yields statistical significance, the null hypothesis that there are equal covariance matrices is rejected and this indicates that the

groups have unequal covariance matrices (Weinfurt, 2004).  In this study, the results of the Box's M test were statistically significant (Box's M = 421.111, $p$ = .000), thus, the hypothesis of equal covariances was rejected.

However, it must be pointed out that Box's M is highly sensitive to differences and deviations from normality (Norman & Streiner, 2008; Weinfurt, 2004).  Even though the Box's M test results were statistically significant in this study, Norman and Streiner (2008) offer that a significant Box's M does not always mean that the study should stop, believing that the researcher needs to determine whether or not the deviation from homogeneity is worth worrying about.  In addition, George and Mallery (2010) share that Box's M is very sensitive, however, just because it detects differences, this does not necessarily mean that the $F$ values are invalid.  As the data in this study reflected the perceived importance scores given to each of the performance competency indicators found in the IPSSL, which is a best practices framework for educational administration in the form of a competency model, the researcher determined to continue on with the study.  To further support the continuance of this study, Tabachnick and Fidell (2001) offer that when examining the results of Box's M, if the cell sizes are unequal (as they were in this study) and if $p$ < .001 (as it was in this study), the researcher can continue, but he or she should interpret the results of the MANOVA very cautiously.

Bartlett's Test of Sphericity was also performed.  This test looks for sufficient correlation between the dependent variables so as to determine if the study and analysis should be continued (Meyers et al., 2006).  As this test was statistically significant (approximate chi square = 916.826, $p$ = .000), sufficient correlation existed between the dependent variables and the study and analysis were continued (Meyers et al., 2006).

Finally, regarding the condition of independence of observations, Weinfurt (2004, p. 256) writes, "This means that a subject's scores on the dependent measures are not influenced by the other subjects in his or her experimental group." As the survey for this study was administered on an individual basis, and as each respondent had his or her own pass code for "logging in" to the online survey while being asked to independently complete it, there was no interaction between or among respondents. Therefore, this condition was met and the next step was to perform the MANOVA and analyze its statistics.

As a result of the 2005 pilot study, adjustments were made in the design of the 2009 study. One of those adjustments narrowed the scope of the research questions and hypotheses to focus solely on the effects of role, gender, and their interaction as to those top ten shared performance competency indicators that were perceived to be most critical for success in the superintendency. Thus, a 2 X 2 MANOVA design was now able to be used. In this design, there were two main effects and one interaction that could be tested. As a result of this type of research design, Weinfurt (2004) shares that there are three possible null hypotheses that can be proposed: (a) one concerning the first main effect (role), (b) one concerning the second main effect (gender), and (c) one concerning the interaction effect of the four groups that are defined by crossing role and gender (female superintendents, male superintendents, female board presidents, and male board presidents). Thus, the following null hypotheses were proposed:

1. Hypothesis 1: There will be no statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public school board presidents regarding their perceptions of the top three performance competency indicators in the Illinois

Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

2.  Hypothesis 2: There will be no statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions as to the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

3.  Hypothesis 3: There will be no statistically significant differences among all female superintendents, all male superintendents, all male board presidents, and all female board presidents in K-12 Illinois unit district public schools regarding their perceptions as to the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency.

**MANOVA Omnibus Test Results in the Current Study**

As noted earlier, performing a MANOVA as the inferential test statistic in this study was appropriate as there were multiple independent categorical variables (role and gender), and multiple dependent variables. The dependent variables were the ten shared IPSSL performance competency indicators that were considered to be most critical for superintendent success from each of the eight groups in the completed sample. These dependent variables included: 1L (promoting academic excellence), 1N (collaborating in goal setting), 1O (modeling core beliefs and taking action to achieve goals), 1P

(implementing programs to realize goals), 1R (using data collection and analysis), 1U (obtaining and using resources to achieve goals), 2P (providing a climate of respect and fairness), 2R (promoting high expectations for all), 3P (maximizing fiscal resources), and 5O (fostering a strong board-superintendent working relationship).

The first step in this MANOVA was to perform the omnibus $F$ test (George & Mallery, 2010) to determine if there were any differences in the means of the dependent variables for the different groups formed by the categories of the independent variables (Foster et al., 2006). In any MANOVA, Pillai's Trace is one of a number of multivariate measures that can be used as an indicator of differences and significance (Foster et al., 2006). For this study, it was chosen as the MANOVA omnibus test statistic as it is the most reliable of multivariate measures and it offers the greatest protection against Type I errors with small sample sizes (Foster et al., 2006). As the assumption of homogeneity of the covariance matrices was not met, it was also important to use a robust test (Tabachnick & Fidell, 2001). George and Mallery (2010) state that Pillai's Trace is considered by many to be one of the best tests in terms of robustness. Therefore, Pillai's Trace was chosen to be the MANOVA test statistic to be reported.

Using Pillai's Trace as the omnibus test statistic for the independent variable of role, with an alpha level of .05, there was a statistically significant main effect, $F(10, 253) =$ 5.302, $p =$.000, $\eta^2 = .173$. In looking at this same test statistic for the independent variable of gender, using an alpha level of .05, there was also a statistically significant main effect, $F(10, 253) = 4.206$, $p = .000$, $\eta^2 = .143$. Finally, in looking at the Pillai's Trace test statistic provided for role by gender, using an alpha level of .05, it was found to not be statistically significant $F(10, 253) = 1.291$, $p = .236$, $\eta^2 = .049$. This means that both role and gender

each independently had a statistically significant effect on the dependent variables, although the interaction of role and gender together did not. For all effects, the effect sizes were small to medium in magnitude. Role accounted for 17.3% of the variance in the scores of the ten performance competency indicators, while gender accounted for 14.3% of the variance in the ten scores.

In reviewing the Pillai's Trace test statistics and associated observed powers, the power for role was perfect at 1.000 (Weinfurt, 2004) and it was very strong for gender at .998. The perfect power of 1.000 is most likely due to a larger completed sample size in this study ($N = 266$) as the larger the completed sample size, the larger the power (Weinfurt, 2004).

**Levene's Test Results in the 2009 Study**

After having performed the omnibus MANOVA test and after having found statistically significant results for both gender and role, additional analysis was needed. While a MANOVA assumes that the variance between groups is equal (there is multivariate homogeneity of variance), each of the ten dependent variables (performance competency indicators) also needed to be assessed to assure this (Meyers et al., 2006). In order to make this assessment, the Levene's test for homogeneity of variance was performed. This test examined the assumption that the variance of each dependent variable was the same as the variance of all other dependent variables (George & Mallery, 2010; Huck, 2004; Meyers et al., 2006). If the Levene's test statistic for each dependent measure is not significant ($p$ >.05), the assumption of homogeneity of variance is met. However, if a significant Levene's test statistic ($p < .05$) is obtained, this indicates that the variances between a particular group's score and a different group's score were unequal and that the scores do indeed differ

significantly as there is not equal variance across the levels of the independent variable (Huck, 2004; Meyers et al., 2006).

The results of the Levene's test for nine of the ten shared performance competency indicators were significant at .000, with the remaining one being significant at .001. This could be viewed as unusual in the fact that each of the ten outcomes were found to be statistically significant, thus violating the assumption of homogeneity, meaning that there were not equal variances among group scores. While Lindman (1974) writes that the $F$ statistic is quite robust against this violation, and Meyers, Gamst, and Guarino (2006, p. 432) indicate that with any violation of the homogeneity assumption, one should proceed with "interpretive caution" in writing the results, the researcher took another measure so as to determine if the violations of this assumption presented serious problems. This measure included a review of the distributions for the measures of normality (skewness and kurtosis) for each dependent variable (performance competency) that was tested in order to see if there was anything unusual (George & Mallery, 2010).

Skewness demonstrates the location of the peak in a distribution curve, specifically looking to determine if it is in the center of the distribution (Foster et al., 2006; George & Mallery, 2010). It is a measure of asymmetry of the distribution (SPSS, 2009). A positively skewed distribution has many scores at the upper end of the scale, while a negatively skewed distribution has more scores at the lower end of the scale (Hinkle et al., 2003). A normal skew has a value of 0.00, denoting that it is a symmetrical distribution, while a skew value more than twice its standard deviation is a departure from this symmetry (SPSS, 2009). While some statistics authors state that skew values should be close to zero (Foster et al., 2006), others share that a value between $\pm$ 1.0 is excellent (George & Mallery, 2010) and a

value between ± 2.0 in many cases is also acceptable depending on the application (George & Mallery, 2010).

Kurtosis looks at the "peakedness" or "flatness" of a distribution (George & Mallery, 2010) and it refers to the height of the tails of the distribution curve (Foster et al., 2006). It measures the extent to which the observations or scores cluster around a central point (SPSS, 2009). With a positive kurtosis value, the scores are more clustered around the center of the distribution having thinner tails, being denoted as a leptokurtic distribution (Hinkle et al., 2003; SPSS, 2009;). Alternatively, a negative kurtosis value denotes that the scores cluster less around the center of the distribution and more in the tails of the distribution, being known as a platykurtic distribution (Hinkle et al., 2003; SPSS, 2009;). A normal kurtosis value is zero, and again, regarding kurtosis, some statistics authors state that kurtosis values should be close to zero (Foster et al., 2006), while others state that a value between ± 1 is excellent (George & Mallery, 2010), and a value between ± 2 in many cases is also acceptable depending on the application (George & Mallery, 2010).

For the purpose of this study, a skewness value of ± 2 is acceptable because when taken together, the performance competency indicators (dependent variables) of the IPSSL are a competency model or framework based on best practices in educational administration. As a competency model for performance in educational administration, respondents should either strongly agree or agree that each one of these performance competencies is important for superintendent success. This, in turn, will have an impact on both the skewness and kurtosis of the distribution. While in a perfect world, everyone would believe that each of the performance indicators is important, there inevitably may be a few outliers. Warner (2008) shares that often when a Levene's test indicates that there is a violation of

homogeneity, it is due to outliers in a few cells. In reviewing the skewness values and the kurtosis values for each of the ten remaining critical performance competency indicators, both values for each one of them fell within the $\pm$ 2 range.

**Univariate ANOVA Inferential Statistics Analysis Procedures**

After performing the Levene's test on each of the ten dependent variables (ten shared performance competency indicators) and due to the significant multivariate effects that were found in the MANOVA, univariate ANOVAs were performed on them so as to look for any main effects from a particular grouping in an independent variable (Bray & Maxwell, 1982; Hummel & Sligo, 1971). The researcher was attempting to determine if a significant main effect occurred because of a certain grouping characteristic in an independent variable that had influenced the dependent variable (Foster et al., 2006).

For those univariate ANOVAs that had statistically significant results, post hoc tests were not performed as a part of this study. George and Mallery (2010) share that post hoc tests are not very useful when applied to an independent variable that has only two levels. Therefore, as that was the scenario in this study (role had the two levels of superintendent and board president, and gender had the two levels of female and male), post hoc tests were not performed.

What follows below, by hypothesis, is a specific analysis of the results of this study. This analysis discusses the top performance indicators selected by the groups to which the hypothesis refers, statistics for the univariate ANOVAs including $F$ statistics, $p$ values, effect sizes, confidence intervals when appropriate, and determinations as to main effects, as well as any ensuing discussion as a result of the findings for that hypothesis.

**Inferential Test Results and Discussion by Hypothesis**

**Results for Hypothesis 1**

The first null hypothesis states that there will be no statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public school board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency. This hypothesis was rejected as the MANOVA test statistic (Pillai's Trace) of $F(10, 253) = 5.302$, $p = .000$, $\eta^2 = .173$, at an alpha level of .05, indicated that there was a statistically significant main effect for the independent variable of role. Therefore, being either a superintendent or a board president did have an effect on the selection of some or all of the performance indicators outlined in Table 9.

As indicated in Table 9 below, superintendent respondents focused on performance competency indicators that addressed obtaining and maximizing resources (1U and 3P), as well as fostering a strong superintendent-board relationship (5O). The importance of obtaining and maximizing resources being selected as top performance indicators is a direct reflection of the current dismal state of school funding in Illinois. School districts are continuously being forced to do more with fewer resources each year.

Table 9. Inferential Statistics for Hypothesis 1.

| Group | Performance Indicator | *df* | *F* | $\eta^2$ | *P* value |
|-------|----------------------|------|-----|----------|-----------|
| Superintendents | 1U-Obtains resources for goals | 1 | 6.281 | .023 | .013 |
| Superintendents | 5O-Fosters strong superintendent-board relationship | 1 | .097 | .000 | .756 |
| Superintendents | 2R-Has high expectations for all | 1 | 2.578 | .010 | .110 |
| Superintendents | 3P-Maximizes fiscal resources | 1 | 2.256 | .009 | .134 |
| Presidents | 1O-Models core beliefs/takes action to achieve goals | 1 | 2.097 | .008 | .149 |
| Presidents | 2P-Provides a respectful, fair climate | 1 | 5.138 | .019 | .024 |
| Presidents | 2R-Has high expectations for all | 1 | 2.578 | .010 | .110 |

The designation of fostering a strong superintendent-board relationship may be reflective of the nature of the composition of the respondents in both of these groups. The majority of respondents in both the superintendent group and the board president group were males, and that is reflective of the current population in Illinois with both of these groups being dominated by males.

A strong superintendent-board relationship is essential to successfully lead change (Eadie, 1998). As a total body, the school board of education is the seat of authority of the school district, and as an elected body of officials representing the community they hold strong influence in what takes place (Norton, 2005). Superintendents must be able to understand the politics of communities in order to be effective (McCarty & Ramsey, 1971).

This is especially important as when the membership of the board of education changes, whether that occurs through the appointment or the election process, the values of that board also change (Alsbury, 2003). As the values change, so may the performance expectations concerning those performances that are most important to enact. Bass and Bass (2008) maintain that a leader's performance will be affected by how much he or she identifies with the organization's values, stating, "Successful leaders share values with those they lead" (Bass & Bass, 2008, p. 197).

Interestingly enough, 2R, "having high expectations for all," was rated as being a top indicator by both superintendents and board presidents. In fact, board presidents denoted this performance competency indicator as being their most important performance indicator. This is not surprising because with today's changing and challenging social and political conditions, it is more important than ever to have high expectations and a strong positive culture in order to both improve and increase student achievement. A strong positive culture is crucial to successfully improving both teaching and learning (Deal & Peterson, 2009).

Board presidents appeared to have concentrated on Standard Two (school culture and the instructional program), also selecting performance competency indicator 2P which stresses providing a climate in which all individuals are treated with respect, dignity, and fairness. The third most important performance competency indicator for board presidents was modeling core beliefs and taking action to achieve goals (1O). The selection of these performance indicators is most likely due to the increased pressure as a result of both the changes in society and legislation to improve education and to demonstrate educational accountability to the public as well as to state and federal governments through the standardized test scores of students.

In order to determine which role, superintendent or board president, had a statistically significant main effect on any of their top dependent variables, univariate ANOVAs were performed on each individual dependent variable (performance competency indicator) of each group's top three dependent variables. For the dependent variable of "obtains resources for goals" (performance competency indicator 1U), there was a significant main effect for role, $F(1, 262) = 6.281$, $p = .013$, $\eta^2 = .023$. The scoring for 1U was significantly higher for superintendents ($M = 1.277$) relative to those scores from board presidents ($M = 1.460$). The univariate ANOVA indicated that role of superintendent did have a main effect with a small effect size of 2% on the selection of 1U as a top indicator.

As statistical significance was shown in this instance with the null hypothesis being rejected, confidence intervals were examined. The confidence interval for superintendents pertaining to the selection of performance competency indicator 1U was 1.190 through 1.365, with the researcher concluding with 95 percent confidence that this interval contained the population mean. The conclusion then can be made that the K-12 Illinois superintendent population most likely strongly agrees with the selection of performance indicator 1U "obtains resources for goals" as being primary for superintendent success.

At this time it should be noted that in reviewing the confidence intervals, no matter which group's mean was examined on whatever performance competency indicator and whether statistical significance was shown or not, each confidence interval encompasses, without a doubt, the response of *Strongly agree* pertaining to the importance of that particular performance competency indicator. Also, the confidence intervals are narrow, denoting an increased statistical precision (Hinkle et al., 2003).

In examining this same set of confidence intervals, there were two instances in which the confidence interval demonstrated the propensity for the answer to also have the potential to be *Agree*. The first exception was the confidence interval for board presidents on performance competency 1U, "obtaining resources for goals". (While this was not a top performance competency indicator for board presidents, it was for superintendents). This confidence interval was from 1.346 to 1.574. The upper limit of the confidence interval illustrates the potential of having *Agree* be the answer as 1.574 could be rounded up to "2" which is the data code for *Agree*. The second instance was found when looking at the confidence interval for females regarding performance competency indicator 1O, "models core beliefs/takes action to achieve goals". The confidence interval in this instance was from 1.296 to 1.509. Again, the upper limit of 1.509 could be rounded up to "2", the data code for *Agree*.

The implication is the same in both of these situations in which the upper bound confidence interval could be rounded up to "2" indicating a response level of simply *Agree* as opposed to *Strongly agree* ("1"). For board presidents, this indicates that they may not feel as strongly about indicator 1U, "obtaining resources for goals," as being as important for superintendent success as they feel about the criticality for success of the other performance competency indicators that they selected. For females, the implications are that they may not feel as strongly about indicator 1O, "models core beliefs/takes action to achieve goals," as being as critical for superintendent success as they feel about the importance of the other performance competency indicators that they selected. These findings should be considered when implementing any of the practical implications offered in Chapter 5.

In looking at the univariate ANOVA results for the remaining top performance competency indicators selected by superintendents, there were no statistically significant main effects found.  For the dependent variable of performance competency 3P (maximizes fiscal resources), the resulting test statistics were $F(1, 262) = 2.256$, $p = .134$, $\eta^2 = .009$, with superintendents' scores being slightly higher ($M = 1.209$) relative to those of board presidents' ($M = 1.312$).  For the dependent variable of performance competency 5O (fosters a strong superintendent-board relationship), the resulting test statistics were $F(1, 262) = .097$, $p = .756$, $\eta^2 = .000$, with board presidents' scores being minimally higher ($M = 1.252$) than those of superintendents' ($M = 1.272$).  Therefore, while fostering a strong superintendent-board relationship was not selected as one of the top three performance competency indicators by board presidents, the small mean associated with this group does demonstrate that they do recognize and acknowledge the importance of that relationship to superintendent success.

The last performance competency indicator (dependent variable) selected by superintendents as being critical for success was that of 2R, "has high expectations."  Board presidents agreed with superintendents regarding the selection of this performance indicator as they too selected it as one of their top three performances.  For 2R (has high expectations), the resulting test statistics were $F(1, 262) = 2.578$, $p = .110$, $\eta^2 = .010$, with board presidents' scores being slightly higher ($M = 1.133$) relative to those of superintendents ($M = 1.222$). While it is evident that both groups perceived this indicator as being vital for superintendent success, the lower mean for board presidents indicates that they placed a bit more value on the performance of having high expectations than superintendents did.

Board presidents also selected performance competency indicator 1O, "models core beliefs/takes action to achieve goals," as being critical for superintendent success. Again the univariate ANOVA did not indicate a significant main effect. The test statistics were $F(1, 262) = 2.097$, $p = .149$, $\eta^2 = .008$, with board presidents' scores being higher ($M = 1.267$) than those of superintendents ($M = 1.359$). Although superintendents did not select 1O as one of their top performance competency indicators and board presidents did, the means from both groups demonstrate that each group does strongly agree that modeling core beliefs and taking action to achieve goals is vital for superintendent success.

As their final top performance competency indicator board presidents believed that providing a respectful, fair climate (2P) was essential for successful superintendents. For this dependent variable, the ANOVA results were $F(1, 262) = 5.138$, $p = .024$, $\eta^2 = .019$, with board presidents' scores being significantly higher ($M = 1.170$) relative to those from superintendents ($M = 1.316$). The conclusion of these significant statistics was that the role of board president did have a main effect with a small effect size of almost 2% on the selection of 2P, "providing a respectful, fair climate" as a top indicator. The selection of this indicator may be reflective of the increased diversity that society and school districts are experiencing. It is also reflective of the fact, that board presidents often receive one of the first telephone calls when it comes to an issue of this nature, particularly if there is a perceived or real injustice that has occurred.

As statistical significance was shown for 2P, the null hypothesis was rejected. Therefore, the confidence interval of 1.070 to 1.270 for board presidents was examined. Upon examining this confidence level, the researcher concluded that the computed confidence interval for this study would include the true population parameter 95% of the

time for performance competency indicator 2P. This denotes that the K-12 Illinois board president population most likely strongly agrees with the selection of performance indicator 2P, "providing a respectful, fair climate," as being essential for superintendent success.

In summary, the first hypothesis, which states that there will be no statistically significant differences between all K-12 Illinois unit district public school superintendents and board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders most critical for superintendent success, is rejected. There are differences in the perceptions of these two groups as described above.

**Results for Hypothesis 2**

The second null hypothesis states that there will be no statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency. This hypothesis was rejected as the MANOVA test statistic (Pillai's Trace) of $F(10, 253) = 4.206$, $p = .000$, $\eta^2 = .143$ at an alpha level of .05, indicated that there was a statistically significant main effect for the independent variable of gender. Therefore, being either male or female did have an effect on the selection of some or all of the performance indicators outlined in Table 10.

As demonstrated in Table 10, males, like board presidents, had a tendency to select their top indicators from Standard Two, emphasizing curriculum and instruction. From this standard, they chose performance competency indicators that addressed the areas of

providing a respectful, fair climate (2P) and having high expectations for all (2R). To coincide with this focus on instruction, they also indicated that it was important for superintendents to model core beliefs and to take actions to achieve goals (1O).

Table 10. Inferential Statistics for Hypothesis 2.

| Group | Performance Indicator | $df$ | $F$ | $\eta^2$ | $P$ value |
|---|---|---|---|---|---|
| Males | 2R-Has high expectations for all | 1 | .131 | .000 | .718 |
| Males | 1O-Models core beliefs/takes action to achieve goals | 1 | 7.967 | .030 | .005 |
| Males | 2P-Provides a respectful, fair climate | 1 | .026 | .000 | .871 |
| Females | 2R-Has high expectations for all | 1 | .131 | .000 | .718 |
| Females | 3P-Maximizes fiscal resources | 1 | 2.951 | .011 | .087 |
| Females | 1L-Promotes academic excellence | 1 | 4.104 | .015 | .044 |
| Females | 5O-Fosters strong superintendent-board relationship | 1 | 3.226 | .012 | .074 |

Females also rated 2R, "has high expectations for all," as one of their top performance competency indicators, with it being in fact, the most important indicator for them. In concert with 2R, they also rated promoting appropriate academic excellence for all students and staff (1L) as being one of their most critical performance indicators. This indicator tied in importance with performance indicator 5O, "fosters strong superintendent-board relationship." Finally, they perceived maximizing fiscal resources (3P) as being an

important performance to enact. Similar to the female group, superintendents also chose performance competency indicators 5O and 3P as being important. However, it must be pointed out that the majority of K-12 unit district public school superintendents during the 2009-2010 school year in Illinois were male.

In order to determine which gender, female or male, had a statistically significant main effect on any of their top dependent variables, univariate ANOVAs were performed. For the dependent variable of "models core beliefs/takes action to achieve goals" (performance competency indicator 1O), there was a significant main effect for males, $F(1, 262) = 7.967$, $p = .005$, $\eta^2 = .030$. The scoring for 1O was significantly higher for males ($M = 1.224$) relative to those scores from females ($M = 1.403$). The univariate ANOVA indicated that the gender of male did have a main effect, with a small effect size of 3% on the selection of 1O as a top indicator.

As statistical significance was shown in this instance with the null hypothesis being rejected, confidence intervals were examined. The confidence interval for males pertaining to the selection of performance competency indicator 1O was 1.159 through 1.289, with the researcher concluding with 95% confidence that this interval contained the population mean. Therefore, it is most likely that Illinois males who serve as either a K-12 board president or superintendent strongly believe that modeling core beliefs and taking actions to achieve goals is essential to superintendent success.

In looking at the univariate ANOVA results for the remaining top performance competency indicators selected by males, there were no statistically significant main effects found. For the dependent variable of performance competency 2P (provides a respectful, fair climate), the resulting test statistics were $F(1, 262) = .026$, $p = .871$, $\eta^2 = .000$, with the

mean for males being minimally higher ($M$ =1.238) than the mean for females ($M$ = 1.248). This implies that while males selected this as one of their top three performance indicators and females did not, both groups strongly agreed that it was an important indicator for superintendent success.

For the dependent variable of performance competency 2R, "has high expectations," which was selected by both males and females, the resulting test statistics were $F(1, 262) =$ .131, $p$ = .718, $\eta^2$ = .000, with the scores for females being slightly higher ($M$ =1.167) than the scores of males ($M$ = 1.188). Again, the means for both groups support the notion that both males and females perceived having high expectations as a vital superintendent performance for success.

With regards to the remaining performance competency indicators that females selected, these indicators included 5O (fosters a strong superintendent-board relationship), 3P (maximizes fiscal resources), and 1L (promotes academic excellence). In looking at the univariate ANOVA results for these three performance competency indicators, there were no statistically significant main effects found for either 5O or 3P. For the dependent variable of performance competency 5O, "fosters a strong superintendent-board relationship," the test statistics were $F(1, 262)$ = 3.226, $p$ = .074, $\eta^2$ = .012, with female's scores being higher ($M$ =1.205) than those of males ($M$ = 1.320). The test statistics for performance competency 3P, "maximizes fiscal resources," were $F(1, 262)$ = 2.951, $p$ = .087, $\eta^2$ = .011, and again the scores from females were higher ($M$ =1.201) than those of males ($M$ = 1.319). While females selected 5O and 3P as being top performance indicators for their group, males did not. However, the means for both groups for both of these indicators, 5O and 3P, demonstrate that each group strongly agrees with the thought that maximizing fiscal resources and fostering a

strong superintendent-board relationship are critical performances for the superintendent to enact.

As their final top performance competency indicator females designated promoting academic excellence (1L) as being vital to superintendent success. For this dependent variable, the ANOVA results were $F(1, 262) = 4.104$, $p = .044$, $\eta^2 = .015$, with the scores from females being significantly higher ($M = 1.205$) relative to those from males ($M = 1.336$). The conclusion of these significant statistics was that the gender of female did have a main effect, with a small effect size of 1.5%, on the selection of 1L, "promoting academic excellence," as a top indicator.

As statistical significance was shown for 1L, the null hypothesis was rejected. Therefore, the confidence interval of 1.095 to 1.314 for females was examined. Upon examining this confidence level, the researcher concluded that the computed confidence interval for this study would include the true population parameter 95% of the time for performance competency indicator 1L. Therefore, it is most likely that Illinois females who serve as either a K-12 board president or superintendent strongly believe that promoting academic excellence is essential to superintendent success.

In summary, the second hypothesis, which states that there will be no statistically significant differences between all males and all females who serve in Illinois as a K-12 superintendent or board president regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are most critical for success in the superintendency is rejected. There are differences in the perceptions of these two groups as discussed above.

**Results for Hypothesis 3**

The third null hypothesis states that there will be no statistically significant differences among all female superintendents, all male superintendents, all male board presidents, and all female board presidents in K-12 Illinois unit district public school systems regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency. This hypothesis was accepted due to the fact that the Pillai's Trace test statistic in the MANOVA for role by gender, at an alpha level of .05, was found to not be statistically significant $F(10, 253) = 1.291$, $p = .236$, $\eta^2 = .049$. Therefore, the interaction of role and gender did not have a statistically significant effect on any of the remaining dependent variables (performance competency indicators).

As the multivariate test was not found to be significant, no further analysis was needed (Meyers et al., 2006). The conclusion in this case was that the two dichotomous independent variables of role and gender when interacting were not differentially distributed on the performance competency indicators (Meyers et al., 2006). Although this hypothesis was rejected, it is noteworthy to discuss the perceived top performance indicators for each of the interaction groups: female superintendents, male superintendents, female board presidents, and male board presidents.

As previously discussed, some subgroups had more than three top performance competency indicators in their top 5% due to the fact that they had means within their subgroup that tied for first, second, and/or third place. This was the case with female superintendents and female board presidents. Female superintendents selected seven performance competency indicators as being most important for superintendent success. Of

these seven performance competencies, two of them were tied for first place, 1P, "implements programs to realize goals," and 3P, "maximizes fiscal resources." For this group, there was a three-way tie for second place among indicators 1L (promotes academic excellence), 2R (has high expectations for all), and 5O (fosters a strong superintendent-board relationship). Finally, in third place, female superintendent indicator selection resulted in a tie between 1R, "uses data collection and analysis," and 1U, "obtains resources for goals." Overall, female superintendents selected four performance competency indicators from Standard One that stresses setting and achieving district vision, mission, and goals.

All three of the top performance competency indicators for male superintendents could be also found in the female superintendents' list of top indicators. The most important performance competency indicator for males was 2R (has high expectations for all), followed by 3P (maximizes fiscal resources), with 1U (obtains resources for goals) being in third place.

Female board presidents also selected more than three performance competency indicators with their list of top indicators resulting in a group of five. Their concentration was split between Standard One focusing on the district's vision, mission and goals and Standard Two stressing curriculum and the instructional program. They clearly chose "having high expectations for all" (2R) as their top indicator, being followed by 1N, "collaborates in goal setting." There was a tie for third place among performance competency indicators 1L (promotes academic excellence), 2P (provides a respectful, fair climate), and 5O (fosters a strong superintendent-board relationship). It is curious that 1L regarding academic excellence was in third place while 2R regarding high expectations for all was in first place because in order to promote academic excellence, there must be high

expectations. Female board presidents shared the perception with female superintendents that performance competency indicators 1L, 2R, and 5O are all fundamental to success in the superintendency.

Finally, when examining the performance competency indicators that male board presidents selected as being critical, they too were split between Standard One and Standard Two. Male board presidents selected indicator 1O, "models core beliefs and takes action to achieve goals," as the most important performance indicator for them. In a tie for the next most important indicator were performance indicators 2P, "provides a respectful, fair climate," and 2R, "has high expectations for all." Their final selection as a top indicator was 1N, "collaborates in goal setting."

It is also interesting to note that while both groups of board presidents (female and male) indicated that collaborating in goal setting was important, neither group of superintendents (female or male) selected this as one of their top performance competency indicators. This is due perhaps, to the historical nature of the superintendency having been that of a managerial position for so long. As a manager in yesteryear, the superintendent was the "boss" and had no need to collaborate or set goals with anyone.

Male board presidents shared the perception of the importance of performance competency indicators 1N (collaborates in goal setting), 2P (provides a respectful, fair climate), and 2R (has high expectations) with female board presidents. Likewise, they shared the perception of the importance of performance competency indicator 2R with male superintendents. On a final note, performance competency indicator 2R, "has high expectations," was a common top three indicator being selected by all four of the groups that

included female superintendents, male superintendents, female board presidents, and male board presidents.

## Summary

The results of these tests demonstrated that a significant main effect for role, as well as a significant main effect for gender existed. Further analysis showed that there was a significant main effect for the role of superintendent in selecting performance competency indicator 1U, "obtains resources for goals," as a top indicator, as well as a significant main effect for the role of board president in selecting performance competency indicator 2P, "provides a respectful, fair climate," as a top indicator. The univariate ANOVA tests also indicated that the gender of male did have a main effect on the selection of 1O, "models core beliefs and takes action to achieve goals," as a top indicator, while the gender of female had a main effect on the selection of 1L, "promotes academic excellence," as an essential performance for superintendents.

What follows next in Chapter 5 are the conclusions of this study. As well as stating the conclusions, Chapter 5 presents the practical and theoretical implications of the findings of this study, as well as recommendations for further research.

# CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## Introduction

This research study was conducted based on the problem that there is a void in the literature and research on the superintendency pertaining to any shared agreement between board presidents and superintendents in Illinois K-12 unit district public schools regarding those performance competency indicators found in the IPSSL that are perceived to be most critical for success in the superintendency. In the preceding chapter, the presentation and analysis of data have been reported. Chapter 5 consists of a summary of the study, discussion of findings, theoretical implications, practical implications, recommendations for further research, and the overall conclusions.

## Summary of the Study

Many educational and state organizations view the 1996 and the 2008 ISLLC Standards as a common set of national standards for educational administrators and as a framework of best practices in educational leadership. These standards are the guiding principles that are used for professional development, evaluation, and licensure of school leaders (Hoyle et al., 2005). Although the 1996 version of these standards have undergone one revision, now being known as "ISLLC 2008," over 40 states continue to use the 1996 version of the ISLLC Standards (Jazzar, & Algozzine, 2007). These standards that define the knowledge, performances, and dispositions needed for high performance in educational administration are a competency model for the superintendency.

In Illinois, the 1996 ISLLC Standards have been adapted as the IPSSL and they are used in the same manner as that of a competency model, specifically for superintendent

licensure, recertification, and professional development. In addition, in some Illinois districts, they are also used as a part of the superintendent's evaluation.

Prior to this study, there was no known study that had been done in Illinois to determine the level of importance placed on the performance competency indicators in the IPPSL by K-12 unit district public school board presidents and superintendents. Focusing solely on Illinois K-12 unit district public schools, this study was designed to determine the top 5% or top three performance competency indicators that board presidents deemed most critical for success in the superintendency, as well as the top 5% or top three indicators that superintendents deemed most important for success. In addition, this study sought to determine which performance competency indicators were perceived by females as being most important for success, as well as those that were perceived by males as being most critical.

**Research Question 1 Results**

Are there statistically significant differences between all K-12 Illinois unit district public school superintendents as compared to all K-12 Illinois unit district public school board presidents regarding their perceptions as to the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the superintendency? Yes, specifically, the role of superintendent had a main effect in selecting performance competency indicator 1U, "obtains resources for goals," as a top indicator.

Such a result is reasonable, since superintendents are held ultimately accountable for everything from improving student achievement to effectively and efficiently spending taxpayer dollars. The selection of performance competency 1U pertaining to resources is

directly related to the current dire straits of the economy in general in Illinois. Recent legislation has been enacted in that state so that beginning with fiscal year 2011, the governor has the authority to use 6 month's worth of revenue from fiscal year 2011 to pay outstanding payments still owed to school districts from fiscal year 2010. Although the selection of this performance competency as a top indicator is the result of a study done in Illinois, it is fair to believe that this result may be generalized across the nation, as the economic crisis is nationwide.

The role of board president also had a main effect in the selection of performance competency indicator 2P, "provides a respectful, fair climate," as a top indicator. As current societal issues continue to evolve, board presidents and superintendents in their respective leadership roles find themselves working in an environment where the opportunity for value conflicts is more and more common, particularly as education mirrors society (Begley, 1999). These conflicts may occur as a result of personal, professional, organizational, or community values clashing (Begley, 1999). In his or her elected role, the board president is a leader of the school district, as well as of the community. Thus, it is important for him or her to appreciate any diversity of opinion or of culture that is present and to promote acceptance of that diversity throughout the school community.

**Research Question 2 Results**

Are there statistically significant differences between all K-12 Illinois unit district public school male superintendents and male board presidents as compared to all K-12 Illinois unit district public school female superintendents and female board presidents regarding their perceptions of the top three performance competency indicators in the Illinois Professional Standards for School Leaders that are deemed most critical for success in the

superintendency? Yes, specifically, being a male had a main effect in selecting performance competency indicator 1O, "models core beliefs and takes actions to achieve goals," as a top indicator. Being a female had a main effect on the selection of performance competency indicator 1L, "promotes academic excellence," as a top indicator.

In reviewing these results, the importance of gender should not be overlooked as it influences how we see and speak about the world (Bennett & Gibson, 2006). In specifically reviewing the selection of performance competency indicator 1O by males, this finding is consistent with other research that indicates that men tend to be more directive in their management style, directing others as to what needs to be done (Gurian & Annis, 2008), and they focus on achieving task success (Banks, 1995).

As chief executive officer for the board of education, the superintendent represents the school district, and he or she is looked upon as being the chief role model for it, enacting its beliefs, furthering its mission, and setting its vision. As spokesperson for the school district, the superintendent must be a strong advocate for its mission, its vision, and the education of all students, with the ability to effectively communicate the goals and actions that are being taken towards improvement and achievement.

In today's competitive educational climate, all school leaders feel the increasing pressure of achievement at both the state and federal levels, pressing them to climb higher and higher on the student achievement ladder, lest there be sanctions to their school district. To do this requires planning, both short term and long term, and setting goals while constantly communicating with others as to the actions that have been and will be taken to accomplish those goals. Focused leaders know what their priorities are, based on the impact that each one will have (Reeves, 2006). Successful leaders are able to describe what success

is and they are able to show others what steps have been taken in order to achieve that success (Reeves, 2006).

Next, in reviewing the selection of performance competency indicator IL pertaining to the promotion of academic excellence, again, the selection of this indicator is consistent with other research that indicates that women bring strengths in instruction and curriculum to the superintendency (Brunner & Grogan, 2007).  The selection of this indicator is also impacted by the fact that the majority of women that responded to this survey were female superintendents ($n = 45$).  This influence of being female on the selection of this indicator is felt because women believe that they do bring very different strengths to the superintendency, and those strengths include not only knowledge of the instructional process and curriculum, but also an emphasis on improving instruction (Brunner & Grogan, 2007).

Findings from a 2003 AASA National Survey on U. S. Women Superintendents and Central Office Administrators (Brunner & Grogan, 2007) show that 35% of women superintendents believe that they were hired to be instructional leaders and 46% of this same group believed that their board of education's primary expectation of them was to be an educational leader (Brunner & Grogan, 2007).

The selection of performance competency indicator 1L pertaining to the promotion of academic excellence by female superintendents furthers the notion that there continues to be traditional gender role expectations and beliefs regarding the role of superintendent.  These gender roles include the belief held not only by society (Brunner, 1997; Skrla, 2000a), but also by female superintendents themselves, that females in the superintendency are strong in the area of instruction and male superintendents are strong in operations and finance (Brunner & Grogan, 2007).  This finding has implications for superintendent preparation

programs in terms of the enhancement of all skills for each gender. For females, these preparation programs should provide more opportunities to strengthen their skills in the areas of operations and finance, although for males, the programs should provide more opportunities to strengthen their skills in the areas of curriculum and instruction.

**Research Question 3 Results**

Are there statistically significant differences among all female superintendents, all male superintendents, all male board presidents, and all female board presidents in K-12 Illinois unit district public schools regarding their perceptions as to the top three performance competency indicators in the "Illinois Professional Standards for School Leaders" that are deemed most critical for success in the superintendency? No, no statistically significant differences were found.

As there were no differences found among these four different groups, there is not a strong concern as to those performance competency indicators that were deemed specifically important to each group. However, as noted above, it is important for Illinois K-12 public school unit district superintendents to be concerned with those performance competency indicators deemed critical by board presidents and particularly those board presidents who are of the opposite gender of the superintendent. Knowing these performance expectations will aid the superintendent in being successful as he or she works in the culture of his or her specific school district and community. This ultimate success is demonstrated through increased student achievement and superintendent tenure.

### Theoretical Implications

Much of the existing literature discusses the historical perspective of standards development for school administrators and the fact that these standards have been based on

best practices.  The existing literature also includes the documentation of the creation, as well as the revision of certain sets of administrative standards for superintendents that include the 1996 "ISLLC Standards," the 2002 "ELCC Standards," "Educational Leadership Policy Standards: ISLLC 2008," and the "Illinois Professional Standards for School Leaders." While the intent of each set of these standards is to agree upon a set of standards for superintendent performance, the literature does not delineate if there are some administrative standards that are deemed more critical for superintendent success than others.

This researcher investigated the importance for K-12 Illinois board presidents and superintendents of the Illinois Professional Standards for School Leaders.  The results of this study have made significant and timely contributions to this limited body of knowledge, specifically in determining if administrative standards are perceived to be important by Illinois K-12 board presidents and superintendents in performing the role of superintendent. The findings of this study indicated that both K-12 board presidents and superintendents believed that the IPSSL were important in performing the role of superintendent.  When respondents were asked to rate their level of agreement as to the importance of each of the performance indicators within each standard of the IPSSL, only 2.82% of the total responses (472 out of 16,758) were marked at the *Disagree* or *Strongly disagree* level.  Regarding this total percentage number, 2.73% of the responses were at the *Disagree* level.  Therefore, while there may have been a few outliers responding at the *Disagree* or *Strongly disagree* level, in general, respondents overall either agreed or strongly agreed that the IPSSL were important to the performance role of the superintendency.

However at this time, it is important to note a limitation to the study.  The survey used in this study was a forced choice survey and a write-in space was not provided for

respondents to suggest other performance competencies that they may have perceived to be important for superintendent success. This survey was limited only to those performance competency indicators from the IPSSL that were provided on the survey, thus becoming a limitation for the study.

While all of the standards and all of the performance indicators in the IPSSL are important, this study determined that there are some performance indicators from the IPSSL that Illinois K-12 unit district public school board presidents and superintendents perceive to be more important for success than others. Specifically the results of this study indicated that K-12 board presidents and superintendents deemed Standard One, "Facilitating a Vision of Educational Excellence," of the IPSSL to be the most important standard with six out of the shared ten performance competency indicators coming from that standard. This result indicates that it is indeed important for the superintendent to promote academic excellence through furthering the mission, beliefs, and vision of the school district, while analyzing data, working collaboratively to set goals, and taking actions such as implementing programs and procuring resources for goal attainment. In this study, K-12 board presidents and superintendents determined Standard Two, "Learning Environment and Instructional Program," to be the next most important standards, specifically noting the performances of providing a respectful and fair climate, while having high expectations for all. Taken together, the performance indicators designated from Standard One and Standard Two encompass eight out of the top ten shared performance indicators that the K-12 board presidents and superintendents selected as being critical for superintendent success. It is worthy to note that these eight performance indicators emphasize school improvement and student achievement. Thus, the results of the findings of this study show that the purposes of

standards for school administrators, increased accountability and school improvement, have been internalized by practicing K-12 Illinois board presidents and superintendents.

The results of this study also demonstrated that Illinois K-12 board presidents and superintendents found Standard Three, "Management," and Standard Five, "Knowledge of Laws, Regulations, and Professional Ethics," to be slightly important regarding success in the role of K-12 superintendent. They determined that superintendents must be able to maximize fiscal resources (Standard Three) and foster a strong superintendent-board relationship (Standard Five). Without either of these, school improvement cannot occur. It is not easy for the superintendent who is involved in a tempestuous relationship with his or her board of education to be an instructional leader, just as it is difficult for him or her to be an instructional leader when he or she must concentrate solely on obtaining resources so that the curriculum and the school system can continue to exist.

As a result of determining which of the IPSSL were perceived to be most important, superintendent preparation programs at higher institutions of learning in Illinois should consider placing an emphasis on Standards One, Two, Three, and Five in their superintendent preparation curriculum. To do so will result in having a high quality accredited preparation program for aspiring superintendents that is aligned to those Illinois administrative standards that have been perceived by K-12 board presidents and superintendents to be most important for success, and that have explicit performance expectations for superintendents.

In addition, those professional associations, state agencies, and higher institutions that provide professional development for practicing superintendents in Illinois should also heed the significance of these designated standards when providing continuous professional improvement for K-12 superintendents. By focusing professional development on these

selected standards, not only will superintendents experience professional growth, but there will also be a system-wide impact on school improvement and student achievement as these two concepts are the areas of focus for Standard One and Standard Two. These two standards included most of the performance competency indicators selected by K-12 board presidents and superintendents as being critical for superintendent success.

None of the existing literature on the IPSSL discusses which standards or indicators for superintendents represent a common set of expectations between K-12 board presidents and superintendents in Illinois as to those performances that are critical for success. Again, this research study has made significant and timely contributions to this limited body of knowledge, as it has delineated those top ten performance indicators from the IPSSL that provide a shared and common set of expectations between Illinois K-12 unit district board presidents and superintendents as to those performances that are most critical for success in the superintendency. These ten performance indicators not only comprise a common foundation of expectations for success, but they also provide for clarity of the role of superintendent.

What began in the 1970s and 1980s as a period of restlessness and a call for reform in the field of education resulted in one of the first publications, "Guidelines for the Preparation of School Administration" (Hoyle, 1983) that formally outlined major knowledge and skill areas that suggested performance goals, competencies, skills, and delivery systems for the preparation of school administrators. These guidelines became the basis of a 1985 AASA book, *Skills for Successful School Leaders* (Hoyle, English, & Steffy, 1985), which then became the predecessor of another book by the same authors, *Skills for Successful 21st Century School Leaders: Standards for Peak Performers* (Hoyle, English, & Steffy, 1998).

Hoyle, English, and Steffy (1998) believe that the standards, knowledge, and skills outlined in this book "… establish a focus on the recruiting, training, and performance of school administrators at the national level" (Hoyle et al., 1998, p. ix), while also serving as "…a content bridge for communication between practitioners, professors, and agency personnel about the values and meaning of modern school leadership" (Hoyle et al., 1998, p. ix).

Also as a result of the continued research and collaborative study that was done in the 1990s by professional organizations, boards, and institutions of higher learning pertaining to effective superintendent performance, the ISLLC Standards were created. These six standards and their performance indicators are comparable to the skills outlined by Hoyle, English, and Steffy (1998). While each set of skills in each document includes those skills and performances concerning visionary leadership, policy, governance, communication, community relations, organizational management, curriculum, instruction, personnel evaluation, staff development, data analysis, planning, values, and ethics, there has been much professional conversation and debate as to the relevance and truthfulness of the ISLLC Standards.

This debate includes criticisms that the standards lack a breadth and depth about knowledge and applied practice and that they were simply assumptions that were made about educational leadership (English, 2000; Hess, 2003). It has also been argued that they have no epistemological base; therefore, they do not represent the truth (English, 2000; Hess, 2003). English (2005) criticizes the standards, believing that their use will lead to the standardization of courses, resulting in a system of status quo.

In response to these criticisms, Murphy (2000) states that the ISLLC Standards represent what they were intended to represent, that of a framework for educational leaders

that is based on research and best practice.  This framework is one that can be used to unify the profession.  He asserts that the ISLLC Standards are empirically anchored and values grounded, with their purpose being to delineate the knowledge, performances, and dispositions that an administrator should have to promote more effective student learning and a more productive school (Murphy, 2003).

Although this debate continues today, there is general consensus that the ISLLC Standards framework accurately reflects and validates "… normative superintendent role expectations" (Bjork et al., 2005, p. 79).  It is the perceived common role expectations between K-12 Illinois board presidents and superintendents that were of interest in this research study.  The results of this study clearly indicate that Illinois K-12 board presidents and superintendents have some common role expectations in the form of those performance competency indicators from the IPSSL, as adapted from the ISLLC Standards that they perceive to be most important for superintendent success.

The findings from this research study have provided theoretical implications that have included making timely and significant contributions to the limited body of knowledge regarding the use of administrative standards and performance competency indicators for Illinois K-12 superintendents, as well as their perceived importance of them for superintendent success.  These findings also include an improved theoretical understanding of competency theory and its potential for implementation in the field of education through the use of competency models.  As a result of this research study, there have also been practical findings that have been raised that are explained in the next section.

**Practical Implications**

The results of this study are useful to aspiring and practicing superintendents in terms of knowing and understanding those shared ten performance competencies that are most important for K-12 public school unit districts in the state of Illinois. While these ten performance competencies provide a foundation of common performance expectations for superintendents in K-12 unit districts across the state, superintendents must also be aware of those two or three performance competencies that are important in their individual district. The culture of every organization will determine those performances that are most important to it.

The findings of this study have far-reaching practical implications for superintendents and boards of education that are based on competency theory. The basic tenets of competency theory include the use of competencies and competency models. Competencies are characteristics that define what superior performers do more often with better results (Kessler & Strasburg, 2005). A competency model is a set of competencies that encompass the knowledge and/or skills (performances), and/or dispositions that a superior performer enacts for a particular job or position (Rothwell, 1996, 2010).

The findings of this study provide insight and guidance as to the use of the IPSSL as a competency model for Illinois K-12 unit district public school superintendents. As a competency model specific to this group, the cluster of ten shared most important perceived performance competency indicators for superintendent success from the IPSSL provides a baseline foundation for it. This baseline competency model can then also be individualized for each superintendent. This can be done by asking each board member in the superintendent's district to score the remaining 53 performance competency indicators found

in the IPSSL as to his or her perceived importance for success in his or her individual school district. Then, by determining the ratings average for each of the 53 performance competency indicators, those two or three performance indicators with the highest average of perceived importance become a part of the competency performance model for the superintendent in that particular school district.

A competency model is a tool that can be easily used to build superintendent leadership capacity through focused, individualized professional development activities and objective evaluation based on performance. The ultimate objective in building this leadership capacity is the improvement of the performance of the individual superintendent to maximize the results of both the superintendent and the school system. It is this improvement of his or her performance that has the potential to lead to lengthened stability, positively impacting and improving student achievement in his or her district. This in turn, will result in the improvement of K-12 public school districts in the state of Illinois.

While competency-based processes and models have been used for some time in business, industry, and government, they remain relatively new in the field of education (Norton, 2005). A competency model can play a vital role in every process of human resource management in organizations including hiring, selection, staff development, and performance evaluation (Norton, 2005).

**Using a Competency Model for Superintendent Hiring and Entry**

The use of a competency model can increase the likelihood of selecting and hiring people who will succeed in the job, whether they are a new hire from the outside or someone who has been promoted from within through the use of a leadership succession plan. Figure

1 is a visual representation of some of the practical ways in which a competency model can be used in superintendent hiring, as well as in his or her successful entry into a district.



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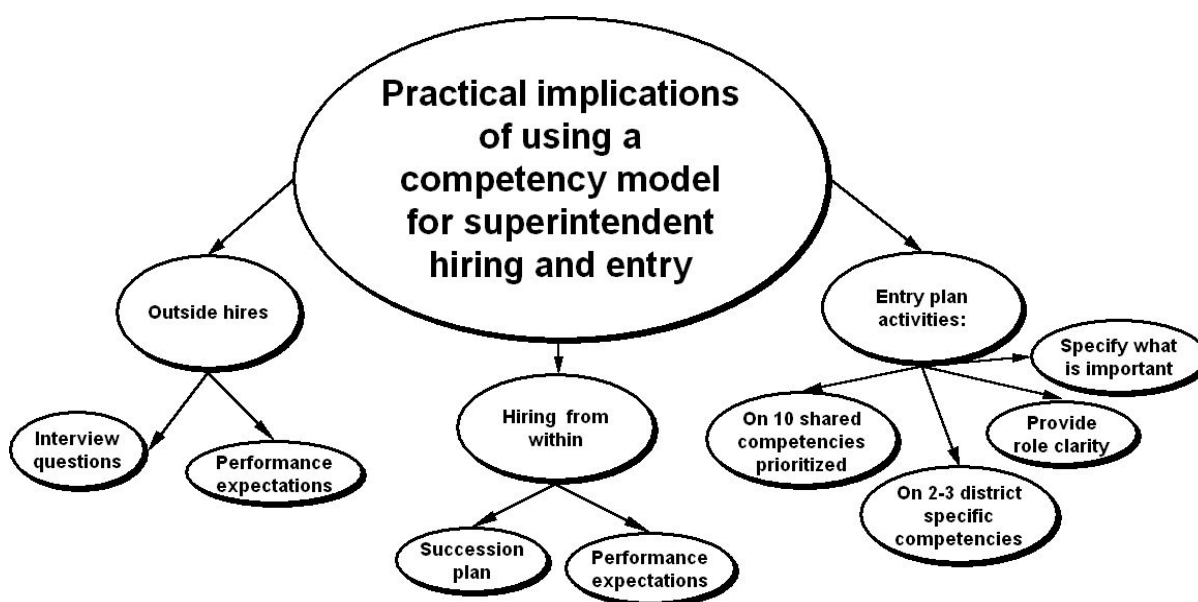
Figure 1. Practical implications of using a competency model for superintendent hiring and entry.

The use of a competency model is fundamental when engaging in the process of succession planning.  Succession planning is an ongoing system of selecting competent employees who are ready to move into key jobs that become vacant in the organization. Planning for leadership succession is essential to enduring and sustainable improvement efforts, and one of the most critical aspects of this is the development and implementation of a succession plan that is transparently linked to clearly defined leadership competencies, and that has been prepared long before a leader's anticipated departure (Hargreaves & Fink,

2006). A competency model is a critical tool in succession planning as it identifies the knowledge, skills, and dispositions to meet future staffing needs when leadership and/or organizational priorities change.

The use of a competency model that includes the top ten shared performance competencies that were determined in this study will increase the likelihood of hiring a K-12 superintendent in Illinois who will succeed in the superintendency. If the new hire is someone who is being promoted from within, a competency model based on these shared ten performance competencies, as well as any that are district specific, will help to prepare him or her for his or her new role by using the competency model as the framework of a career development plan that is based on district performance expectations. If the new hire is to be someone from the outside, a competency model can provide the basis for interview questions, with those questions being based on the ten shared performance competencies, as well as those performance expectations determined to be specific to the district.

After a new superintendent has been hired, again, a competency model based on these ten shared performance competencies as well as any deemed specific to the district, could be used by the superintendent working in partnership with the board to create an entry plan into the school district for the new superintendent. This entry plan would consist of planned activities to be performed by the superintendent that would pertain to a district prioritized order of the shared ten performance competencies and those two or three deemed to be specifically important to that district. An entry plan that is based on a superintendent competency model that has been developed by the district is a strategy that not only rapidly acquaints the superintendent with various aspects of the district, but it also quickly provides role clarity and strong direction to him or her as to what is important in that district.

No matter how a competency model is used in the hiring or selection process, as outlined in Figure 1, it identifies the leadership performances that are important for that new superintendent's success. This success in turn, is translated into superintendent longevity and stability, which research has shown is positively related to higher student achievement scores (Marzano & Waters, 2009).

**Using a Competency Model for Superintendent Preparation Programs**

Competency theory is what links the ISLLC Standards and the IPSSL to improved superintendent practice. To truly prepare superintendent candidates to be practicing superintendents who are able to create high-performing districts in which student achievement improves, superintendent preparation programs must focus on research that defines what effective superintendents do. The results of this study provide that research and could be used as the foundation of a competency model that has an impact on superintendent preparation, as well as superintendent and board member development. Figure 2 is a visual representation of some of the practical ways in which a competency model can be used for these purposes.
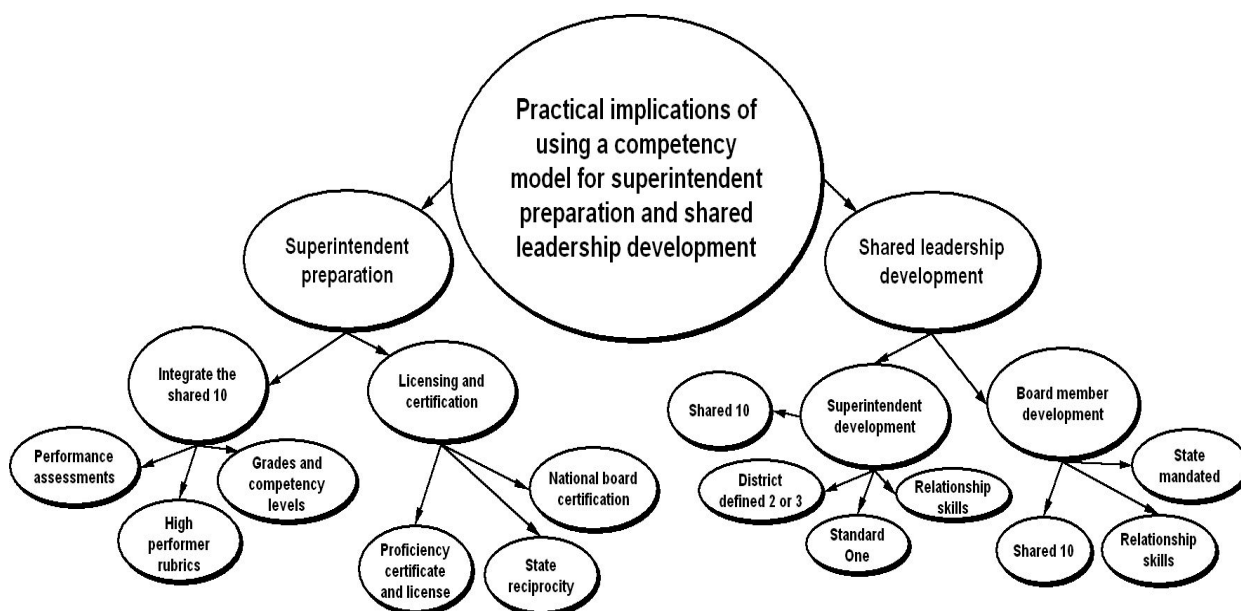
Figure 2. Practical implications of using a competency model for superintendent preparation and shared leadership development.

In Illinois, superintendent preparation programs should integrate the various principles of competency theory, concentrating on teaching the top ten shared performance competency indicators from this study, regarding them as the basis for a superintendent performance competency model. In doing this, performance-based assessment of candidates at the end of each of the required superintendent preparation courses should be implemented so as to ascertain the candidate's competency level. Each candidate's skills in a particular competency area should be measured by the use of a rubric that describes what a high performer looks like in that competency area. Upon completion of a course, both a grade and a competency level report for the competencies included in that course would be generated for that superintendent candidate. Upon completion of all university courses required for superintendent licensure, a candidate must have demonstrated proficiency in each one of the

10 performance competencies before the university will recommend him or her for superintendent certification. Should other states choose to participate in a competency-based process of this nature, this opens the door for reciprocity in superintendent licensing among those states. On a larger scale, and with additional study, this competency-based process could lead to the beginnings of a national board certification for superintendents.

**Using a Competency Model for Superintendent Development**

The job of the superintendent is one of the most difficult undertakings in America and he or she must have a constantly changing inventory of skills and capacities in order to be able to deal with today's political, economical, and societal problems (Hodgkinson & Montenegro, 1999). The use of a competency model can provide the framework for determining individualized superintendent professional development that is based on those skill (performance) competencies that need further development and improvement so as to be able to successfully deal with today's political, economical, and societal problems.

The effectiveness of improving any leadership performance or skill depends first on identifying what it is that needs improvement (Bass & Bass, 2008). A competency-based needs assessment in the form of a gap analysis questionnaire or survey can provide a clear direction for identifying professional development needs. This assessment seeks to identify a situation in which the level of competency is lower than the level of that required. It is used to identify those competencies that need to be strengthened, and upon their identification, an individualized professional development plan is created that concentrates on closing the gap between the current skill level and the required level of job performance for that employee. Those competencies that have the largest "gap" between the current and the desired performance levels should then be prioritized based on a sense of district importance.

Professional development that is based on a competency model is desirable for many reasons. It allows for the most effective use of time and money, it ensures alignment to organizational values, and it provides for ongoing individualized coaching and feedback (Lucia & Lepsinger, 1999). While exemplary leadership in every dimension is impossible (Reeves, 2006), it is possible to improve certain performances and skills of superintendents through the use of a competency model.

In order to improve those performances and skills that K-12 Illinois board presidents and superintendents perceive to be most important for success in the superintendency, Illinois K-12 superintendents should focus their performance improvement efforts by first concentrating their professional development activities on the shared ten performance competencies that were determined in this study to be most critical for superintendent success. In addition, they should also focus their performance improvement on those two or three performance competencies that their board of education has also deemed to be specifically important for their district through the use of a needs assessment questionnaire or survey. This is essential to superintendent longevity, as the culture of every organization will determine those superintendent performances that are most important to it.

It is important to note that in both the 2005 Illinois pilot study and the current study, the performance competency indicator of "fostering a strong superintendent board relationship" (5O) was selected by Illinois K-12 board presidents and superintendents as being one of the most critical performance competencies needed for success in the superintendency. While the relationship between board and superintendent differs from district to district, it is imperative that an understanding develops between the board and a superintendent as to their respective roles. Poor understanding and communication regarding

roles and responsibilities can lead to disagreements between the board and the superintendent.  How these disagreements are handled can determine if that relationship will grow and strengthen or not (National School Boards Association, 2006).  A good board-superintendent relationship is essential for organizational effectiveness.

Other factors that impact a strong and collaborative superintendent-board relationship include having a high degree of mutual trust and confidence between individuals, as well being able to have open and direct, two-way communication (National School Boards Association, 2006).  Therefore institutions that prepare aspiring superintendents, as well as professional organizations that provide in-service for practicing superintendents, should concentrate their curriculum pertaining to board-superintendent relations on the factors of good communication, leadership collaboration, relationship building, developing trust, handling conflict, and knowing and respecting the roles and responsibilities of superintendents and board members.

The findings of this study also indicate that both pre-service and in-service programs for aspiring and practicing superintendents should stress the ten shared performance competency indicators that resulted from this study.  These ten performances provide the foundation of a performance competency model for Illinois K-12 unit district public school superintendents.  In particular, Standard One, "Facilitating a Vision of Educational Excellence," of the "Illinois Professional Standards for School Leaders" should be emphasized, as six out of the ten performance indicators were found within that standard.

**Using a Competency Model for Board Member Development**

It takes hard work on the part of both superintendents and boards of education to have a successful partnership.  Consequently, Illinois state law should mandate professional

development for board members, and the Illinois Association of School Boards should provide it. Board member development should focus on the top ten shared performance competencies as determined by this study. Through this professional development, board members should come to understand the specificities that are connected with each of the ten performance competencies. Understanding this will assist them in recognizing the enactment of a superior performance by the superintendent.

With regards to the performance competency of creating a strong superintendent-board relationship, board member development should concentrate on the same areas as those outlined for superintendent development for this performance competency. These areas include: Good communication, leadership collaboration, relationship building, developing trust, handling conflict, and knowing and respecting the roles and responsibilities of superintendents and board members. The use of a competency model for superintendent and board member development, as outlined in Figure 2, provides a firm foundation from which a strong shared leadership team can evolve.

**Using a Competency Model for Superintendent Evaluation**

In this era of an increased call for accountability, school reformers have pushed for the establishment of effective performance standards that can be used to measure the success of school leaders and to strengthen educational leadership as a whole (Shipman et al., 2007). The use of a competency model can do exactly this. Figure 3 is a visual representation of some of the practical ways in which a competency model can be used for superintendent evaluation and for outlining common expectations.
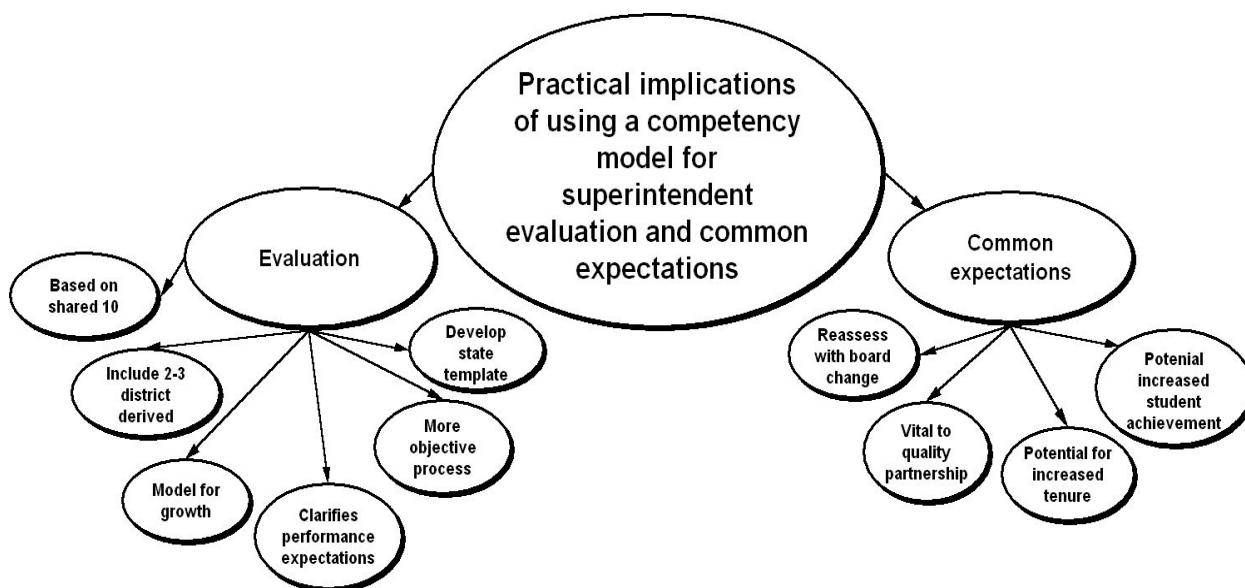
Figure 3. Practical implications of using a competency model for superintendent evaluation and common expectations.

When a competency model is used as a part of an employee evaluation system, it provides a list of knowledge, skills (performances), and dispositions that must be developed by the employee in order to maintain satisfactory levels of performance. This list provides a shared understanding of what will be monitored and measured which is important as what gets monitored and measured gets improved (Kowalski et al., 2008).

Adamson (2009) points out that superintendent performance that is evaluated against professional standards, such as the IPSSL allows boards to support joint expectations that are set forth by the professional licensing authorities. By using a competency model as the basis for evaluation, superintendents and boards of education can clarify performance expectations for superintendents.

The findings of this study clearly indicate that K-12 Illinois superintendent performance improvement and evaluation should be based on a foundation of the shared ten performance competency indicators that were determined in this study by K-12 board presidents and superintendents to be most critical for success. As a school district's culture also signals those performances that are important for success, they too should be defined and evaluated so that the superintendent and the board have a set of common performance expectations as to what is important. This common set of performance expectations will ensure that the superintendent is being evaluated on those performances that are most important and that it is the enactment of those performances for which the superintendent will be held accountable through his or her evaluation. Superintendent evaluation that is conducted in this manner affords an objective avenue for board members for high quality evaluation of superintendent performance. This is crucial because superintendent evaluation today is often based on value judgments.

Using a performance competency model as the basis for superintendent evaluation also provides the opportunity for the superintendent to periodically review his or her growth with the board of education, sharing artifacts that demonstrate progress towards the attainment of those important designated performance competencies. Illinois state associations, agencies, and institutions of higher learning should consider the creation of a common superintendent evaluation template based on the ten shared performance competencies found to be important in this study. While this template would be used by all K-12 Illinois superintendents, it should also be based on the notion of a superintendent performance competency model that is specific to his or her school district as based on the results of the needs assessment.

The results of this study also clearly indicated that both K-12 unit district Illinois public school superintendents and board presidents believe that data analysis is one of the performance competencies that is critical for superintendent success. While beginning with the year 2012, Illinois principal evaluation must include a component relating to data analysis and student achievement, there is not yet such a mandate for Illinois superintendent evaluation.  As a result of this study, Illinois lawmakers working in conjunction with the Illinois State Board of education and Illinois professional associations such as the Illinois Association for School Administrators would be wise to consider the inclusion of a data analysis component in Illinois superintendent evaluation.

## Using a Competency Model for Common Expectations

As the board of education, including their values and expectations, is a direct reflection of the community (Alsbury, 2003; Cassel, 2007), it is vital to a superintendent's success to know the board's performance expectations.  Because these expectations are specific to a community and therefore the board, whenever there is substantial board member turnover and when there is an incumbent superintendent, it would be wise for the incumbent superintendent to re-assess which specific performance competencies (besides the foundation of the shared ten from this study) are most important to his or her new board.  Again, this can done through the use of a needs assessment survey or questionnaire that asks each board member to rate each of the remaining 53 performance competency indicators in the IPSSL regarding his or her perceived importance of each indicator for superintendent success. Those two or three performance indicators with the highest average of perceived importance then become a part of any new performance competency model for the superintendent as a result of substantial change in board membership.

It is truly common expectations that are shared by the superintendent and board of education as to what is important and what is critical for the superintendent to do or to improve in his or her district that lead to a quality partnership between the two. This quality partnership provides the possibility for increased superintendent stability and tenure, with the potential end result being increased student achievement. Acknowledging and using the top ten shared performance competency indicators from the IPSSL that were selected by Illinois K-12 board presidents and superintendents is the first step in the development of a statewide competency model for K-12 Illinois unit district public school superintendents that can be used for superintendent evaluation and that focuses on those shared expectations.

### Recommendations for Further Research

As is evident from a review of the research, the results of this study contribute to the void in the research literature regarding the common expectations and perceptions that K-12 Illinois unit district public school superintendents and board presidents have as to those performance competency indicators in the IPSSL that are most important for superintendent success.

However, as a result of this study, there remain pressing questions of considerable research interest as noted below that may be answered by future researchers who may wish to investigate this subject further. The first recommendation for further research pertains to conducting a follow-up study that replicates this study, but that investigates if district size has an impact on which performance competencies are determined to be most important for success. It is well known that in rural districts superintendents are expected to do everything, while in suburban and urban districts there are different challenges and additional personnel. If there are differences in performance expectations that relate to the size of the district, this

has important implications not only for superintendent preparation programs, but also for practicing superintendent professional development.  The results of a study of this nature could provide information for specific superintendent preparation and development programs.

A follow-up study that replicates this research study could be conducted that investigates if the length of the superintendent's tenure and board president's tenure in the district have an impact on determining which performance competencies have been deemed most critical for success.  It would be interesting to note if the results of this study indicate that student achievement and school improvement (Standard One of the IPSSL) are top performance indicators, and if so, how they correlate to the length of superintendent tenure in the district as well as any increase in student achievement.  This may have important implications for improving student achievement in Illinois.

A follow-up study that replicates this research study could also be conducted that investigates if the number of years that a superintendent and a board president have worked together as a team has an impact on determining which performance competencies have been deemed most critical for success.  Again, it would be worthy of noting if there is any correlation between their years of work together as a team has any positive impact on student achievement.

Another follow-up study that replicates this research could be conducted that investigates if political affiliation has an impact on determining which performance competencies have been deemed most critical for success.  Given both the historical and current political climate in Illinois, it would be interesting to determine if there is any

correlation between political affiliation and choice of most important performance competency indicators.

Another replication of this study might look to investigate and compare if the number of years that female superintendents and male superintendents had taught had any impact on the selection of those performance competency indicators deemed most critical for success as a superintendent.  The results of this study would certainly contribute to the body of research pertaining to gender perceptions regarding the superintendency.

A sixth recommendation for further research involves the replication of this study, using a target population of K-12 unit district public school superintendents and board presidents across the United States in those states that have adopted or adapted the 1996 ISLLC Standards and their accompanying performance competency indicators.  The results of this study, provided there is a large enough completed sample size, would provide valuable information for those states because the results would be generalizable for all K-12 unit district public school superintendent preparation and development programs, as well as superintendent licensure and evaluation procedures.

A seventh recommendation involves conducting a study in cooperation with the Illinois state agencies, professional associations, and institutions that are responsible for providing professional development for K-12 superintendents, examining their programs and determining to what extent they are addressing those top ten performance competencies deemed most critical for K-12 superintendent success.  The results of a study of this nature have implications for the professional development of practicing Illinois K-12 superintendents.

A final recommendation would be to replicate this study with a random sample of K-12 unit district public school superintendents and board presidents from across the United States.  The results of this study would be important, provided there is a large enough completed sample size, as those results would then be generalizable nationwide for all K-12 unit district public school superintendents and board presidents.  Those results could have a large impact nationwide on not only superintendent preparation and development programs, but also on the way in which superintendents are certified and have their superintendent certificates renewed.  The results of this study have the potential to provide the impetus for discussion among higher institutions of learning pertaining to superintendent certification reciprocity across states.

**Overall Conclusions**

The role of the superintendent is complex and it emerges from differing constituencies.  The board of education is one of these constituencies and it typically has expectations for its superintendent.  As each board of education is different, so are the expectations for its superintendent.  Therefore, it follows that perceived competencies and the board's expectations of a superintendent to have certain competencies is a function of that organization's culture and philosophy.  To further emphasize this idea, Glass and Franceschini (2007) firmly believe that boards select superintendents that "match" their district and their community.

What is important to note from this study is that there is no one set of expectations as to the three main performance competencies that are perceived to be most critical for superintendent success in each and every setting.  This is neither right nor wrong.  It simply is what it is, as perception is reality (Carter and Cunningham,1997), and human perception is

considered to be a truth (English, 2008). Ray (2003) concurs with this notion of perception stating, "… a superintendent can possess all the necessary competencies to be an effective leader, but it is the school board's perception of success that matters" (p. 5).

This is truly important as Waters and Marzano (2009) have verified in their 2006 McREL research study that superintendent tenure and stability can have a positive impact on student learning and achievement providing that the superintendent remains in a district long enough to see the positive impact of his or her leadership on it. They also point out that it is frequently the school board that determines the length of superintendent tenure (Waters & Marzano, 2009). Thus, it remains in the best interest of students and their achievement that each school district has stable leadership in the superintendency.

The results of this research study have the potential to inform K-12 Illinois superintendents and board presidents as to those common perceptions and expectations regarding those performance competency indicators that are perceived to be most critical for superintendent success. It is through the successful enactment of these shared performance expectations that the potential exists for the superintendent's tenure to be lengthened. In turn, this increase in tenure has the potential to positively impact student achievement.

# APPENDIX A.  DEFINITION OF TERMS

For the purpose of this study, the following terms and definitions will be used:

Competency: a knowledge, skill, ability, or characteristic (attribute) that is associated with high performance on a job (Mirabile, 1997).

Competency approach to needs assessment: an approach that systematically surveys the system and its incumbents to identify and assess discrepancies between desired behavior and actual behavior (Van Wart, Cayer, & Cook, 1993).

Competency Model: a defined set of behaviors that encompass the knowledge, performances, dispositions, and personal attributes that when taken together are critical to successful work accomplishment (Rothwell, 1996).

Dispositions: the tendency of something to act in a certain manner under given certain circumstances (Webster, 1990).

Knowledge: the body of information that one needs to know in order to do a job (Mirabile, 1997).

Perceptions: a way of looking at, understanding, or interpreting something (Thorns, 2002).

Performance: the act or process of carrying out a task or function to a specified standard (Thorns, 2002).

Performance gap analysis: a process of analysis that determines the difference between what is happening and what should be happening (Rothwell, 1996).

Performance gap approach to needs assessment: this approach recognizes that there is a discrepancy between the desired performance and actual performance (Van Wart, Cayer, & Cook, 1993).

Skill: a demonstration of knowledge or of a particular talent (Mirabile, 1997).

Standards: something used as a measure, norm, or model in comparative evaluations to attain a required or agreed upon level of quality (Thorns, 2002).

## APPENDIX B. PERFORMANCE TO KNOWLEDGE CONTENT AREAS CORRELATION IN ILLINOIS PROFESSIONAL STANDARDS FOR SCHOOL LEADERS

| **Standard 1**: Illinois Knowledge Indicators "The competent school superintendent: " | **Standard 1**: Correlating Illinois Performance Indicators "The competent school superintendent: " |
|---|---|
| 1A. understands the needs of different groups in a pluralistic society. | 1K. facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. |
| 1B. understands theories and methodologies of teaching and learning. | 1L. facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff. |
| 1C. understands the principles of developing, implementing, and evaluating long-term plans. | 1P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize district's vision, mission, and goals. |
| 1D. understands theories of and research on organizational and educational leadership. | |
| 1E. understands information sources, data collection, and data analysis strategies. | 1R. facilitates and engages in activities that affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals. 1V. facilitates and engages in activities that monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly. |

Appendix B. (continued)

1F. understands appropriate channels and media for communicating plans, ideas, and goals to the board of education, staff, parents, students, and the community.

1K. facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

1G. understands effective consensus-building and negotiation skills.

1N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.

1H. understands the historical, moral, philosophical, and political traditions of education in the USA and other countries.

1M. facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.

1I. understands systems and theories of educational assessment and evaluation.

1R. facilitates and engages in activities that affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.

1J. understands human and financial resources needed to implement and support the realization of the district vision, mission, and goals.

1N. facilitates and engages in activities that collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
1O. facilitates and engages in activities that articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.
1P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize district's vision, mission, and goals.

Appendix B. (continued)

1Q. facilitates and engages in activities that form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.

1S. facilitates and engages in activities that develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.

1T. facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals.

1U. facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.

1V. facilitates and engages in activities that monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.

**Standard 2**: Illinois Knowledge Indicators "The competent school superintendent…"

**Standard 2**: Correlating Illinois Performance Indicators "The competent school superintendent…"

2A. understands the principles of human growth and development and their application to the school environment and instructional program.

2J. facilitates and engages in activities that apply the principles of human growth and development.

2B. understands the concept of school climate as it applies to students' and staff's performance.

2I. Facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program.

2P. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.

2R. facilitates and engages in activities that promote high expectations for self, staff, and students.

Appendix B. (continued)

2C. understands the educational change process.

2O. facilitates and engages in activities that promote an environment that encourages responsible risk-taking.
2S. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process.

2D. understands a variety of educational research methodologies and their comparable strengths and weaknesses.

2K. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.

2E. understands cognition and learning theories and their relationship to instruction.

2M. facilitates and engages in activities that use best practices and sound educational research to inform changes in changes in instructional practices and curricular materials.

2F. understands technology applications for administrators, staff, and students that enhance the learning and instructional program.

2Q. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and professionals' growth.

2G. understands a variety of methods for assessing and evaluating students' performance.

2K. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program.
2T. facilitates and engages in activities that systematically conduct, act upon, and report assessment of individual student academic performance and evaluation of the instructional program.

2H. understands professional development models and adult learning theory.

2L. facilitates and engages in activities that systematically support staff development to enhance the learning environment and the instructional program.
2N. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff.
2W. facilitates and engages in activities that foster lifelong learning.

Appendix B. (continued)

| **Standard 3**: Illinois Knowledge Indicators "The competent school superintendent…" | **Standard 3**: Correlating Illinois Performance Indicators "The competent school superintendent…" |
|---|---|
| 3A. has knowledge and understanding of a variety of practices and models for the management of the school district as an organizational system. | 3H. facilitates and engages in activities that use core organizational processes (including planning, communication, decision-making, problem-solving, and information management) for operational effectiveness and organizational development. 3R. facilitates and engages in activities that use organizational monitoring systems to ensure policy implementation. 3S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals. |
| 3B. has knowledge and understanding of principles of human resource management and development to maximize the effectiveness of all constituents of the school district. | 3I. facilitates and engages in activities that empower all constituents (e.g., staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies. 3J. facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff. 3K. facilitates and engages in activities that support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes. 3L. facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment. |

Appendix B. (continued)

3C. has knowledge and understanding of practices, policies, and procedures for operating and maintaining the school district's facilities, equipment, and auxiliary services.

3M. facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.

3N. facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

3T. facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

3D. has knowledge and understanding of principles of financial planning and management for efficient fiscal operation in support of the school district's vision, mission, and goals.

3O. facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.

3P. facilitates and engages in activities that maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

3E. has knowledge and understanding of school district operational policies and procedures that enhance student learning.

3Q. facilitates and engages in activities that create operational plans and procedures in support of school district's vision, mission, and goals.

3F. has knowledge and understanding of practices and procedures to ensure safe and secure schools for students, parents, staff, and community members.

3N. facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

3U. facilitates/engages in activities that maintain secure/safe/clean/esthetically pleasing school environments for foster student learning.

Appendix B. (continued)

3G. has knowledge and understanding of practices and procedures to ensure that school district management functions are supported by current technologies.

3V. facilitates and engages in activities that identify management functions that can be improved using technology.

3W. facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management.

**Standard 4**: Illinois Knowledge Indicators "The competent school superintendent…"

**Standard 4**: Correlating Illinois Performance Indicators "The competent school superintendent…"

4A. has knowledge and understanding of the multiple groups of stakeholders that comprise the school community, which includes but is not limited to parents, religious groups, business and industry, service organizations, local and county government, students, other taxpayers, and employees of organizations within the community.

4H. facilitates and engages in activities that clearly articulate the district's vision, mission, and goals to multiple stakeholders.

4J. facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.

4K. facilitates and engages in activities that inform the district's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.

4P. facilitates and engages in activities that educate the community about school funding and referenda.

4B. has knowledge and understanding of the conditions and dynamics of the racial, ethnic, linguistic, religious, and socio-economic diversity of the community.

4N. facilitates and engages in activities that demonstrate group leadership skills.

4Q. facilitates and engages in activities that mediate conflict between the district and various stakeholders.

4C. has knowledge and understanding of community resources that provide services that support the vision, mission, and goals of the school district.

4P. facilitates and engages in activities that educate the community about school funding and referenda.

Appendix B. (continued)

| | |
|---|---|
| 4D. has knowledge and understanding of school-community relations and marketing strategies and processes. | 4J. facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community.<br>4L. facilitates and engages in activities that provide communications from the district that are written and spoken clearly and forcefully.<br>4M. facilitates and engages in activities that demonstrate formal and informal listening skills. |
| 4E. has knowledge and understanding of emerging issues and trends that potentially impact the school community and the mission of the school. | |
| 4F. has knowledge and understanding of successful models of partnerships between district schools and families, businesses, community groups, government agencies, and higher education. | 4R. facilitates and engages in activities that involve the school organization and community in school improvement efforts.<br>4S. facilitates and engages in activities that demonstrate the ability to build consensus.<br>4T. facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities. |
| 4G. has knowledge and understanding of the political nature of schools and how the political system operates. | 4I. facilitates and engages in activities that use political structures and skills to build community support for district's priorities.<br>4O. facilitates and engages in activities that identify and consider various political interests within the community environment in district's decision making.<br>4Q. facilitates and engages in activities that mediate conflict between the district and various stakeholders. |
| **Standard 5**: Illinois Knowledge Indicators "The competent school superintendent…" | **Standard 5**: Correlating Illinois Performance Indicators "The competent school superintendent…" |

Appendix B. (continued)

5A. has knowledge and understanding of current legal, regulatory, and ethical issues affecting education.

5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5B. has knowledge and understanding of the legal rights and responsibilities of students, staff, and parents/guardians.

5N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5C. has knowledge and understanding of federal and state education laws and regulations.

5N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5D. has knowledge and understanding of the legal aspects of school administration.

5O. facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5E. has knowledge and understanding of the system of public school governance in Illinois.

5F. has knowledge and understanding of the responsibilities and functions of school committees and boards.

5P. facilitates and engages in activities that shape public policy to provide high-quality education for students.

Appendix B. (continued)

5G. has knowledge and understanding of procedures for formulating and implementing board policies and operating procedures.

5Q. facilitates and engages in activities that provide clear distinctions between board policies and operating procedures.
5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5H. has knowledge and understanding of the moral and ethical responsibilities of schools and members of the school community.

5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5I. has knowledge and understanding of how to establish and implement policies that promote ethical behavior and high professional standards through collaboration with stakeholders.

5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.
5S. facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.

5J. has knowledge and understanding of how Illinois and U.S. Constitutions, a district's policies, and laws regulate the behavior of students, staff, and administrators in the schools.

5N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, State, and federal authorities and professional ethical standards.
5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies.

5K. has knowledge and understanding of the role of public education in developing and renewing a democratic society and an economically productive nation.

5L. has knowledge and understanding of models and strategies of change and conflict resolution as applied to schools.

5M. facilitates and engages in activities that ensure an ongoing dialogue with and among representatives of diverse community groups.

## APPENDIX C. PERFORMANCE INDICATORS CORRELATION ILLINOIS PROFESSIONAL STANDARDS FOR SCHOOL LEADERS TO ISLLC

**Standard 1**: Illinois Performance Indicators--"The competent school superintendent: "

**Standard 1**: Correlating ISSLC Performance Indicators--"The administrator facilitates in processes and engages in activities ensuring that:"

1K. facilitates and engages in activities that promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

*relevant demographic data pertaining to students and their families are used in developing the school mission and goals.

1L. facilitates and engages in activities that promote appropriate academic rigor and excellence for all students and staff.

*assessment data related to student learning are used to develop the school vision and goals.

1M. facilitates and engages in activities that support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.

*the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.
*the contributions of school community members to the realization of the vision are recognized and celebrated.

1N. facilitates and engages in activities that collaboratively develop the vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.

*the vision is developed with and among stakeholders.
*the school community is involved in school improvement efforts.

1O. facilitates and engages in activities that articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.

*progress toward the vision and mission is communicated to all stakeholders.
*the vision and mission of the school are effectively communicated to staff, parents, students, and community members.

Appendix C. (continued)

| | |
|---|---|
| 1P. facilitates and engages in activities that form and implement educational programs, policies, plans, and actions to realize the district's vision, mission, and goals. | *the vision shapes the educational programs, plans, and activities.<br>*an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated. |
| 1Q. facilitates and engages in activities that form and implement the vision, mission, and goals that shape purpose and direction for individuals and groups. | *the core beliefs of the school vision are modeled for all stakeholders. |
| 1R. facilitates and engages in activities that affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals. | *assessment data related to student learning are used to develop the school vision and goals.<br>*the vision, mission, and implementation plans are regularly monitored, evaluated, and revised. |
| 1S. facilitates and engages in activities that develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning. | *barriers to achieving the vision are identified, clarified, and addressed. |
| 1T. facilitates and engages in activities that identify, clarify, and address barriers to achieving the vision, mission, and goals. | *the vision is developed with and among stakeholders. |
| 1U. facilitates and engages in activities that obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals. | *needed resources are sought and obtained to support the implementation of the school mission and goals.<br>*existing resources are used in support of the school vision and goals. |
| 1V. facilitates and engages in activities that monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly. | *the vision, mission, and implementation plans are regularly monitored, evaluated, and revised. |

Appendix C. (continued)

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| **Standard 2**: Illinois Performance Indicators--"The competent school superintendent: " | **Standard 2**: Correlating ISSLC Performance Indicators--"The administrator facilitates in processes and engages in activities ensuring that:" |
|---|---|
| 2I. facilitates and engages in activities that develop a climate that is supportive of continuous improvement of the instructional program. | *students and staff feel valued and important.<br>*the responsibilities and contributions of each individual are acknowledged.<br>*student and staff accomplishments are recognized and celebrated.<br>*the school culture and climate are assessed on a regular basis.<br>*(from standard 6) the environment in which schools operate is influenced on behalf of students and their families. |
| 2J. facilitates and engages in activities that apply the principles of human growth and development. | *professional development promotes a focus on student learning consistent with the school vision and goals. |
| 2K. facilitates and engages in activities that systematically design and implement procedures and instruments for evaluating the instructional program. | *curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.<br>*a variety of supervisory and evaluation models is employed. |
| 2L. facilitates and engages in activities that support staff development to enhance the learning environment and the instructional program. | * professional development promotes a focus on student learning consistent with the school vision and goals. |
| 2M. facilitates and engages in activities that use best practices and sound educational research to inform changes in instructional practices and curricular materials. | *diversity is considered in developing learning experiences.<br>*multiple opportunities to learn are available to all students.<br>*curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.<br>* a variety of sources of information is used to make decisions. |

Appendix C. (continued)

| | |
|---|---|
| 2N. facilitates and engages in activities that promote reflective practices among administrators, teachers, and staff. | *professional development promotes a focus on student learning consistent with the school vision and goals. |
| 2O. facilitates and engages in activities that promote an environment that encourages responsible risk-taking. | *barriers to student learning are identified, clarified, and addressed.<br>*pupil personnel programs are developed to meet the needs of students and their families.<br>*(from standard 6) the environment in which schools operate is influenced on behalf of students and their families. |
| 2P. facilitates and engages in activities that provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued. | *all individuals are treated with fairness, dignity, and respect.<br>*(from standard 6) the environment in which schools operate is influenced on behalf of students and their families. |
| 2Q. facilitates and engages in activities that promote the appropriate use of technology to enhance students' learning and professionals' growth. | *technologies are used in teaching and learning. |
| 2R. facilitates and engages in activities that promote high expectations for self, staff, and students. | *there is a culture of high expectations for self, student, and staff performances.<br>*students and staff accomplishments are recognized and celebrated.<br>*(from standard 6) the environment in which schools operate is influenced on behalf of students and their families. |
| 2S. facilitates and engages in activities that deal with the ambiguity and uncertainty that accompanies the change process. | *a variety of sources of information is used to make decision. |

Appendix C. (continued)

2T. facilitates and engages in activities that result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.

* curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.
*student learning is assessed using a variety of techniques.
*multiple sources of information regarding performance are used by staff and students.

*a variety of supervision and evaluation models is employed.

2U. facilitates and engages in activities that connect educational standards to the instructional program.

* curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.

2V. facilitates and engages in activities that coordinate district staff and outside agencies in determining and enforcing educational standards.

*the school is organized and aligned for success.

2W. facilitates and engages in activities that foster life long learning.

*life long learning is encouraged and modeled.

**Standard 3**: Illinois Performance Indicators--"The competent school superintendent: "

**Standard 3**: Correlating ISSLC Performance Indicators--"The administrator facilitates in processes and engages in activities ensuring that:"

3H. facilitates and engages in activities that use core organizational processes (including planning, communication, decision-making, problem solving, and information management) for operational effectiveness and organizational development.

*knowledge of learning, teaching, and student development is used to inform management decisions.
*emerging trends are recognized, studied, and applied as appropriate.
*operational plans and procedures to achieve the vision and goals of the school are in place.
*time is managed to maximize attainment of organizational goals.

Appendix C. (continued)

| | |
|---|---|
| | *potential problems and opportunities are identified.<br>*problems are confronted and resolved in a timely manner.<br>*the school acts entrepreneurally to support continuous improvement.<br>*effective problem-framing and problem-solving skills are used. |
| 3I. facilitates and engages in activities that empower all constituents (e. g., staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies. | *stakeholders are involved in decisions affecting schools.<br>*effective conflict resolution skills are used.<br>*effective group-process and consensus-building skills are used.<br>*effective communication skills are used.<br>*(from standard 6) lines of communication are developed with decision makers outside the school community. |
| 3J. facilitates and engages in activities that employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff. | *human resource functions support the attainment of school goals. |
| 3K. facilitates and engages in activities that support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes. | *operational procedures are designed and managed to maximize opportunities for successful learning. |
| 3L. facilitates and engages in activities that use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment. | *human resource functions support the attainment of school goals.<br>*operational procedures are designed and managed to maximize opportunities for successful learning.<br>*effective communication skills are used. |

Appendix C. (continued)

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3M. facilitates and engages in activities that ensure the physical plant is accessible, well maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extra-curricular programs.

*the school plant, equipment, and support systems operate safely, efficiently, and effectively.
*a safe, clean, and aesthetically pleasing school environment is created and maintained.

3N. facilitates and engages in activities that provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

*the school plant, equipment, and support systems operate safely, efficiently, and effectively.

3O. facilitates and engages in activities that identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.

*fiscal resources of the school are managed responsibly, efficiently, and effectively.

3P. facilitates and engages in activities that maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

*fiscal resources of the school are managed responsibly, efficiently, and effectively.

3Q. facilitates and engages in activities that create operational plans and procedures in support of the school district's vision, mission, and goals.

*operational procedures are designed and managed to maximize opportunities for successful learning.
*financial, human, and material resources are aligned to the goals of the schools.

3R. facilitates and engages in activities that use organizational monitoring systems to ensure policy implementation.

*collective bargaining and other contractual agreements related to the school are effectively managed.
*organizational systems are regularly monitored and modified as needed.

3S. facilitates and engages in activities that use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.

*responsibility is shared to maximize ownership and accountability.

Appendix C. (continued)

3T. facilitates and engages in activities that operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

*the school plant, equipment, and support systems operate safely, efficiently, and effectively.

3U. facilitates and engages in activities that maintain safe, secure, clean, and esthetically pleasing school environments that foster student learning.

*operational procedures are designed and managed to maximize opportunities for successful learning.

3V. facilitates and engages in activities that identify management functions that can be improved using technology.

*there is effective use of technology to manage school operations.

3W. facilitates and engages in activities that provide ongoing training and review to ensure the productive and efficient use of technology in school district management.

*the school plant, equipment, and support systems operate safely, efficiently, and effectively.
*there is effective use of technology to manage school operations.

**Standard 4**: Illinois Performance Indicators--"The competent school superintendent: "

**Standard 4**: Correlating ISSLC Performance Indicators--"The administrator facilitates in processes and engages in activities ensuring that:"

4H. facilitates and engages in activities that clearly articulate the district's vision, mission, and goals to multiple stakeholders.

*(from standard 3) effective communication skills are used.
*high visibility, active involvement, and communication with the larger community is a priority.

4I. facilitates and engages in activities that use political structures and skills to build community support for district priorities.

*relationships with community leaders are indentified and nurtured.
*there is outreach to different business, religious, political, and service agencies and organizations.
*(from standard 6) lines of communication are developed with decision makers outside the school community.

Appendix C. (continued)

| | |
|---|---|
| 4J. facilitates and engages in activities that provide effective communication with individuals and organizations throughout the community. | *high visibility, active involvement, and communication with the larger community is a priority. |
| 4K. facilitates and engages in activities that inform the district's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders. | *(from standard 3) effective communication skills are used. <br> *information about family and community concerns, expectations, and needs is used regularly. <br> *(from standard 6) communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates. |
| 4L. facilitates and engages in activities that provide communications from the district that are written and spoken clearly and forcefully. | *(from standard 3) effective communication skills are used. <br> *effective media relations are developed and maintained. <br> *a comprehensive program of community relations is established. <br> *(from standard 6) communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates. |
| 4M. facilitates and engages in activities that demonstrate formal and informal listening skills. | *(from standard 3) effective communication skills are used. <br> *high visibility, active involvement, and communication with the larger community is a priority. <br> *(from standard 6) communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates. |
| 4N. facilitates and engages in activities that demonstrate group leadership skills. | *community collaboration is modeled for staff. <br> *opportunities for staff to develop collaborative skills are provided. |

Appendix C. (continued)

| | |
|---|---|
| 4O. facilitates and engages in activities that identify and consider various political interests within the community environment in district decision making. | *there is outreach to different business, religious, political, and service agencies and organizations.<br>*(from standard 6) lines of communication are developed with decision makers outside the school community. |
| 4P. facilitates and engages in activities that educate the community about school funding and referenda. | *(from standard 3) effective communication skills are used.<br>*effective media relations are developed and maintained.<br>*a comprehensive program of community relations is established.<br>*public resources and funds are used appropriately and wisely.<br>*available community resources are secured to help the school solve problems and achieve goals.<br>*(from standard 6) communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates. |
| 4Q. facilitates and engages in activities that mediate conflict between the district and various stakeholders. | *credence is given to individuals and groups whose values and opinions may conflict.<br>*diversity is recognized and valued.<br>*community stakeholders are treated equitably. |
| 4R. facilitates and engages in activities that involve the school organization and community in school improvement efforts. | *partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.<br>*community youth family services are integrated with school programs.<br>*(from standard 6) communication occurs among the school community concerning trends, issues, and potential changes in the environment in which the school operates. |

Appendix C. (continued)

| | |
|---|---|
| 4S. facilitates and engages in activities that demonstrate the ability to build consensus. | *(from standard 3) effective group process and consensus-building skills are used.<br>*(from standard 3) effective conflict resolution skills are used. |
| 4T. facilitates and engages in activities that foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities. | *(from standard 3) effective communication skills are used.<br>*there is outreach to different business, religious, political, and service agencies and organizations.<br>*the school and community serve one another as resources.<br>*partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.<br>*community youth family services are integrated with school programs.<br>*community collaboration is modeled for staff.<br>*opportunities for staff to develop collaborative skills are provided.<br>*(from standard 6) the environment in which schools operate is influenced on behalf of students and their families. |
| **Standard 5**: Illinois Performance Indicators--"The competent school superintendent: " | **Standard 5**: Correlating ISSLC Performance Indicators--"The administrator facilitates in processes and engages in activities ensuring that:" |
| 5M. facilitates and engages in activities that ensure an ongoing dialogue with and among representative of diverse community groups. | *diversity is valued.<br>*(from standard 3) effective communicate skills are used.<br>*demonstrates appreciation for and sensitivity to the diversity in the school community.<br>*examines and considers the prevailing values of the diverse school community. |

Appendix C. (continued)

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| | *opens the school to public scrutiny.<br>*(from standard 6) there is ongoing dialogue with representatives of diverse community groups. |
|---|---|
| 5N. facilitates and engages in activities that lead the school community to operate within the framework of policies, laws, and regulations enacted by local, state, and federal authorities and professional ethical standards. | *recognizes and respects the legitimate authority of others.<br>*fulfills legal and contractual obligations.<br>*applies laws and procedures fairly, wisely, and considerate.<br>*the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities. |
| 5O. facilitates and engages in activities that foster a board/superintendent working relationship that promotes and actualizes the district's vision, mission, and goals. | *demonstrates appreciation for and sensitivity to the diversity in the school community.<br>*recognizes and respects the legitimate authority of others.<br>*examines and considers the prevailing values of the diverse school community.<br>*examines personal and professional values. |
| 5P. facilitates and engages in activities that shape public policy to provide high quality education for students. | *uses the influence of the office to enhance the educational program rather than for personal gain.<br>*public policy is shaped to provide quality education for students. |
| 5Q. facilitates and engages in activities that provide clear distinctions between board policies and operating procedures. | *accepts responsibility for school operations. |

Appendix C. (continued)

| | |
|---|---|
| 5R. facilitates and engages in activities that base decisions on the legal, moral, and ethical implications of policy options and political strategies. | *examines and considers the prevailing values of the diverse school community. <br> *demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. <br> *serves as a role model. <br> *demonstrates a personal and professional code of ethics. |
| 5S. facilitates and engages in activities that create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards. | *examines and considers the prevailing values of the diverse school community. <br> *protects the rights and confidentiality of students and staff. <br> *examines personal and professional values. <br> *expects that others in the school community will demonstrate integrity and exercise ethical behavior. <br> *treats people fairly, equitably, and with dignity and respect. <br> *considers the impact of one's administrative practices on others. <br> *demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance. |

## APPENDIX D.  IOWA PILOT SURVEY PACKET

(Letter/e-mail invitation to participate as sent to selected Iowa K-12 unit district superintendents and board presidents.)

December 12, 2004

Dear Superintendent:

I am currently an administrator for Lake Forest High School in Illinois, as well as a doctoral student in Educational Leadership and Policy Studies at Iowa State University in Ames, Iowa.  In conjunction with my studies, I am investigating the performances that Illinois K-12 superintendents and board presidents perceive to be the most critical for success in the superintendency, and I very much need your help. ("Critical" is defined as a skill that if performed improperly or poorly would lead to disastrous results.)  I am at the stage in my study where I am pilot testing a web-based survey to gather current superintendents' and board presidents' perceptions about those critical performances.  When completed, the expected benefits of my study include a greater understanding of those performances perceived to be critical for success in the superintendency, as well as suggestions for superintendent professional development activities.  There are no foreseeable risks associated with this study, and I would truly appreciate it if you and your board president (from the 2003-2004 school year) would be willing to take time out of your busy schedules to pilot test my survey, as your perceptions are important.  Survey completion time is estimated to be 30 minutes, and I would greatly appreciate it if you would be willing to complete it and provide me with some feedback by December 31, 2004.  As this is a web-based survey, please note that signed, informed consent to participate in this research study is electronically conveyed upon your completion of it; and the only individual to see the completed surveys will be me, with this information being kept by me in a locked file cabinet.  You may withdraw from this project at any time.  The survey can be found by clicking on the link provided below or by typing in the address given.  Upon reaching the survey site, please begin by using the appropriate password as provided:


Address:  http://elps-serv.educ.iastate.edu/surveys/rockwood_content/INDEX.HTM

Superintendent password**:** _____

Board president password: _____


As soon as you are able to complete this web-based survey, it would be helpful if you and your board president could each e-mail some information to me, providing responses to the questions listed below.  Please send this information to me at the following e-mail address: prockwo@iastate.edu

A)      How much time did it take to complete the survey?

**1 = 1--15 minutes     2 = 16—30 minutes     3 = 31-45 minutes     4 = 46 minutes +++**

B)     How easy was the survey to understand?

**1 = Very easy          2 = Easy     3 = Somewhat difficult   4 = Difficult    5 = Very difficult**

C)     How easy was the survey style to read?

**1 = Very easy          2 = Easy     3 = Somewhat difficult   4 = Difficult    5 = Very difficult**

D)     How easy was the survey to complete?

**1 = Very easy          2 = Easy     3 = Somewhat difficult   4 = Difficult    5 = Very difficult**

E)     How easy were the survey directions to understand?

**1 = Very easy          2 = Easy     3 = Somewhat difficult   4 = Difficult    5 = Very difficult**

F)     How easy was it to get to the survey site and begin the survey?

**1 = Very easy          2 = Easy     3 = Somewhat difficult   4 = Difficult    5 = Very difficult**

G)     Are there any other comments or thoughts that you would like to share?

Finally, I would like to take this opportunity to thank each of you for your time, help, and assistance in this educational endeavor and I look forward to hearing from each of you by December 31, 2005.  Should you have any questions, thoughts, or suggestions, please feel free to contact me via e-mail or telephone (see below) or contact Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

Sincerely,

Pamela R. Rockwood

Ph.D. Candidate, Iowa State University

(Work) 847-582-7338; (Home) 847-918-1634; e-mail: prockwo@iastate.edu

(Web-based survey hosted by Iowa State used in Iowa Pilot Test):

The Illinois Professional Standards for School Leaders:
A Competency Model for the Superintendency

Since the release of the report <u>Leaders for America's Schools</u> (National Commission on Excellence in Educational Administration, 1987), much attention has been devoted to improving the quality of leadership in our schools and school systems. In response to this search for defining quality leadership, the Interstate School Leaders Licensure Consortium (ISLLC) was established in the mid 1990s and it has brought together over 35 states, relevant professional associations, and universities in an effort to define a framework for quality leadership that includes knowledge, performance, and disposition competencies. Illinois has adapted this framework as the "Illinois Professional Standards for School Leaders", and is using it in superintendent licensure, recertification, and professional development. The data gathered from this survey will be used to report the perceptions of Illinois K-12 superintendents and board presidents as to which performance indicators they feel are **most critical to success in the superintendency**. The data will also be used to offer suggestions for appropriate, prioritized professional development activities for Illinois K-12 superintendents. Your perceptions are very important to the success of this study. Should you choose to participate in this study by completing this survey, please complete it by December 31, 2004, and thank you for your help.

**<u>Special note:</u> Signed, informed consent to participate in this research study is electronically conveyed upon your completion of this survey. The only individual to see the completed surveys will be myself and this information will be kept by me in a locked file cabinet. If you have any questions or concerns about this procedure or study, please contact: Pam Rockwood at (847) 918-1634 or email prockwo@iastate.edu  You may also contact Dr. Joann Marshall at (515) 294-9995 or you may email her at jmars@iastate.edu**

**If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu**

**Please begin now**

**Please begin by answering the following demographic questions:**

1.    Please enter the password that was given to you in your invitation to participate in this study: _____

2.    My current role in my present district is:

     _____ Superintendent        _____ Board President

3.    My gender is:

     _____ Female     _____ Male

4.    How would you best describe yourself?

     _____ Caucasian     _____ Hispanic American     _____ Native American

     _____ Asian American     _____ African American     _____ Other

     _____ Decline to respond

5.    The number of years (including this year) that I have served in my present position is:

     _____ 1—5   _____ 6—10   _____ 11—15     _____ 16+++

6.    My total number of years (including this year) as a superintendent or board member is:

     _____ 1—5   _____ 6—10   _____ 11—15     _____ 16+++

7.    Is your current superintendent evaluation instrument based on the "Illinois Professional Standards for School Leaders"?

     _____ Yes     _____ No

**After reflecting upon the following statement: "<u>The competent superintendent facilitates and engages in activities that…</u>", please rate your level of agreement or disagreement with each performance statement listed below as to how critical it is for success in the superintendency. ("Critical" is defined as those performances that would have disastrous results if performed improperly or poorly.) You will use the following rating scale: "Strongly agree", "Agree", "Disagree", or "Strongly disagree", and select your answer by clicking on the appropriate button. Please do not leave any questions blank. You will want to allow yourself enough time to complete the entire survey once you begin as incomplete surveys can not be considered in the final data analysis.**

**"The competent school superintendent facilitates and engages in activities that…":**

8. 1K. promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

9. 1L. promote appropriate academic rigor and excellence for all students and staff.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

10. 1M. support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

11. 1N. collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

12. 1O. articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

13. 1P. form and implement educational programs, policies, plans, and actions to realize district's vision, mission, and goals.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

14. 1Q. form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

15. 1R. affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

16. 1S. develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

17. 1T. identify, clarify, and address barriers to achieving the vision, mission, and goals.
_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

18.  1U. obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

19.  1V. monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

**Submit and continue**                    **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

20.  2I. develop a climate that is supportive of continuous improvement of the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

21.  2J. apply the principles of human growth and development.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

22.  2K. systematically design and implement procedures and instruments for evaluating the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

23.  2L. systematically support staff development to enhance the learning environment and the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

24.  2M. use best practices and sound educational research to inform changes in instructional practices and curricular materials.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

25.  2N. promote reflective practices among administrators, teachers, and staff.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

26.  2O. promote an environment that encourages responsible risk-taking.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

27. 2P. provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

28. 2Q. promote the appropriate use of technology to enhance students' learning and professionals' growth.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

29. 2R. promote high expectations for self, staff, and students.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

30. 2S. deal with the ambiguity and uncertainty that accompanies the change process.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

31. 2T. result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

32. 2U. connect educational standards to the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

33. 2V. coordinate district staff and outside agencies in determining and enforcing educational standards.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

34. 2W. foster life long learning.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

**Submit and continue**                 **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

35. 3H. use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

36. 3I. empower all constituents (e. g., staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

37. 3J. employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

38. 3K. support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

39. 3L. use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

40. 3M. ensure the physical plant is accessible, well-maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

41. 3N. provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

42. 3O. identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

43. 3P. maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

44. 3Q. create operational plans and procedures in support of the school district's vision, mission, and goals.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

45. 3R. use organizational monitoring systems to ensure policy implementation.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

46. 3S. use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

47. 3T. operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

48. 3U. maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.

_____ Strongly agree _____ Agree _____ Disagree _____ Strongly disagree

49. 3V. identify management functions that can be improved using technology.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

50. 3W. provide ongoing training and review to ensure the productive and efficient use of technology in school district management.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

**Submit and continue**              **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

51. 4H. clearly articulate the district's vision, mission, and goals to multiple stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

52. 4I. use political structures and skills to build community support for the district's priorities.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

53. 4J. provide effective communication with individuals and organizations throughout the community.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

54. 4K. inform the district's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

55. 4L. provide communications from the district that are written and spoken clearly and forcefully.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

56. 4M. demonstrate formal and informal listening skills.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree
57. 4N. demonstrate group leadership skills.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

58. 4O. identify and consider various political interests within the community environment in the district's decision making.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

59. 4P. educate the community about school funding and referenda.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

60. 4Q. mediate conflict between the district and various stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

61.  4R. involve the school organization and community in school improvement efforts.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

62.  4S. demonstrate the ability to build consensus.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

63.  4T. foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

**Submit and continue**                **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

64.  5M. ensure an ongoing dialogue with and among representatives of diverse community groups.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

65.  5N. lead the school community to operate within the framework of policies, laws, and regulations enacted by local, state, and federal authorities and professional ethical standards.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

66.  5O. foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

67.  5P. shape public policy to provide high-quality education for students.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

68.  5Q. provide clear distinctions between board policies and operating procedures.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

69.  5R. that base decisions on legal, moral, and ethical implications of policy options and political strategies.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

70.  5S. create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

**Submit and continue**                **Clear All**

**You have now completed the survey.**

Thank you for your help in this research project, it is very much appreciated. You may now exit this website.

**APPENDIX E.  SURVEY PACKET USED IN 2005 ILLINOIS PILOT STUDY**

(Initial introductory/explanatory e-mail to be sent to all potential K-12 Illinois superintendents and forwarded to all potential K-12 Illinois board presidents. This letter was also sent by postal service to all K-12 board presidents addressed to their school district central office.)

March 1, 2005

Dear Superintendent:

I am currently an administrator for Lake Forest High School in Illinois, as well as a doctoral student in Educational Leadership and Policy Studies at Iowa State University in Ames, Iowa.  In conjunction with my studies, I am investigating the performances that Illinois K-12 superintendents and board presidents perceive to be the most critical for success in the superintendency, and I very much need your help. ("Critical" is defined as a skill that if performed improperly or poorly would lead to disastrous results.)  I am at the stage in my study where I am electronically surveying (through the use of a web-based survey) current superintendents' and board presidents' perceptions about those critical performances. Expected benefits of my study include a greater understanding of those performances perceived to be critical for success in the superintendency, as well as suggestions for superintendent professional development activities.  There are no foreseeable risks associated with this study, and I would truly appreciate it if you would be willing to take time out of your busy schedule to complete my web-based survey, as your perceptions are important. Survey completion time is estimated to be 15-20 minutes.

In a few days, you will be receiving another email communication from me that I would ask you to share with your board president. In it you will find the address of the web site that will be hosting my survey, as well as two passwords, one for you and one for your board president. Directions for completing the survey are on the survey. The survey consists of seven demographic data items and 63 rated items based on the Illinois adopted performance competencies for superintendents. I would greatly appreciate it if you would be willing to complete this survey by March 15, 2005, so as to enable me to have the most accurate information possible.  As this is a web-based survey, please note that signed, informed consent to participate in this research study is electronically conveyed upon your completion of it; and the only individual to see the completed surveys will be me, with this information being kept by me in a locked file cabinet.  Upon completion of my dissertation, the composite of this data will be available for your perusal, should you so desire and contact me.  You may withdraw from this study at any time.

As part of my dissertation, I may use the data from your survey to create categorized (rural, suburban, urban) "profiles", as well as use it to create an overall group "profile".  I may wish to use some of the information from the profiles for journal articles or presentation to interested groups, for instructional purposes, or I may wish to write a book based on my dissertation. In all written and oral presentations in which I might use the information from

your survey or profile, I will not use your name, names of the people close to you, or the name of your district or regional office of education.  Disaggregated notes and observations about the data will be typed using passwords so as to ensure anonymity.

I would like to thank you in advance for your consideration of this project, your time, and your professional assistance with this endeavor in educational research.  Should you have any questions about it, please feel free to telephone me at 847-918-1634 or 847-582-7338; or you may e-mail me at: prockwo@iastatate.edu  You may also telephone Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu

Sincerely,
Pamela R. Rockwood
Ph.D. Candidate, Iowa State University

(Follow-up e-mail survey address and passwords to be sent to all potential K-12 Illinois superintendents and forwarded to all potential K-12 Illinois board presidents):

March 3, 2005

Dear Superintendent:

A few days ago, you received an e-mail invitation from me to participate in a web-based survey regarding your perceptions of those performances that you deem most critical to success in the superintendency.  Hopefully, by now, you have also had the opportunity to forward that e-mail invitation on to your board president, and that you and he or she have decided to participate in this study, as your perceptions are vital to its success. The estimated time to complete the survey is 15-20 minutes.  If you have decided to participate, below you will find two passwords, one for you and one for your board president that I would ask you to forward to him or to her.  (I have also sent via postal service to your school a survey participation invitation for your board president that contains the survey web address and his/her password.)

By clicking on the address below, you will be taken to the survey site. Simply enter your password to begin and then follow the directions that are embedded within the survey. Please remember that signed, informed consent to participate in this study is electronically conveyed upon completion of this survey.

Superintendent password:       _____

Board president password:  _____

Survey address:

http://elps-serv.educ.iastate.edu/surveys/rockwood_content/INDEX.HTM

Please try to complete this survey by March 15, 2005; and once again I thank you for your professional assistance, as well as your time.  You may contact me with any questions at (847) 918-1634 or (847) 582-7338 or via e-mail: prockwo@iastate.edu  You may also contact Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu

Sincerely,

Pamela R. Rockwood

Ph.D. Candidate, Iowa State University

(First e-mail reminder to be sent to all potential K-12 Illinois superintendents and forwarded to all potential K-12 Illinois board presidents):

March 15, 2005

Dear Superintendent:

Previously you received an invitation from me inviting you and your board president to participate in my graduate research study by completing a web-based survey that asked for your perceptions regarding the performance competencies that you perceive to be most critical for success in the superintendency. If you and/or your board president have already completed this survey and submitted it, I thank you very much for your help, cooperation, and expertise. Please remember that signed, informed consent to participate in this study is electronically conveyed upon completion of this survey.

I know, however, that your time is extremely valuable and that you and/or your board president may not yet have found the time to complete the survey. If that is the case, please look upon this communication as both a reminder and a thank you in advance for your willingness to participate. Your responses continue to be extremely important to me so as to have the most valid and accurate data and conclusions to present. In order to do this, I must have a large number of completed surveys; thus, if your board president and/or you have not already done so, I would invite you again to complete and submit this survey no later than March 18, 2005. You may reach the survey site by clicking on the address below:

http://elps-serv.educ.iastate.edu/surveys/rockwood_content/INDEX.HTM

Again, thank you for your help. Should you have any thoughts that you might like to share or if you have any questions, please do not hesitate to contact me at 847-918-1634 or 847-582-7338; or by e-mail at: prockwo@iastatate.edu You may also telephone Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu

Sincerely,
Pamela R. Rockwood
Ph.D. Candidate, Iowa State University

(Second and last e-mail reminder to be sent to all potential K-12 Illinois superintendents and forwarded to all potential K-12 Illinois board presidents):

March 18, 2005

Dear Superintendent:

A few days ago, you received an e-mail invitation from me to participate in a web-based survey regarding your perceptions of those performances that you deem most critical to success in the superintendency.  Hopefully, by now, you have forwarded that e-mail invitation on to your board president, and you and he or she have decided to participate. Your participation is vital to the success of this study. The estimated time to complete the survey is 15-20 minutes.  The original deadline date for completing this survey has been extended to March 23, 2005.  I truly need your help to complete this project.   If you decide to participate, please refer to the original e-mail that was sent to you on Saturday, March 5, for your password, and that of your board president.  If, perhaps, you no longer have this information, please reply to this email, and I will be happy to provide it to you again.

By clicking on the address below, you will be taken to the survey site. Simply enter your password to begin and then follow the directions that are embedded within the survey. Please remember that signed, informed consent to participate in this study is electronically conveyed upon completion of this survey.  Please try to complete this survey by March 23, 2005.

Survey address:

http://elps-serv.educ.iastate.edu/surveys/rockwood_content/INDEX.HTM

If you or your board president have decided not to participate, would you please be kind enough to let me know?  Once again I thank you for your professional assistance, as well as your time.  You may contact me with any questions at (847) 918-1634 or (847) 582-7338 or via e-mail: prockwo@iastate.edu  You may also contact Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu

Sincerely,

Pamela R. Rockwood

Ph.D. Candidate, Iowa State University

(Web-based survey hosted by Iowa State used in this research study):

The Illinois Professional Standards for School Leaders:
A Competency Model for the Superintendency

Since the release of the report <u>Leaders for America's Schools</u> (National Commission on Excellence in Educational Administration, 1987), much attention has been devoted to improving the quality of leadership in our schools and school systems. In response to this search for defining quality leadership, the Interstate School Leaders Licensure Consortium (ISLLC) was established in the mid 1990s and it has brought together over 35 states, relevant professional associations, and universities in an effort to define a framework for quality leadership that includes knowledge, performance, and disposition competencies. Illinois has adapted this framework as the "Illinois Professional Standards for School Leaders", and is using it in superintendent licensure, recertification, and professional development. The data gathered from this survey will be used to report the perceptions of Illinois K-12 superintendents and board presidents as to which performance indicators they feel are **most critical to success in the superintendency**. The data will also be used to offer suggestions for appropriate, prioritized professional development activities for Illinois K-12 superintendents. Your perceptions are very important to the success of this study. Should you choose to participate in this study by completing this survey, please complete it by March 15, 2005, and thank you for your help.

<u>Special note:</u> **Signed, informed consent to participate in this research study is electronically conveyed upon your completion of this survey. The only individual to see the completed surveys will be myself and this information will be kept by me in a locked file cabinet. If you have any questions or concerns about this procedure or study, please contact: Pam Rockwood at (847) 918-1634 or email prockwo@iastate.edu  You may also contact Dr. Joann Marshall at (515) 294-9995 or you may email her at jmars@iastate.edu**
**If you have any questions about the rights of research subjects or research-related injury, please contact the Human Subjects Research Office, 2810 Beardshear Hall, (515) 294-4566; austingr@iastate.edu or the Research Compliance Officer, Office of Research Compliance, 2810 Beardshear Hall, (515) 294-3115; dament@iastate.edu**

**Please begin now**

**Please begin by answering the following demographic questions:**

1.    Please enter the password that was given to you in your invitation to participate in this study: _____

2.    My current role in my present district is:

_____ Superintendent                 _____ Board President

3.  My gender is:

    _____ Female         _____ Male

4.  How would you best describe yourself?

    _____ Caucasian      _____ Hispanic American      _____ Native American

    _____ Asian American _____ African American       _____ Other

    _____ Decline to respond

5.  The number of years (including this year) that I have served in my present position is:

    _____ 1—5  _____ 6—10 _____ 11—15      _____ 16+++

6.  My total number of years (including this year) as a superintendent or board member is:

    _____ 1—5  _____ 6—10 _____ 11—15      _____ 16+++

7.  Is your current superintendent evaluation instrument based on the "Illinois Professional Standards for School Leaders"?

    _____ Yes            _____ No

**After reflecting upon the following statement: "<u>The competent superintendent facilitates and engages in activities that…</u>", please rate your level of agreement or disagreement with each performance statement listed below as to how critical it is for success in the superintendency. ("Critical" is defined as those performances that would have disastrous results if performed improperly or poorly.) You will use the following rating scale: "Strongly agree", "Agree", "Disagree", or "Strongly disagree", and select your answer by clicking on the appropriate button. Please do not leave any questions blank. You will want to allow yourself enough time to complete the entire survey once you begin as incomplete surveys can not be considered in the final data analysis.**

"The competent school superintendent facilitates and engages in activities that…":
8.  1K. promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
    _____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

9.  1L. promote appropriate academic rigor and excellence for all students and staff.
    _____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

10. 1M. support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

11. 1N. collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

12. 1O. articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

13. 1P. form and implement educational programs, policies, plans, and actions to realize district's vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

14. 1Q. form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

15. 1R. affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

16. 1S. develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

17. 1T. identify, clarify, and address barriers to achieving the vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

18. 1U. obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

19. 1V. monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

**Submit and continue**                **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

20. 2I. develop a climate that is supportive of continuous improvement of the instructional program.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

21. 2J. apply the principles of human growth and development.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

22. 2K. systematically design and implement procedures and instruments for evaluating the instructional program.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

23. 2L. systematically support staff development to enhance the learning environment and the instructional program.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

24. 2M. use best practices and sound educational research to inform changes in instructional practices and curricular materials.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

25. 2N. promote reflective practices among administrators, teachers, and staff.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

26. 2O. promote an environment that encourages responsible risk-taking.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

27. 2P. provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

28. 2Q. promote the appropriate use of technology to enhance students' learning and professionals' growth.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

29. 2R. promote high expectations for self, staff, and students.
_____ Strongly agree    _____ Agree    _____ Disagree    _____ Strongly disagree

30.  2S. deal with the ambiguity and uncertainty that accompanies the change process.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

31.  2T. result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

32.  2U. connect educational standards to the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

33.  2V. coordinate district staff and outside agencies in determining and enforcing educational standards.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

34.  2W. foster life long learning.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

**Submit and continue**                    **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

35.  3H. use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

36.  3I. empower all constituents (e. g., staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

37.  3J. employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

38.  3K. support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

39.  3L. use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

40.  3M. ensure the physical plant is accessible, well-maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

41.  3N. provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

42.  3O. identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

43.  3P. maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

44.  3Q. create operational plans and procedures in support of the school district's vision, mission, and goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

45.  3R. use organizational monitoring systems to ensure policy implementation.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

46.  3S. use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

47.  3T. operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

48.  3U. maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

49.  3V. identify management functions that can be improved using technology.

_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

50.  3W. provide ongoing training and review to ensure the productive and efficient use of technology in school district management.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

**Submit and continue**                 **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

51.  4H. clearly articulate the district's vision, mission, and goals to multiple stakeholders.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

52.  4I. use political structures and skills to build community support for the district's priorities.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

53.  4J. provide effective communication with individuals and organizations throughout the community.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

54.  4K. inform the district's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

55.  4L. provide communications from the district that are written and spoken clearly and forcefully.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

56.  4M. demonstrate formal and informal listening skills.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

57.  4N. demonstrate group leadership skills.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

58.  4O. identify and consider various political interests within the community environment in the district's decision making.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

59.  4P. educate the community about school funding and referenda.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

60.  4Q. mediate conflict between the district and various stakeholders.
\_\_\_\_\_ Strongly agree    \_\_\_\_\_ Agree    \_\_\_\_\_ Disagree    \_\_\_\_\_ Strongly disagree

61. 4R. involve the school organization and community in school improvement efforts.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

62. 4S. demonstrate the ability to build consensus.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

63. 4T. foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

**Submit and continue**                **Clear All**

**"The competent school superintendent facilitates and engages in activities that…":**

64. 5M. ensure an ongoing dialogue with and among representatives of diverse community groups.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

65. 5N. lead the school community to operate within the framework of policies, laws, and regulations enacted by local, state, and federal authorities and professional ethical standards.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

66. 5O. foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

67. 5P. shape public policy to provide high-quality education for students.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

68. 5Q. provide clear distinctions between board policies and operating procedures.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

69. 5R. that base decisions on legal, moral, and ethical implications of policy options and political strategies.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

70. 5S. create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

**Submit and continue**                **Clear All**

## You have now completed the survey.

Thank you for your help in this research project, it is very much appreciated.
You may now exit this website.

**APPENDIX F. 2005 ILLINOIS PILOT STUDY TOP PERFORMANCE INDICATORS**

Top 3 Performance Indicators Delineated by Group

| Performance Indicator | Group and Mean |
| --- | --- |
| 1L–Promote appropriate academic rigor and excellence for all students and staff. | Suburban (.83) <br> Evaluation alignment (.85) <br> 11-15 years in current position (.92) <br> 16+ years total experience (.96) <br> All groups total (.98) <br> Male (.98) <br> Board presidents (1.01) <br> 0-5 years in current position (1.05) <br> Caucasian (1.14) |
| 1O–Articulate and model core beliefs of the school district and effectively communicate and take action to achieve district vision, mission, and goals. | 16+ years in current position (.70) <br> 11-15 years total experience (.88) <br> Caucasian (1.18) |
| 2P–Provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued. | Rural (.96) <br> 16+ years total experience (.97) <br> No evaluation alignment (1.01) |
| 2R–Promote high expectations for self, staff, and students. | Rural (1.02) |
| 2T–Engage in activities that result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program. | Female (.88) |

*Note*: It is interesting to note that there are only 16 performance indicators that were perceived by some group as being critical for success in the superintendency (as shown in the above table). It is also interesting to note that performance indicator 3U (maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning) had the highest number of groups (10) agreeing that it was critical for success.

Appendix F. (continued)

| Performance Indicator | Group and Mean |
|---|---|
| 3J–Employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff. | Declined to respond (.64) <br> 16+ years in current position (.69) <br> 0-5 years of total experience (.73) <br> Evaluation aligned (.91) <br> Suburban (.99) <br> Board president (1.03) |
| 3K–Support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes. | 11-15 years of total experience (1.03) |
| 3M–Ensure that the physical plant is accessible, well-maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extra-curricular programs. | Urban (.87) |
| 3P–Maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring). | 6-10 years in current position (.87) |
| 3T–Operate school plant, equipment, and support systems securely, safely, efficiently, and effectively. | Declined to respond (.64) <br> 11-15 years in current position (.74) <br> 0-5 years of total experience (.83) |

Appendix F. (continued)

| Performance Indicator | Group and Mean |
|---|---|
| 3U–Maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning. | Declined to respond (.58)<br>11-15 years in current position (.62)<br>Urban (.81)<br>0-5 years of total experience (.87)<br>Superintendent (.87)<br>Female (.92)<br>Evaluation aligned (.94)<br>All groups total (.98)<br>Rural (1.02)<br>Male (1.05) |
| 4L–Provide communications from the district that are written and spoken clearly and forcefully. | 6-10 years of total experience (.91) |
| 4N–Demonstrate group leadership skills. | Urban (.84)<br>6-10 years total experience (.92)<br>Superintendent (.92)<br>6-10 years in current position (.94)<br>All groups total (.99)<br>No evaluation alignment (1.00)<br>Male (1.01)<br>0-5 years in current position (1.02) |
| 5M–Ensure an ongoing dialogue with and among representatives of diverse community groups. | Superintendent (.94) |
| 5O–Foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals. | 6-10 years total experience (.92)<br>Female (.93)<br>Suburban (.93)<br>6-10 years in current position (.93)<br>16+ years total experience (.96)<br>0-5 years in current position (1.02)<br>No evaluation alignment (1.03)<br>Board president (1.03)<br>Caucasian (1.15) |

Appendix F. (continued)

| Performance Indicator | Group and Mean |
|---|---|
| 5S–Create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards. | 16+ years in current position (.60) <br> 11-15 years total experience (.94) |

**APPENDIX G.  SURVEY PACKET USED IN THE 2009 ILLINOIS RESEARCH STUDY**

(E-mail Invitation to Participate):

October 27, 2009

Dear Superintendent:

I am currently a superintendent for K-12 community unit school district in Illinois, as well as a doctoral student in Educational Leadership and Policy Studies at Iowa State University in Ames, Iowa.  In conjunction with my studies, I am investigating the performances that Illinois K-12 superintendents and board presidents perceive to be the most critical for success in the superintendency, and I very much need your help. ("Critical" is defined as a skill that if performed improperly or poorly would lead to disastrous results.)  I am at the stage in my study where I am electronically surveying (through the use of a web-based survey) current superintendents' and board presidents' perceptions about those critical performances. Expected benefits of my study include a greater understanding of those performances perceived to be critical for success in the superintendency, as well as suggestions for superintendent professional development activities.  There are no foreseeable risks associated with this study, and I would truly appreciate it if you would be willing to take time out of your busy schedule to complete my web-based survey, as your perceptions are important. Survey completion time is estimated to be 15-20 minutes, and the survey consists of seven demographic questions and 63 agree/disagree items based on the Illinois adopted performance competencies for superintendents. (Directions for completing the survey are on the survey.)

In a few days, you will be receiving another email communication from me that I would ask you to share with your board president. In it you will find a link to the web site that will be hosting my survey, as well as two passwords, one for you and one for your board president. The survey will open on November 1, 2009, and I would greatly appreciate it if you would be willing to complete it no later than December 2, 2009. As this is a web-based survey, please note that signed, informed consent to participate in this research study is electronically conveyed upon your completion of it, and the only individual to see the completed surveys will be me. This information will be kept by me in a locked file cabinet.  Upon completion of my dissertation, the composite of this data will be available for your perusal, and should you so desire, please contact me.  Your participation in the survey is absolutely voluntary and you may withdraw from this study at any time.

As part of my dissertation, I may use the data from your survey to create categorized (rural, suburban, urban) "profiles", as well as use it to create an overall group "profile".  I may also wish to use some of the information from the profiles for journal articles or presentations to interested groups, for instructional purposes, or I may wish to write a book based on my dissertation.

I would like to thank you in advance for your consideration of this project, and for your time and professional assistance with this endeavor in educational research.  Should you have any questions about it, please feel free to telephone me at 847-508-2397 or 815-824-2197; or you may e-mail me at: prockwo@iastate.edu  You may also telephone Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at (515) 294-4566 or IRB@iastate.edu or Director, at (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

Sincerely,
Pamela R. Rockwood
Ph.D. Candidate, Iowa State University
1407 Reserve Lane, DeKalb, IL  60115

(Letter with web survey address and pass codes to be sent to superintendents and shared with board presidents):

October 28, 2009

Dear Superintendent:

A few days ago, you received an e-mail invitation from me to participate in a web-based survey regarding your perceptions of those performances that you deem most critical to success in the superintendency.  Hopefully, by now, you have also had the opportunity to forward that e-mail invitation on to your board president, and that you and he or she have decided to participate in this study, as your perceptions are vital to its success. The estimated time to complete the survey is 15-20 minutes.  If you have decided to participate, below you will find two passwords, one for you and one for your board president that I would ask you to forward to him or to her.  Then, by going to the web address below, you will be taken to the survey site. Simply enter the survey and read the directions on the survey in order to begin. You will enter your password on question number 1 as you begin, and after that you will proceed with the rest of the questions. Please remember that signed, informed consent to participate in this study is electronically conveyed upon completion of this survey and the information will be kept by me in a locked file cabinet.  Should you so choose, may withdraw from this study at any time.


Superintendent password:     _____     Board president password:  _____


Survey address:  XXXXXXXXXXXXXXXXXXXXXX


This survey is available beginning November 1, 2009 and please try to complete this survey no later December 2, 2009.  Once again I thank you for your professional assistance, as well as your time.  You may contact me with any questions at (847) 508-2397 or (815) 824-2197 or via e-mail: prockwo@iastate.edu  You may also contact Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu


If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at (515) 294-4566 or IRB@iastate.edu or Director at (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.


Sincerely,

Pamela R. Rockwood

Ph.D. Candidate, Iowa State University

1407 Reserve Lane, DeKalb, IL  60115

(First E-mail reminder to be sent to superintendents):

November 8, 2009

Dear Superintendent:

Previously you received an invitation from me inviting you and your board president to participate in my graduate research study by completing a web-based survey that asked for your perceptions regarding the performance competencies that you perceive to be most critical for success in the superintendency.  I know that your time is extremely valuable and that you and/or your board president may not yet have found the time to complete the survey.  If that is the case, please look upon this communication as both a reminder and a thank you in advance for your willingness to participate.  Your responses continue to be extremely important to me so as to have the most valid and accurate data and conclusions to present.  In order to do this, I must have a large number of completed surveys; thus, if your board president and/or you have not already done so, I would invite you again to complete and submit this survey no later than December 2, 2009. (Should you need your passcodes, please contact me.)  You may reach the survey site by going to the address below:

XXXXXXXXXXXXXXXXXXXX

Please remember that signed, informed consent to participate in this study is electronically conveyed upon completion of this survey and that this information will be kept by me in a locked file cabinet. As previously noted, your participation in this study is voluntary and you may withdraw from it at any time. If you and/or your board president have already completed this survey and submitted it, I thank you very much for your help, cooperation, and expertise.  If at any time, you have any thoughts that you might like to share or if you have any questions, please do not hesitate to contact me at 847-508-2397 or 815-824-2197 or by e-mail at: prockwo@iastate.edu  You may also telephone Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at (515) 294-4566 or IRB@iastate.edu or Director at (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

Sincerely,
Pamela R. Rockwood
Ph.D. Candidate, Iowa State University
1407 Reserve Lane, DeKalb, IL  60115

(Second and third E-mail reminder to be sent to superintendents on November 14, 2009 and November 23, 2009):

Dear Superintendent:

If your board president and/or you have decided to participate in my research study regarding the perceptions of those performances in the superintendency perceived to be most critical for success, but have not yet had time to complete the web-based survey, please consider this a reminder to do so by December 2, 2009. Please share this reminder with your board president. You may find the survey at the link below:

XXXXXXXXXXXXXX

All data gathered will be kept by me in a locked file cabinet, and please remember that signed, informed consent to participate in this study is electronically conveyed upon its completion.  Should you have any thoughts that you might like to share or if you have any questions, please do not hesitate to contact me at 847-508-2397 or 815-824-2197 or you may e-mail me at: prockwo@iastate.edu You may also telephone Dr. Joann Marshall at 515-294-9995 or e-mail her at jmars@iastate.edu

If you have any questions about the rights of research subjects or research-related injury, please contact the IRB Administrator at (515) 294-4566 or IRB@iastate.edu or Director at (515) 294-3115, Office for Responsible Research, Iowa State University, Ames, Iowa 50011.

Again, thank you for your help.

Pamela R. Rockwood
Ph.D. Candidate, Iowa State University
1407 Reserve Lane, DeKalb, IL  60115

(Web-based survey done in Survey Monkey):

Board President and Superintendent Perceptions of the Illinois Professional
Standards for School Leaders Critical for Superintendent Success

Since the release of the report Leaders for America's Schools (National Commission on
Excellence in Educational Administration, 1987), much attention has been devoted to
improving the quality of leadership in our schools and school systems. In response to this
search for defining quality leadership, the Interstate School Leaders Licensure Consortium
(ISLLC) was established and it has brought together over 40 states, relevant professional
associations, and universities in an effort to define a competency framework for quality
leadership. Illinois has adapted this framework as the "Illinois Professional Standards for
School Leaders", and is using it in superintendent licensure, recertification, and professional
development. The data gathered from this survey will be used to report the perceptions of
Illinois K-12 superintendents and board presidents as to which performance indicators they
feel are **most critical to success in the superintendency**. The data will also be used to offer
suggestions for appropriate, prioritized professional development activities for Illinois K-12
superintendents. Your perceptions are very important to the success of this study. Should you
choose to participate in this study by completing this survey, please complete it by December
5, 2009, and thank you for your help.

**Special note: Signed, informed consent to participate in this research study is
electronically conveyed upon your completion of this survey. The only individual to see
the completed surveys will be myself and this information will be kept by me in a locked
file cabinet. If you have any questions or concerns about this procedure or study, please
contact: Pam Rockwood at (847) 508-2397 or email prockwo@iastate.edu  You may
also contact Dr. Joann Marshall at (515) 294-9995 or you may email her at
jmars@iastate.edu**
**If you have any questions about the rights of research subjects or research-related
injury, please contact the IRB Administrator at 515-294-4566 or IRB@iastate.edu
or Director, 515-294-3115, Office for Responsible Research, Iowa State University,
Ames, Iowa  50011.**

**Please begin by answering the following demographic questions:**

1.      Please enter the password that was given to you in your invitation to participate in
        this study:  _____

2.      My current role in my present district is:

        _____ Superintendent                    _____ Board President

3.      My gender is:

_____ Female      _____ Male

4.      How would you best describe yourself?

_____ Caucasian      _____ Hispanic American      _____ Native American

_____ Asian American      _____ African American      _____ Other

_____ Decline to respond

5.      The number of years (including this year) that I have served in my present position is:

_____ 1—5     _____ 6—10     _____ 11—15     _____ 16+++

6.      My total number of years (including this year) as a superintendent or board member is:

_____ 1—5     _____ 6—10     _____ 11—15     _____ 16+++

7.      Is your current superintendent evaluation instrument based on the "Illinois Professional Standards for School Leaders"?

_____ Yes           _____ No

After reflecting upon the following statement: **"The competent superintendent facilitates and engages in activities that…",** please rate your level of agreement or disagreement with each performance statement listed below as to how critical it is for success in the superintendency.  **("Critical" is defined as those performances that would have disastrous results if performed improperly or poorly.)** You will use the following rating scale:  **"Strongly agree", "Agree", "Disagree", or "Strongly disagree",** and select your answer by clicking on the appropriate button. **Please do not leave any questions blank.** You will want to allow yourself enough time to complete the entire survey once you begin as incomplete surveys can not be considered in the final data analysis.
**"The competent school superintendent facilitates and engages in activities that:**

8. 1K. promote the success of all students by understanding, responding to, and influencing the   larger political, social, economic, legal, and cultural context.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

9.  1L. promote appropriate academic rigor and excellence for all students and staff.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

10.  1M. support a nurturing and high-performing culture and climate through the use of symbols, ceremonies, stories, and similar activities reflecting the diversity of the school community.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

11. 1N. collaboratively develop vision and goals among teachers, support staff, students, administrators, board members, parents, and community members.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

12. 1O. articulate and model core beliefs of the school district and effectively communicates and takes actions to achieve district vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

13. 1P. form and implement educational programs, policies, plans, and actions to realize the district's vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

14. 1Q. form and implement vision, mission, and goals that shape purpose and direction for individuals and groups.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

15. 1R. affect the collection, organization and analysis of a variety of information, including data on student performance, to assess progress toward the district's vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

16. 1S. develop an implementation plan in which objectives and strategies to achieve the district's vision, mission, and goals are clearly articulated and linked to students' learning.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

17. 1T. identify, clarify, and address barriers to achieving the vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

18. 1U. obtain and organize financial, human, and material resources to realize the district's vision, mission, and goals.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

19. 1V. monitor, evaluate, and revise the district's vision, mission, goals, and implementation plans regularly.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

20.  2I. develop a climate that is supportive of continuous improvement of the instructional program.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

21.  2J. apply the principles of human growth and development.

_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

22. 2K. systematically design and implement procedures and instruments for evaluating the instructional program.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

23. 2L. systematically support staff development to enhance the learning environment and the instructional program.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

24. 2M. use best practices and sound educational research to inform changes in instructional practices and curricular materials.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

25. 2N. promote reflective practices among administrators, teachers, and staff.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

26. 2O. promote an environment that encourages responsible risk-taking.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

27. 2P. provide a climate in which treatment of all individuals with respect, dignity, and fairness is valued.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

28. 2Q. promote the appropriate use of technology to enhance students' learning and professionals' growth.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

29. 2R. promote high expectations for self, staff, and students.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

30. 2S. deal with the ambiguity and uncertainty that accompanies the change process.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

31. 2T. result in systematic assessment of and response to individual students' academic performance, reporting on that performance, and evaluation of the instructional program.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

32. 2U. connect educational standards to the instructional program.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

33. 2V. coordinate district staff and outside agencies in determining and enforcing educational standards.
_____ Strongly agree   _____ Agree   _____ Disagree   _____ Strongly disagree

34.  2W. foster life long learning.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

35.  3H. use core organizational processes (including planning, communication, decision making, problem solving, and information management) for operational effectiveness and organizational development.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

36.  3I. empower all constituents (e. g. staff, students, and parents) of the school district as leaders to support change efforts through the use of delegation, collaboration, and collegial strategies.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

37.  3J. employ supervisory and performance appraisal techniques to enhance and develop the knowledge and skills of instructional and non-instructional staff.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

38.  3K. support and facilitate professional development activities for all constituents of the school district, focusing on the improvement of teaching and learning outcomes.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

39.  3L. use core human resource processes (including recruitment, selection, induction, and negotiation) to support an effective learning environment.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

40.  3M. ensure the physical plan is accessible, well-maintained, functional, secure, and conducive to the support of the full range of the school district's curricular and extracurricular programs.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

41.  3N. provide efficient delivery of core auxiliary services (including health and nutrition, pupil transportation, risk management, and school security).
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

42.  3O. identify financial and material assets and resources and acquire them for subsequent allocation according to the school district's goals and priorities.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

43.  3P. maximize fiscal resources through core financial management processes (including planning, budgeting, procurement, accounting, and monitoring).
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

44.  3Q. create operational plans and procedures in support of the school district's vision, mission, and goals.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

45. 3R. use organizational monitoring systems to ensure policy implementation.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

46. 3S. use management techniques to define roles, assign functions, and delegate accountability relative to achieving goals.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

47. 3T. operate school plant, equipment, and support systems securely, safely, efficiently, and effectively.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

48. 3U. maintain secure, safe, clean, and esthetically pleasing school environments that foster student learning.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

49. 3V. identify management functions that can be improved using technology.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

50. 3W. provide ongoing training and review to ensure the productive and efficient use of technology in school district management.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

51. 4H. clearly articulate the district's vision, mission, and goals to multiple stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

52. 4I. use political structures and skills to build community support for the district's priorities.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

53. 4J. provide effective communication with individuals and organizations throughout the community.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

54. 4K. inform the district's decision making by collecting and organizing a variety of formal and informal information from multiple stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

55. 4L. provide communications from the district that are written and spoken clearly and forcefully.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

56. 4M. demonstrate formal and informal listening skills.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

57. 4N. demonstrate group leadership skills.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

58. 4O. identify and consider various political interests within the community environment in the district's decision making.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

59. 4P. educate the community about school funding and referenda.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

60. 4Q. mediate conflict between the district and various stakeholders.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

61. 4R. involve the school organization and community in school improvement efforts.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

62. 4S. demonstrate the ability to build consensus.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

63. 4T. foster educational partnerships with a variety of persons and organizations to promote delivery of educational opportunities.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

64. 5M. ensure an ongoing dialogue with and among representatives of diverse community groups.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

65. 5N. lead the school community to operate within the framework of policies, laws, and regulations enacted by local, state, and federal authorities and professional ethical standards.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

66. 5O. foster a board/superintendent working relationship that promotes and actualizes the district's vision, missions, and goals.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

67. 5P. shape public policy to provide high quality education for students.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

68. 5Q. provide clear distinctions between board policies and operating procedures.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

69. 5R. that base decisions on legal, moral, and ethical implications of policy options and political strategies.
_____ Strongly agree     _____ Agree     _____ Disagree     _____ Strongly disagree

70.  5S. create a collaborative relationship with staff to implement policies to promote behavior and professional practices consistent with high ethical standards.
_____ Strongly agree      _____ Agree      _____ Disagree      _____ Strongly disagree

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