ABSTRACT

The Development of an Instrument to Determine the Relevance and Validity of the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership

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The Educational Leadership Constituent Council (ELCC), in 2002, created Standards for Advanced Preparation Programs in Educational Leadership. The purposes of this study, using Texas superintendents, were to: (1) design an instrument using the ELCC standards, (2) determine the validity and reliability of the instrument, (3) investigate constructs derived from factor analysis of participant responses, (4) revise the instrument if necessary, and (5) assess the relevancy of the standards.

Eight research questions were used. The first six research questions were organized around the following statement: Were constructs derived from the factor analysis that could be interpreted as the ELCC Standards 1-6, i.e., Vision, Instruction, Management, Community/Collaboration, Ethics, and Larger Context? Research questions seven and eight included: Were there other constructs than those identified by the ELCC as Vision, Instruction, Management, Collaboration/Community, Ethics, or Larger Context? Did any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

In the fall of 2007, superintendents in Texas were invited to participate in the study by completing the 68 item questionnaire developed from six of the seven ELCC Standards. From a total population of 1031 district superintendents, 204 (20%) responded.

Reliability Cronbach Alpha Coefficients, at the .75 level or above, established reliable questions for all constructs except Ethics. However, the two highest rated items in this study were related to the superintendents' ethical behavior. The data were further analyzed using factor analysis to answer the first seven research questions and Analysis of Variance (ANOVA) to answer research question eight. Vision, Instruction, Management, and Community/Collaboration correlated highly with four factors. Factor five and six were named (labeled) "Learning and Research" and "Planning for Practice," using keywords from statements that were associated with these factors. Only one significant difference was found when comparing construct and factor mean responses by superintendents with different levels of education.

Several recommendations for practice and research were presented. One recommendation for practice was that preparation program faculty could use the new or revised survey instrument to conduct program evaluations. A recommendation for research was that future researchers could use the survey questionnaire to investigate the relevancy of the ELCC Standards in other states.

The Development of an Instrument to Determine the Relevance and Validity of the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership

by

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A Dissertation

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CHAPTER ONE

Introduction to the Study

A renowned scholar in education, formerly the President of Teachers College at Columbia University and the current President of the Woodrow Wilson National Fellowship Foundation, Arthur Levine (2005) published a report titled, *Educating School Leaders*. In this controversial report, Levine rated the quality of most preparation programs for K-12 educational leaders as "inadequate to appalling" (p. 23). Specifically, Levine cited "an irrelevant curriculum, low admission and graduation standards, weak faculty, inadequate clinical instruction, inappropriate degrees, and poor research" (pp. 27-43). Hence, Levine urged universities and states to raise standards or close programs, as well as, called for the termination of the Doctor of Education (Ed.D.) degree, while creating a new Master's in Educational Administration (M.E.A) degree, like the Master's of Business Administration (M.B.A.), for superintendent preparation (Levine & Dean, 2007).

The American Association of School Administrators (AASA) jointly with the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) issued a public response stating the report confirmed what school leaders have said for years (Ferrandino, Houston, & Tirozzi, 2005). Ferrandino et al. further remarked,

> We hope that this report [*Educating School Leaders* report by Arthur Levine] will result in changes in state and university policy that will encourage institutions to apply for and meet the [National Council for Accreditation of Teacher Education] NCATE/ELCC national performance standards. (p. 7)

Along with the concern over K-12 educational leadership programs, educational leaders have been criticized about being ill-prepared to lead K-12 schools, particularly in regard to increasing student achievement (Orozco, 2001). According to Sable, Garofano, and Hoffman (2007) over 65,000 school district educational leaders were responsible for 6.2 million staff members and the student achievement of 49.1 million children in the United States in 2006. In Texas, over 8,100 district-level administrators provided leadership for approximately 32,000 school administrators, 302,000 teachers, and were responsible for the academic achievement of more than 4.5 million students (Sable et al.). With these high levels of responsibility, relevant standards that guide K-12 administrator preparation are essential.

As an economic world power, the United States is facing an educational crisis (Spellings, 2007). Educational administration standards are reported to be outdated (American Association of School Administrators [AASA], 1993; Interstate School Leaders Licensure Consortium [ISLLC], 1996), except for the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (Appendix A) (Ferrandino et al., 2005; National Policy Board for Educational Administration, 2002). Further, as noted by Cavanagh and Robelen (2004), compared to other industrialized nations, K-12 educational leadership programs have been described as irrelevant. Additionally, K-12 student achievement is low. In mathematics literacy and problem-solving abilities, the United States ranked 24th out of 29 industrialized nations (Cavanagh & Robelen).

Education is related to economic success (Wolf, 2005). Therefore, educational preparation, educational leadership, and leadership standards have become a national

focus, especially superintendent preparation, superintendent leadership, and superintendent leadership standards. Although the issues related to the superintendency have become a major concern, few studies have explored the relevance of the national Educational Leadership Constituent Council (ELCC) Standards (Appendix A) for school district leaders, specifically superintendents. Because of this gap in the research, Levine has suggested that alignment, in regard to district administrator standards and the practice of the superintendent, needs to be studied (Levine, personal communication, May 10, 2007).

Background

According to Young and Petersen (2002), a group of organizations responded to the urgent call for change in the manner in which educational leaders were prepared, practiced their profession, and developed professionally. The Wallace-Reader's Digest Funds, the National Commission for the Advancement of Educational Leadership Preparation (NCAELP), the Danforth Foundation, the Land Grant Deans and Affiliated Private Institutions, organizations, and the U.S. Department of Education conjointly set up a series of meetings in 2001 which focused on the future of educational leadership. NCAELP was developed to build on the work of the National Commission on Excellence in Educational Administration (NCEEA) and was established to improve the practice of educational leadership, the preparation of educational leadership, and development of educational leaders. The NCAELP set out to examine and improve the evaluation of leadership preparation programs and to examine the context in which the practice, preparation, and development of educational leaders took place. In 2002, NCAELP

commissioned several research-based articles to describe the current state of educational leadership preparation (Young & Petersen).

These commissioned researchers have contributed to the literature of K-12 educational administration preparation. Young, Petersen, and Short (2002) focused on the preparation of school leaders and concluded that preparation programs were no longer adequate, calling for substantive change and transformation in these programs. Murphy (2002) conducted an in-depth investigation of the foundations of the educational leadership profession. He presented the need to shift from a subject matter preparation model to a valued ends model, focusing attention on the central roles of the educational leader. He identified these roles as moral steward, educator, and community builder.

Additionally, Jackson and Kelly (2002) contributed to the definition of effectiveness in educational leadership preparation by describing a number of preparation programs that are making strides in the field of educational administration. Petersen (2002) explained his view of professional development as an important and complementary piece to pre-service preparation and presented a variety of resources for professional development. He concluded that pre-service preparation offered an opportunity to learn some of the requirements of the job; however, he felt that such programs did not offer the occasion to learn everything about the job prior to practicing.

Grogan and Andrews (2002) examined pre-service preparation and professional development for educational leaders and offered recommendations for preparation and professional development programs. Their recommendations were as follows: (a) include simulated experiences; (b) foster real-life problem solving situations; (c) include an outline of knowledge bases in standards; (d) promote understanding of ethics and

social justice; (e) include intense year-long paid internships; (f) include practical experiences throughout the program; (g) promote tight coordination of university, school district, and professional organization partnerships; (h) encourage professors to team and partner with districts; and (i) promote understanding of teaching and learning.

Glasman, Cibulka, and Ashby (2002) analyzed leadership preparation programs that conducted self-evaluations. The authors then provided a self-evaluation model for program transformation anchored in the outcome-based standards recommended by the National Council for Accreditation of Teacher Education (NCATE) based on the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders. Glasman et al. called for an alignment of leadership program components with clear and pertinent outcomes-based standards.

Other researchers such as Murphy and Vriensenga (2005) criticized preparation programs for being dominated by an arts and science Ph.D. model, rather than by a professional school model, such as a law school or veterinarian medical school model. Griffiths, Stout, and Forsyth (1988) documented the use of such an arts and science model years ago. The dissertation is absent in all other professional school models and perhaps should be absent in the current Doctor of Education (Ed.D.) programs. In place of the dissertation requirement, Murphy and Vriensenga investigated alternatives for Ed.D. students. They found four models veering from the traditional dissertation format. Three preparation programs showed success with alternatives to the traditional dissertation. First, the University of Southern California (USC) allowed 8-12 students to work as a team on a thematic dissertation during the last two years of the program. This pilot study resulted in a 94% graduation rate versus 52% for non-thematic groups.

Secondly, St. Louis University students, in clusters of three, chose a problem and collaborated for three years while developing culminating experiences. This is similar to veterinary medicine and law programs that end after three years of study and " . . . all, or nearly all, students graduate" (p. 22). Third, The University of Pennsylvania tightly manages the dissertation process for students. This systematic approach, embedding the dissertation in the 3-year schedule, allows students to defend in the last semester of the 36 month program. This design ". . . achieved a 100 percent graduation rate after 36 months for the first two student cohorts" (p. 22). In sum, Murphy and Vriensenga (2005) recommended a professional schools model for the Ed.D.

Furthermore, Murphy and Vriensenga (2005) found that preparation programs lacked robust preparation procedures, as well as extensive training in the "psychology of learning" (p. 5) and "student outcomes" (p. 6). Drawing from Murphy and Vriensenga, preparation programs were particularly weak in several areas:

- a theory and knowledge base, informing the practice of school administration;
- performance-based program components;
- "instruction on job-related skills" (p. 8);
- "supervised practice" (p. 8);
- "field-based learning" (p. 8);
- "clinical experiences" (p. 8);
- training separated from the phenomenon known as instruction or learning;
- ". . . matters of teaching and learning, of pedagogy and curriculum" (p. 9);
- consideration of student outcomes;
- connecting organizational variables and student outcomes;
- preparing graduates to address ethical issues;
- influencing the attributes of effective schools;
- giving graduates the tools to be successful practitioners;
- training school administrators to understand the role of learning and teaching and school improvement;
- addressing the social conditions of communities, children, and families;
- a university/field connection; therefore, leaving a university/field gap;
- field-based experiences for students;
- alternatives to the dissertation process;

- preparing administrators for real-world experiences to solve real-world problems in education;
- making the dissertation process a part of the continual process throughout the program but leaving it an afterthought of the coursework; and
- centering programs upon the interests of the students.

In conclusion, Murphy and Vriensenga (2005), stated, ". . . significant gaps in the knowledge base employed in training programs . . ." (p. 8) continue.

Murphy (2006a) published an agenda for research and action to address the mounting concerns about K-12 administrator preparation. He stated " . . . the profession is characterized by a dearth of research on the outcomes of preparation programs" (p. 70). Murphy further asserted, "There are no research articles in the leading journal in the field over the past quarter century that directly assess the skills and knowledge gained in the preparation programs; nor do any articles measure changes in the performance of students in schools of program graduates" (Murphy & Vriengenga, 2005, p. 71). Although Murphy criticized preparation programs, no author has published a more scathing report than Levine (2005).

Historical Background

National and state standards have been developed as a result of years of concern in school administration (Murphy, 2006). Groups created national standards such as the American Association of School Administrators' (AASA) eight standards (1993), the Interstate School Leaders Licensure Consortium's (ISLLC) six standards (1996), and the National Policy Board for Educational Administration's (NPBEA) seven standards for Advanced Programs in Educational Leadership developed by the Educational Leadership Constituent Council (ELCC) (National Policy Board for Educational Administration, 2002 [Appendix A]). The legislature in Texas joined the standards movement by

generating 10 standards under the State Board of Educator Certification (SBEC) required for the Superintendent Certificate in the Texas Administrative Code under Title 19, Part VII, Chapter 242. Aspiring superintendents in Texas must pass the Texas Examinations of Educator Standards (TExES), consisting of three Domains and 10 competencies (Texas Administrative Code, 1999), to become certified. Preparation programs, aligned to standards in Texas, become accredited (Commission on Colleges of the Southern Association of Colleges and Schools, 2007).

According to Levine (2005), accredited programs with standards-based curriculum are best used to train aspiring educational leaders. Although several sets of standards exist, the Educational Leadership Constituent Council (ELCC) Standards are one set that has not been fully assessed for relevance and validity (Carlo, 2005).

Problem Statement and Purposes

With the focus on the need for educational preparation programs to be aligned to standards and relevant to practice, this researcher will build upon the research of Levine (2005), Coleman (2003), Tareilo (2004), and Wooderson-Perzan (2000) to design an instrument to assess the perceptions of Texas superintendents regarding the relevance of the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (Appendix A). Although researchers have studied administrator preparation programs, too little attention has been focused on the relevance and validity of the ELCC Standards for school district leadership (Appendix A). The problem of this study was to develop a survey instrument designed to determine Texas superintendent perceptions of the relevance of the first six Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational

Leadership (Appendix A). Additionally, this study established the reliability and validity of this instrument for future use by educational leadership programs, school districts, and researchers. The researcher selected Texas because of the great variety of school districts and large number of superintendents with varied preparation programs and experience.

The purposes of this study were:

1. To design a survey instrument to elicit the perceptions of Texas superintendents regarding the relevance of the ELCC standards for the practice of the superintendent.
2. To validate the ELCC Survey instrument.
3. To establish reliability of the instrument for future researcher use.
4. To investigate constructs derived from factor analysis of participant responses.
5. To revise the survey instrument, if necessary, based on the reliability and factor analysis data.

Research Questions

Eight research questions guided this study. They included:

1. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision?
2. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction?
3. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management?
4. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Collaboration/Community?

5. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics?

6. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context?

7. Are there other constructs than those identified by the ELCC as Vision, Instruction, Management, Collaboration/Community, Ethics, or Larger Context?

8. Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

Significance/Need for the Study

In this era of concern over school district leadership and school district preparation, there is a significant need for more information regarding standard relevance to practice. As of 2007, no instrument has been designed to elicit the perceptions of school superintendents regarding the relevance of the ELCC Standards for Advanced Programs in Educational Leadership (Appendix A) to the practice of the superintendent. Subsequently, no instrument has been validated or established as reliable in eliciting the perceptions of the Texas superintendents about the relevance of the ELCC Standards for Advanced Programs in Educational Leadership for school district leadership (Appendix A).

Related studies have been conducted, but these have failed to address relevance of the ELCC Standards. For example, Cotter (2001) studied school-board governance as strategic leadership, but did not study superintendents' perceptions of the ELCC Standards. Hoyle, Hogan, Skrla, and Ealy (2001) studied superintendent performance evaluation and its relationship to district student performance, but did not assess the

relevance of the ELCC Standards to the practice of the superintendent. Based on these deficiencies, the current study is needed to develop a survey instrument to elicit the perceptions of Texas superintendents pertaining to the relevance of the ELCC district leadership standards. Although a few studies exist, Firestone and Riehl (2003) concluded, "Research on educational leadership may have had such limited impact because so little of it has actually been done" (p. 1).

"The mission of education is student learning" (Smith & Piele, 2006, p. 1). Concomitantly, the mission of district leadership should be student learning (Leithwood, Louis, Anderson, & Wahlstrom, 2004), and educational leadership preparation should focus on achieving student learning and should be aligned to the national ELCC Standards. Grogan and Andrews (2002) emphasized, "To be prepared to provide effective leadership—leadership that lends to improvement of student performance—preparation and professional development must be redesigned" (p. 250). Lashway (as cited in Smith & Piele) stated, "The state of our knowledge does not yet allow us to connect all the dots and detail strategies to suit every context" (p. 127), calling for more research on the relationship between standards and district leadership practice. Finally, Levine (2005) noted that there is "no systematic research documenting the impact of school leadership programs on the achievement of children in the schools and school systems that graduates of these programs lead" (p. 12). Therefore, more research is needed in the area of standard relevance to superintendent practice. The theory based preparation must be realigned to relevant standards based on the authentic practice of the superintendent.

In the wake of the *Elementary and Secondary Education Act* known as the *No Child Left Behind Act of 2001* (2002), educational leaders must understand their influence. Because educational leaders need to take responsibility for increasing student achievement, leadership preparation programs must train these leaders in techniques designed to improve student achievement and be aligned to national standards. Additionally, because these preparation programs gain accreditation from a standards-driven process, standards must be relevant to the practice of the superintendent. In this regard, Nelson (2002) has asserted that the preparation programs are vital to the overall improvement of K-12 education and to increase the quality of schools.

Assumptions

1. The researcher assumed that national standards for district level leadership should be relevant and aligned to the practice of district level leadership.
2. The researcher assumed that preparation programs should be aligned to national standards.
3. The researcher assumed that the National Policy Board for Educational Administration (2002) created reliable standards for school district leadership.
4. Also, it was assumed that standard relevance can be assessed based on the perceptions of practicing superintendents.
5. This research assumed that standards-based preparation has an impact on the leadership of superintendents.
6. Finally, the researcher assumed that an instrument needs to be designed to assess the relevance of the ELCC Standards for Advanced Programs in Educational Leadership by school district leadership practitioners, specifically superintendents.

Delimitations

Listed below are the delimitations:

1. Participants in this study were certified superintendents in Texas, having completed graduate courses beyond the master's degree and/or having earned a doctoral degree, either a Doctor of Education (Ed.D.) or a Doctor of Philosophy (Ph.D.) degree in K-12 Educational Leadership or another field or discipline.

2. Because superintendents are ultimately responsible for district student achievement, they were chosen as the most reliable means to explore standard relevance.

3. No subordinates or supervisors were participants in this study.

4. Only self-reported data were collected, without information from supervisors or other resources.

5. The survey instrument included only the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership 1-6 for school district leadership, excluding Standard 7 based on the Internship. As a disclaimer, the researcher did not choose ELCC Standard 7 because the researcher had not participated in an internship. Also, the survey was held to a minimum of 68 items to limit the length, in order to appeal to respondents and to encourage a higher response rate. The 68 item questionnaire already encouraged a low response rate because practicing superintendents are too busy to complete a long survey. Most superintendents receive about 100 invitations a week to participate in research studies.

6. Superintendents from Charter schools and Academies were not included in the study.

7. Only K-12 Independent School Districts and Consolidated Districts were used.

8. Findings were based on perceptions, not actual observations.

Limitations

Limitations for this study were as follows:

1. Because the study was limited to superintendents of Texas K-12 schools, the results could not be generalized to states other than Texas.

2. Further, the study used only quantitative data and analyses, and there was no triangulation of the data, both of which limited the generalizability of the findings.

Operational Definitions

Listed below are the operational definitions for the key terms that were used in this research.

1. *AASA* − American Association of School Administrators.

2. *Academically Acceptable rating* − A rating that indicates where all students and each student group, including African American, Hispanic, White, and Economically Disadvantaged, meet 65% of the Reading/English Language Arts Standards, meet 65% of the Writing Standards, 65% of the Social Studies Standards, 45% of the Mathematics Standards, and 40% of the Science Standards on the Texas Assessment of Knowledge and Skills (TAKS) Criterion Referenced Test or other measures on state assessments with acceptable completion and drop-out rates.

3. *Academically Unacceptable rating* − A rating that indicates where all students and each student group, including African American, Hispanic, White and Economically

Disadvantaged, do not meet at least 65% of the Reading/English Language Arts Standards, meet 65% of the Writing Standards, 65% of the Social Studies Standards, 45% of the Mathematics Standards, and 40% of the Science Standards on the Texas Assessment of Knowledge and Skills (TAKS) Criterion Referenced Test or other measures on state assessments with unacceptable completion and drop-out rates.

4. *AEIS* − Academic Excellence Indicator System; the Texas Education Agency gives every district a rating based on the Texas Assessment Knowledge and Skills (TAKS) test scores, completion rates, and drop-out rates.

5. Construct – A construct is an abstraction that cannot be observed directly. It is invented to explain behavior. Examples of constructs are intelligence, personality, creativity, vision, instruction, management, collaboration/community, etc. In order to measure constructs, they must be operationally defined in terms of processes or operations that can be observed or measured (Gay & Airasian, 2000).

6. *ELCC standards* − Educational Leadership Constituent Council Standards for Advanced Programs in Educational Leadership for school district leadership.

7. *Exemplary rating* − A rating that indicates that 90% of all students passed the TAKS test in all required subject areas.

8. *ISLLC* − Interstate School Leaders Licensure Consortium.

9. *No Child Left Behind* Act − (NCLB; the name for the Elementary and Secondary Education Act (2001-2007).

10. *Perceptions* − Attitudes and beliefs as stated in superintendents' self-reports.

11. *Preparation Program* − A program that prepares superintendents.

12. *Recognized rating* − A rating that indicates that 75% of all students passed the TAKS test in all required subject areas with acceptable completion and drop-out rates.

13. *SBEC* − State Board of Educator Certification; the Texas Board that determines the certification criteria for teachers and administrators.

14. Standard – "a rule or principle that is used as a basis for judgment" (Dictionary.com Unabridged, 2007).

15. *Student achievement/success* − Indicated through a rating of (1) Exemplary, (2) Recognized, (3) Academically Acceptable, or (4) Academically Unacceptable.

16. *TAKS test* − Texas Assessment of Knowledge and Skills (TAKS) criterion-referenced test, given each year to students starting in third grade, and ending in twelfth grade, to measure reading, math, and various subjects in Texas.

17. *TEA* − Texas Education Agency, which is a state education regulatory agency in Texas.

Summary

Understanding the relevance of the Educational Leadership Constituent Council (ELCC) preparation standards for district leadership was the foundation for this study. Texans, just like other Americans, are concerned about standards-based administrator preparation. Also, all stakeholders in Texas want educational leaders to be properly prepared to lead Texas school districts and to have a positive impact on student achievement. Although past research has considered the relevance of standards, this study focused on the development of a standards-based survey instrument and the establishment of the validity and reliability of that instrument.

This chapter provided an overview of the study, including historical background and purposes. Additionally, this chapter presented the problem statement and research questions, along with the delimitations and limitations. Assumptions were presented as a means to understand the focus of the study, and operational definitions were provided as a means to explain the major terms and variables used in this research.

In the next chapter, the researcher presents a review of the literature. The chapter also includes information on national and state K-12 educational leadership standards, as well as, a critique of previous studies pertaining to educational administration preparation.

CHAPTER TWO

Review of the Literature

Introduction

To examine preparation programs for accreditation, accrediting agencies have developed accrediting rubrics (Commission on Colleges of the Southern Association of Colleges and Schools, 2007) and foundations (e.g., Institution for Educational Leadership, 2001), and consortiums have developed national preparation standards. Independent state legislatures also have developed state standards for the preparation of school leaders that align with the state certification test for a school leader license (Panel on Principal Induction, 2000). In keeping with these efforts, some preparation programs have hired external evaluators to conduct external reviews (Cloud, Beckner, & Williamson, 2005), and some preparation program leaders have developed self-assessment measures as a means to ensure continuous improvement in the goal-based outcomes of their programs. Moreover, professors and researchers conduct program assessments either annually or once every few years. Finally, students of preparation programs, as part of their dissertation research, sometimes assess the quality in programs, based on the perceptions of alumni, current students, and/or supervisors of the graduates (Abernathy, 1997; Tobias, 1998).

Despite accreditation, national standards, state standards, external reviews, internal evaluation research, and dissertation research, there is a great deal of criticism of K-12 educational leadership programs (Murphy, 2006a). Concerns about public school academic success, school leader quality, and leadership preparation quality have resulted

in federal legislation, new standards, alternative preparation routes, calls for termination of the Doctor of Education (Ed.D.) degree, and retooling of educational leadership preparation programs (American Association of Colleges for Teacher Education, 2001; Bottoms & O'Neil, 2001; Levine, 2005; Murphy & Forsyth, 1999). If preparation programs are aligned to standards, are these standards relevant to practice?

This chapter contains six sections: (1) the first section examines the history of national and state standards for preparing K-12 school administration, including the American Association of School Administrator (AASA) standards, the Interstate School Leaders Licensure Consortium (ISLLC) standards, the Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership, and the Texas State Board of Educator Certification (SBEC) standards; (2) the second section critiques Levine's (2005) administrator preparation study; (3) the third section analyzes Coleman's (2003) standards and student achievement dissertation; (4) the fourth section reviews Tareilo's (2004) dissertation on standards and effective administrator preparation; (5) the fifth section evaluates Wooderson-Perzan's (2000) leadership style and student achievement dissertation; and (6) the final section provides a summary.

History of National and State Standards for Preparing K-12 School Administrators

National and state standards are needed to ensure the competency of K-12 school administrators. Several entities have been leaders in preparing school leaders and creating school leader standards. These entities are spread throughout the United States and are committed to excellence in educational leadership.

Particularly, the American Educational Research Association (AERA), established in 1916, is concerned with improving the educational process, (1) through inquiry related to education and evaluation and (2) through dissemination and the practical application of research results. AERA has approximately 25,000 members, representing disciplines such as education, psychology, statistics, sociology, history, economics, philosophy, anthology, and political science. AERA is a national research society to advance knowledge about education, to improve education, and to serve the public good. AERA commits to promoting diversity and inclusiveness while promoting social justice related to education.

Another significant leadership group, the University Council of Educational Administration (UCEA), a consortium of higher education institutions at research universities with doctoral programs in educational leadership and policy, has a dual or bicameral mission and is committed to advancing the preparation and practice of educational leaders for the benefit of schools and children. At home in Texas, the UCEA headquarters are located at the University of Texas in Austin.

UCEA focuses on the goal to advance understanding in all areas pertaining to educational administration by enhancing the research capabilities of participating institutions. Also, UCEA functions to develop better methods of instructions, new materials, and other approaches to bring about effective pre-service and staff development programs for all professionals in educational administration and leadership. The UCEA has goals to create effective pathways and networks for enhancing new understandings and effective methods among persons working to promote educational administrators.

UCEA was founded by 15 universities, the Kellogg Foundation, and the regional centers for educational administration. Additionally, UCEA is joined with several national networks and organizations focused on improving educational leadership. Finally, UCEA has purposed to promote, sponsor, and disseminate research of the problems of schooling and leadership practice; to improve the preparation and professional development of educational leaders and professors; and to influence local, state, and national policy.

A significant accrediting body, the National Council of Accreditation of Teacher Education (NCATE) is a non-profit, non-governmental alliance of 33 national professional education and public organizations. Created in 1954, NCATE's mission is to help establish high quality teacher, specialist, and administrator preparation through the process of professional accreditation of schools, colleges, and departments of education.

NCATE currently accredits 632 colleges of education with 78 more seeking NCATE accreditation, totaling 710 institutions. The United States Department of Education recognizes NCATE as an accrediting body, which assures those entering the field have been suitably prepared. Thirty-nine states have adopted or adapted NCATE units of standards as their own. The NCATE accreditation system is a voluntary peer review education unity.

More prominent and pertinent to this study, the American Association of School Administrators (AASA) (1993), created in 1865, developed eight standards that delineate the skills, competencies, performance goals, and knowledge bases needed for effective

superintendent leadership. These standards inform faculty members who are preparing and training aspiring superintendents. Table 1 displays the eight AASA standards.

Table 1

AASA Standards

Standard Number	Standard General Professional Standards for the Superintendency
Intro.	Effective superintendents should be able to demonstrate identified competencies and skills related to each of the eight standards. These standards have been validated based on extensive research and collaboration with superintendent practitioners, professors of educational administration, researchers, and other educational professionals. The knowledge and skill areas lend themselves to performance data that can be gathered from seminars, simulations, case studies, and other classroom or field-based learning methods.
1	Leadership and District Culture: Demonstrate executive leadership by developing a collective district vision; shape school culture and climate; provide purpose and direction for individuals and groups; demonstrate an understanding of international issues affecting education; formulate strategic plans, goals, and change efforts with staff and community; set priorities in the context of community, student and staff needs; serve as an articulate spokesperson for the welfare of all students in a multicultural context. (With 14 indicators)
2	Policy and Governance: Develop procedures for working with the board of education that define mutual expectations, working relationships and strategies for formulating district policy for external and internal programs; adjust local policy to state and federal requirements and constitutional provisions, standards, and regulatory applications; recognize and apply standards involving civil and criminal liabilities. (With 5 indicators)
3	Communications and Community Relations: Articulate district purpose and priorities to the community and mass media; request and respond to community feedback; and demonstrate consensus building and conflict mediation. Identify, track, and deal with issues. Formulate and carry out plans for internal and external communications. Exhibit an understanding of school districts as political systems by applying communication skills to strengthen community support; align constituencies in support of district priorities; build coalitions to gain financial and programmatic support; formulate democratic strategies for referenda; relate political initiatives to the welfare of children. (With 17 indicators)

(*table continues*)

Standard Number	Standard General Professional Standards for the Superintendency
4	Organizational Management: Exhibit an understanding of the school district as a system by defining processes for gathering, analyzing, and using data for decision making; manage the data flow; frame and solve problems; frame, develop priorities, and formulate solutions; assist others to form reasoned opinions; reach logical conclusions and make quality decisions to meet internal and external customer expectations; plan and schedule personal and organization work; establish procedures to regulate activities and projects; delegate and empower at appropriate organizational levels; secure and allocate human and material resources; develop and manage the district budget; maintain accurate fiscal records. (With 13 indicators)
5	Curriculum Planning and Development: Design curriculum and a strategic plan that enhance teaching and learning in multiple contexts; provide planning and future methods to anticipate occupational trends and their educational implications; identify taxonomies of instructional objectives and validation procedures for curricular units, using theories of cognitive development; align and sequence curriculum; use valid and reliable performance indicators and testing procedures to measure performance outcomes; and describe the proper use of computers and other learning and information technologies. (With 10 indicators)
6	Instructional Management: Exhibit knowledge of instructional management by implementing a system that includes research findings on learning and instructional strategies, instructional time, advanced electronic technologies, and resources to maximize student outcomes; describe and apply research and best practice on integrating curriculum and resources for multicultural sensitivity and assessment strategies to help all students achieve at high levels. (With 12 indicators)
7	Human Resources Management: Develop a staff evaluation and development system to improve the performance of all staff members; select appropriate models for supervision based on adult motivation research; identify alternative employee benefits packages; and describe and apply the legal requirements for personnel selection, development, retention, and dismissal. (With 9 indicators)
8	Values and Ethics of Leadership: Understand and model appropriate value systems, ethics and moral leadership; know the role of education in a democratic society; exhibit multicultural and ethnic understanding and related behavior; adapt educational programming to the needs of diverse constituencies; balance complex community demands in the best interest of the student; scan and monitor the environment for opportunities for staff and students; respond in an ethical and skillful way to the electronic and printed news media; and coordinate social agencies and human services to help each student grow and develop as a caring, informed citizen. (With 8 indicators)

Note: (American Association of School Administrators, 1993, pp. 6-11)

A number of groups have contributed their own standards, including the Interstate School Leaders Licensure Consortium's (ISLLC) six standards and the National Policy Board for Educational Administration's (NPBEA) seven Standards for Advanced Programs in Educational Leadership prepared by their Educational Leadership Constituent Council (ELCC). The legislature in Texas joined the standards movement and developed 10 standards under the State Board of Educator Certification (SBEC) required for the Superintendent Certificate in the Texas Administrative Code under Title 19, Part VII, Chapter 242, Rule §242.15 (Texas Administrative Code, 1999). Subsequently, aspiring superintendents must pass the Texas Examinations of Educator Standards (TExES™), consisting of three domains and 10 competencies. The histories of these organizations are presented below.

Interstate School Leaders Licensure Consortium (ISLLC)

Organized in the mid-1990s by NPBEA, and consisting of 24 states and professional organizations, ISLLC developed the first universal set of standards for K-12 leaders in 1996 (Council of Chief State School Officers [CCSSO], 1996). Over 40 states have adopted these ISLLC standards as the foundation for preparation programs, and the National Council for Accredited Teacher Education (NCATE) adopted them as the criteria for accrediting preparation programs. Each standard has a list of knowledge to be acquired by aspiring administrators, including dispositions and performances (Council of Chief State School Officers). Table 2 presents the six standards.

Table 2

ISLLC Standards

Standard Number	Standard
1	A school administrator is an education leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
2	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4	A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5	A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
6	A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context (Council of Chief State School Officers, 1996, pp. 10-21).

Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership

The National Policy Board for Educational Administration (NPBEA) developed common guidelines (standards) for educational leaders in 1995 for NCATE, who approved these ELCC standards in 1995 (National Policy Board for Educational Administration, 2002). Every five years, NCATE requires that the guidelines be revised.

Therefore, NPBEA revised the standards, now known as the 2002 Standards for Advanced Programs in Educational Leadership for Principals, Superintendents, Curriculum Directors, and Supervisors (National Policy Board for Educational Administration).

The NPBEA has rationalized the need for a revised edition of the standards. As never before, economic, demographic, social, technological, and structural factors have changed the world in which K-12 schools operate (National Policy Board for Educational Administration, 2002). A global economy has created transaction business across sovereign boundaries causing student levels of knowledge and cognition to meet not only national standards but international standards as well (Friedman, 2005). According to Carlo (2005), over 50% of public school children come from non-white ethic backgrounds such as African American, Hispanic, and Asian. Movements toward gender equity in the workforce and high divorce rates have changed the American family. Additionally, new technologies and new information have affected schools as never before (Carlo). Structurally, American law, such as *No Child Left Behind Act of 2001* (2002), has generated expectations that all students should succeed academically. Consequently, educational leaders are held accountable for student achievement for all students (National Policy Board for Educational Administration)

In 2000, the NCATE published the NCATE 2000 document, which delineates new requirements for accreditation. Under this new direction, NCATE calls for a more results oriented orientation. Preparation programs will now be assessed on how well graduates are prepared to perform in the workplace, rather than on the number courses offered or upon objectives enumerated in syllabi. During this time, due to the similarity

of standards, the ISLLC standards and the ELCC standards were combined into the new 2002 ELCC standards (National Policy Board for Educational Administration, 2002), as seen in Table 3.

Table 3

ELCC Standards

Standard Number	Standard
1	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.
2	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
3	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
4	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
5	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.
6	Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
7	Internship: The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit." (National Policy Board for Educational Administration, 2002, pp. 2-16)

State Board of Educator Certification (SBEC) Texas State Standards

Providing leadership in education, the Texas legislature formulated a law in the Texas Administrative Code to guide the superintendency role in public education (Texas Administrative Code, 1999). SBEC uses the 7 standards and 10 competencies, presented below, to certify superintendents and keep them accountable.

1. *Ethical leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner. Competency 001: Model integrity, fairness, and act in an ethical manner in decision-making activities in promotion of success for all students.

2. *Visionary leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the educational community. Competency 002: Shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

3. *Collaborative leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. Competency 003: Communicate and collaborate with families and community members,

respond to diverse community interests and needs, and mobilize community resources to ensure educational success for all students.

4. *Political leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. Competency 004: Respond to and influence the larger political, social, economic, legal, and cultural context, including working with the board of trustees, to achieve the district's educational vision.

5. *Instructional leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff. Competency 005: Facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources, and assessment; and promote the use of varied assessments to measure student performance.

6. *Facilitates effective curricular decision-making based on an understanding of pedagogy, curriculum design, cognitive development, learning processes, and child and adolescent growth and development* − Competency 006: Advocate, nurture, and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth. Competency 007: Implement a staff evaluation and development system to improve the performance of all staff members and select appropriate models for supervision and staff development.

7. *Organizational leadership standard* − Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. Competency 008: Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology use. Competency 009: Apply principles of leadership and management to the district's physical plant and support systems to ensure a safe and effective learning environment. Competency 010: Apply organizational, decision-making, and problem-solving skills to facilitate positive change in varied contexts (Texas Administrative Code, 1999).

In sum, several entities have created standards to guide the preparation of educational leaders. These entities include national groups and state agencies. In addition to generating standards for educational leaders, various researchers have investigated standards and educational leadership practice.

Administrator Preparation Research - Critique of Levine's (2005) Research

Conceptualization

Study. In Levine's (2005) national study, the major problem investigated was the quality of schools of education in terms of their preparation and development of school leaders. Levine was concerned with how well current programs "educate leaders for today's jobs and today's schools" (p. 12), which he determined using a 9-point evaluation template, described below. He stated that there is "no systematic research documenting the impact of school leadership programs on the achievement of children in the schools

and school systems that graduates of these programs lead" (p. 12). Thus, Levine examined the programs and their capacity to educate principals and superintendents in the necessary skills and knowledge.

Levine (2005) conducted his research with individuals in different positions, including deans, faculty, alumni (graduating in 1995 and 2000 only), and principals. The deans' survey was given to deans, chairs, and directors of education schools; the faculty survey was given to education school faculty; the alumni survey was given to education school alumni; and the principals' survey was given to school principals. Levine also collected data from 28 schools of education, generating 28 in-depth case studies. Additionally, he collected demographic data on the characteristics of education schools, the programs offered, and the degrees awarded, as well as examining doctoral dissertations for quantitative quality. Levine's research was supplemented by databases from other organizations and in an "effort to produce a candid assessment rooted in extensive data collection" (p. 7). Finally, the study took into account past research and drew upon the 35 plus years of Levine's personal experience in the field.

Comments. Levine's (2005) study's was a continuation of research that has taken place for half a century, which has analyzed the education of administrators (principals and superintendents). Due to the weaknesses in the preparation of school leaders, coupled with low student achievement, some districts are hiring non-educators to be their school leaders.

Theoretical Framework

As noted above, Levine (2005) used a 9-point template to judge the quality of school leadership programs in terms of the: (a) program's purpose, (b) curricular coherence, (c) curricular balance, (d) faculty composition, (e) admissions, (f) degrees, (g) research, (h) finances, and (i) assessment. A model or exemplary program was one that met all nine criteria. A strong program was one that met "most" of his criteria (Levine did not indicate the strong program criteria). An inadequate program, according to Levine, failed to achieve most of the criteria or had a fatal flaw, such as incompetent faculty.

Levine (2005) did not clearly state or list his research questions; however, one could infer that the research questions were as follows:

1. What were the rise (starting and growth) and decline (criticism) of school leadership programs?
2. What is the profile of school leadership programs?
3. What rating would educational leadership programs receive based on a 9-point criteria or set of standards?
4. What school leadership programs can serve as models for school leadership programs?
5. What were the prominent reasons that school leadership programs were rated as inadequate?
6. What were the perceptions of deans with regard to school leadership programs?

7. What were the perceptions of faculty with regard to school leadership programs?

8. What were the perceptions of principals with regard to school leadership programs?

9. What were the perceptions of alumni with regard to school leadership programs?

10. What do case studies of school leadership programs reveal about the quality of these programs?

11. What recommendations could be drawn from the survey data from deans, faculty, principals, and alumni, as well as the case studies, for improving school leadership programs?

12. What are some ways to improve the preparation of school leaders?

To address the inferred research questions, the relationship between the independent variables (history, profile, purpose, curriculum, faculty composition, admissions criteria, graduation standards, research quality, resources, continual self-assessment, perceptions, Carnegie classification, case studies, and expert opinion) and the one dependent variable of a quality indicator rating (model, strong, or inadequate) was analyzed. Table 4 depicts the six Carnegie Classification definitions and characteristics, used by Levine (2005).

Levine did not identify a conceptual framework, nor did he explicitly state hypotheses. An implied hypothesis was that nine criteria (purpose, curricular coherence, curricular balance, faculty composition, admission criteria, degrees, research, finances,

and assessment) can be used in the identification of quality preparation programs for K-12 school administrators.

Table 4

Carnegie Classification Definitions and Characteristics

Carnegie Classification	Definitions and Characteristics
Baccalaureate	Primarily engaged in undergraduate education, mostly non-liberal arts
General	Graduates less than 1% of U.S. school administrators
	268 schools of education
Baccalaureate Liberal Arts	Primarily engaged in undergraduate education, mostly liberal arts
	Graduates less than 1% of U.S. school administrators
	133 schools of education
Masters I Universities	467 schools of education, predominately regional public universities
	Award 40+ master's degrees per year
Masters II	Mostly private, tuition dependent colleges
	95 schools of education
	57% of all school administrators graduate from Masters I and II
Doctoral Extensive	138 schools of education; award 50+ doctoral degrees per year
Doctoral Intensive	90 schools of education; award at least 20 doctorates per year

Note: (Levine, 2005)

Comments. *Educating School Leaders* (Levine, 2005) did not contain research questions, hypotheses, or a list of variables. Levine provided an introduction and a

history of school leadership preparation programs then went into the results and conclusions of his study. Levine could perhaps have organized his study better by providing clear research questions, more succinct variables, and some research hypotheses.

Research Design

Study. The study was a non-experimental descriptive research project, using descriptive statistics and qualitative interview data. Levine (2005) developed four major survey instruments to elicit the perceptions of deans, faculty, principals, and alumni. The researcher also developed a questionnaire to collect institutional data. Finally, Levine utilized a case study method to obtain qualitative data from 28 schools of education. Teams comprised of academics and journalists conducted several day-long site visits to obtain a more in-depth understanding of the Schools of Education, including their histories, missions, program designs, admissions standards, graduation requirements, funding, and the characteristics of their student bodies, staffs, and administrations. Additionally, databases were used from the College Board, Graduate Record Examinations, Educational Testing Service, National Center for Educational Statistics, American Association for the Advancement of Sciences, National Council for the Advancement of Teacher Education, ProQuest Digital Dissertations (the University of Michigan dissertation archive only), and the annual Cooperative Institutional Research Program (CIRP) Freshman Survey conducted by the Higher Education Research Institute at University of California, Los Angeles. Using ProQuest Digital Dissertations, the research team randomly selected a sample of dissertation abstracts to judge the

quantitative quality. The team produced a demographic profile of Schools of Education by combining the deans' survey data with data collected by NCATE, categorized by Carnegie Classifications, geographic regions, domains (public or private), and school district size (small, medium, and large).

In regard to the quality of the data and the analyses, Levine (2005b) stated that the data would have response error/measurement error, coding error/recording error, coverage/non-coverage error, and non-response issues. As stated by Levine,

> Response error or measurement error means that the data obtained about a member of the population are incorrect. This can result from the population member providing incorrect data due to improper instructions, improperly designed forms or questionnaires, or unwillingness or inability on the part of the population member to provide the information. Several of the key variables in this survey are difficult to measure and thus are relatively prone to measurement error. For example, individuals do not always know the precise definition of alternative certification and may thus answer those questions based on their own definition. As is true of any multimodal survey, it is likely that the measurement errors associated with the different modalities are somewhat different. To the extent that certain types of individuals may be relatively more likely to respond by one mode compared with another (mail versus Internet), the multimodal approach may have reduced bias somewhat by encouraging broader participation. (p. 6)

Levine (2005b) also addressed coding error or recording error, followed by coverage error:

> With this type of error, correct data are obtained, but errors are made in coding or recording the data. In this survey, we used quality control and edit procedures throughout the survey process to reduce errors made by data entry personnel.
>
> [Coverage error] occurs when members of the population are not presented in a sample because they never had a change to be included in the sample. To the extent that lists of faculty published on Web sites and other documents failed to include all eligible faculty, this survey may be subject to under-coverage error. To the extent that ineligible faculty listed on web sites could not be distinguished and removed, some responses may have come from persons who were not in the population interest. (p. 6)

Finally, Levine (2005b) addressed non-response as a quality issue.

> Non-response occurs when people, who are selected to participate in a research study, fail to respond to the survey for one of several reasons including that they are unavailable or not interested in the subject. If there is a systematic difference between those who responded and those who did not respond to the survey, then the survey results are subject to non-response bias. Non-response causes an increase in variance, due to the decrease in the effective sample size, and may cause bias if the non-respondents and respondents differ with respect to the characteristics of interest. (p. 7)

Levine's (2005b) sample consisted of 641 (53%) deans randomly selected from a population of 1206. Using the 641 schools identified from the deans' survey, the Synovate ® Company, chosen by Levine to assist with the study, randomly selected 250 schools to participate in the faculty and alumni surveys. Levine explained his design as follows:

> This design, using a common sample of schools in all three surveys, would support matched analyses in which data from deans, faculty, and alumni from the same schools could be analyzed jointly. Such analysis could go beyond describing characteristics of programs and their outcomes to explore determinants of success in meeting their objectives. (p. 1)

The 250-school proportional sample included the number of known programs within each region. The following percentages of schools returned two or more faculty surveys: 24.8% of the schools selected from the Region titled East, 28.6% of the schools selected from the Midwest Region, 31.6% of the schools selected from the Region labeled South, and 14.9% of the schools selected from the Region in the West. Then, an equal number of programs were distributed by each size stratum (small, medium, and large) within each region.

The faculty portion of the study had 1,994 usable surveys returned out of a total of 5,469, yielding a 36.5% response rate. Using the 250 schools, Synovate® (employed by the researcher) mailed 15,468 alumni (with baccalaureate to a doctorate) a survey.

Synovate® received alumni information from 119 out of the 250 schools for the 1995 and 2000 years. Only 4,773 alumni returned surveys, yielding a 33.8% return rate.

For the principal population, Synovate® obtained a list of 105,000 national principals using a Market Data Retrieval database. Synovate® randomly selected 1,800 principals (1.7% of the total). A total of 742 principals returned the survey, yielding a 41.2% response rate. The researcher offered an incentive (a chance to win 1 of 5 DVD players) to respondents who returned their questionnaire by December 21, 2001.

Comments. Also, the design would have been better if the researcher had developed a separate superintendent survey along with the Principals' Survey and perhaps eliminated the Alumni Survey. This study was designed to evaluate the schools of education that prepare educational administrators not alumni from schools in general such as the Carnegie Classification from the Baccalaureate General and Baccalaureate Liberal Arts, which prepare only 1% of all U.S. administrators. The researcher's intent was to assess the principal and superintendent leadership programs but the researcher randomly selected alumni from undergraduate schools of education. The Alumni Survey generated data from all alumni, including bachelor level graduates, who would not be able to contribute experiential information on doctoral/master's degree level leadership preparation. Additionally, Levine (2005) could have randomly selected schools from the 600 national colleges/universities that offer graduate certificates, degrees, and/or coursework in educational administration and not used the list of 1206 schools of education that included all schools of education, some of which may not have had leadership doctoral preparation programs. For the Principals' Survey, the researcher

(Levine, 2005a) could have eliminated the sections about preparing teachers, including the questions:

9. How important is it that new teachers you hire are able to . . . ?
10. How well do you think schools of education prepare teachers to . . . ?
11. In your opinion, what is the best model for teacher preparation?
12. Principals hire teachers from a variety of preparation programs. We would like to know what type of programs you have hired from and which type of programs you prefer to hire from . . . ? (p. 14)

Instead, Levine could have used questions that focused only on preparing building-level administrators because this was an administrator preparation study not a teacher preparation study.

Additionally, the researcher could have obtained higher response rates. Levine (2005) should have sent reminder letters until a more desired response rate was obtained from all survey groups. For example, Levine could have sent reminder letters to the participant every week until a higher response rate was achieved. Although Levine used 1995 and 2000 as snapshot years, he could have used several more snapshot years to make his results more generalizable. In addition, Levine could have used only alumni from administrator preparation programs instead of using alumni that graduated from school of education, which included undergraduate alumni.

Findings and Discussion

Study. According to Levine (2005), the findings were "disappointing" (p. 13). He stated that, taken together, "educational administration programs are the weakest of all the programs at the nation's schools" (p. 13). Overall, based on the criteria for excellence applied to university-based school leadership programs, no School of Education met the criteria. Table 5 presents Levine's criteria.

Table 5

Levine's (2005) Criteria

Criterion Number	Criterion
1	Purpose: The program's purpose is explicit, focusing on the education of practicing school leaders; the goals reflect the needs of today's leaders, schools, and children; and the definition of success is tied to student learning in the schools administered by the graduates of the program.
2	Curricular coherence: The curriculum mirrors program purposes and goals. The curriculum is rigorous, coherent, and organized to teach the skills and knowledge needed by leaders at specific types of schools and at the various stages of their careers.
3	Curricular balance: The curriculum integrates the theory and practice of administration, balancing study in university classrooms and work in schools with successful practitioners.
4	Faculty composition: The faculty includes academics and practitioners, ideally the same individuals, who are expert[s] in school leadership, up to date in their field, intellectually productive, and firmly rooted in both the academy and the schools. Taken as a whole, the faculty's size and field expertise are aligned with the curriculum and student enrollment.
5	Admission: Admissions criteria are designed to recruit students with the capacity and motivation to become successful school leaders.
6	Degrees: Graduation standards are high and the degrees awarded are appropriate for the profession.
7	Research: Research carried out in the program is of high quality, driven by practice, and useful to practitioners and/or policy makers.
8	Finances: Resources are adequate to support the program.
9	Assessment: The program engages in continuing self-assessment and improvement of its performances. (Levine, 2005, p. 2)

Despite the lack of clear school missions and systematic self-assessment, Levine (2005) was able to enumerate six prominent leadership program findings, based on descriptive statistics. First, schools of education had curricula "disconnected from the

needs of leaders and their school" (p. 23). Second, the schools of education had the lowest admission standards among American graduate schools. Third, schools of education had a professoriate ill equipped to educate school leaders. Fourth, schools of education paid insufficient attention to clinical experiences and mentorships for future successful practitioners. Fifth, schools of education awarded inappropriate degrees in terms of the needs of today's K-12 schools and K-12 school leaders. Sixth, schools of education produced research that was detached from practice and their programs received insufficient resources.

The results showed that 90% of the statements were rated good to excellent and only 10% were rated fair to poor (however, only 50 % of the respondents were categorized as administrators). Levine (2005) used low respondent percentages on some items, including 40%, 41%, 30%, 38%, 35%, and 31%, to support his claim that schools of education had an irrelevant curriculum. Levine also appears to have cited one professor out of 28 case studies (3.57%) to declare, "Educational administration programs around the country lack rigor and fail to focus on the core business of the schools—learning and teaching" (p. 30). Levine continued to make conclusions based on single cases to support his findings, illustrated by such statements as, "a dean" (p. 32), "one student" (p. 33), "a professor" (pp. 34-35), "the dean" (p. 34), "a nationally renowned professor" (p. 34), and "a senior university administrator" (p. 35). Single person statements appeared to be used to make broad generalizations or conclusions.

In conclusion, Levine (2005) offered two cautions. The first was:

> The classes [Schools of Education sorted by Carnegie classification] should be viewed as composites, meaning no school of education in any of the six categories can be expected to mirror all of the characteristics of the schools in its class. Second, neither the strengths nor the weaknesses discovered in the course of this

> research regarding a specific class of education school can be ascribed to any particular school within the class. (p. 76)

Before offering recommendations for future research, Levine (2005) stated, "there is no systematic research documenting the impact of school leadership programs on the achievement of children in the schools and school systems that graduates of the programs lead" (p. 12). Levine added,

> The ultimate measure of program success would be student achievement in the school led by program graduates. Toward this end, continuous assessment and research would be integral to the program, so that research would drive practice and practice would fuel research. (p. 62)

Finally, Levine (2005) presented six recommendations:

> 1. School systems, municipalities, and states must find alternatives to salary scales that grant raises merely for accumulating credits and degrees.
> 2. Universities must champion high standards for education schools and their leadership programs by embracing financial practices that strengthen those programs.
> 3. Weak programs should be strengthened or closed.
> 4. The current grab bag of courses that constitutes preparation for a career in educational leadership must give way to a relevant and challenging curriculum designed to prepare effective school leaders. A new degree, the Master's in Educational Administration, should be developed.
> 5. The doctor of education degree (Ed.D.) in school leadership should be eliminated.
> 6. The doctor of philosophy degree (Ph.D.) in school leadership should be reserved for preparing researchers. (pp. 63-67)

According to Levine (2005), preparation programs have failed to establish quality controls and traditional educational administration programs have not prepared school leaders for their jobs. He added: "It would be best if education schools and their preparation programs took the lead in bringing about improvements" (p. 69).

Comments. Overall, Levine (2005) appears in some places, to have used inappropriate data (low response rates, low response percentages, weak sampling,

inappropriate samples, and only individual comments from case studies) to draw conclusions for some of his findings. However, as a caveat, Levine reiterated that "judgment does not pertain to individual schools or programs" (p. 48). Although Levine could be criticized in some areas of his study, he has become the catalyst for many preparation program changes. Despite a few possible weaknesses, Levine's research has stimulated many organizations and groups such as The Carnegie Foundation for the Advancement of Teaching to study leadership programs and generate transformation in these preparation programs. Because of Levine's research, The Carnegie Foundation for the Advancement of Teaching and the Council of Academic Deans in Research Education Institutions (CADREI) have launched the Carnegie Project on the Education Doctorate (CPED), an effort to reclaim the education doctorate and transform it into the degree of choice for the next generation of school leaders (Imig, 2006). Also, the Carnegie Foundation has created the Carnegie Initiative on the Doctorate (CID), a group committed to deliberating about the purposes and desired outcomes of doctoral programs (The Carnegie Foundation for the Advancement of Teaching, 2007). Levine has caused the National Council of Professor of Educational Administration to begin a series of publications aimed to address leadership and the educational administration curriculum (Berry & Beach, 2006). Additionally, The Carnegie Foundation has published a collection of essays based on the development of students as stewards of doctoral education (Golde & Walker, 2006). Regardless of Levine's methodology or conclusion, he has impacted school leadership preparation programs and gained the attention of educational leadership practitioners, professors, concerned foundations, and educational leadership students.

Summary

Study. Overall, Levine (2005) chose a relevant topic in order to make significant contributions to administrator preparation program quality. As one of the major strengths of the study, Levine drew upon results where there were high percentage group response rates to make some valid conclusions: "Education schools and their leaders continue to deny problems and resist improvement. In this study, eight out of 10 (80%) educational deans with programs to educate principals (86%) and superintendents (83%) rated them as good to excellent (Deans Study)" (p. 68). However, some of Levine's other data do not appear to correlate with these very positive ratings.

Comments. In sum, this study was very valuable for starting discussions and stimulating program changes nationally. The study could have been more valid, reliable, and generalizable if Levine had eliminated the alumni survey and, instead, used a superintendent survey. The alumni survey may have used too many responses from non-administrator respondents to make value judgments about preparation programs.

Standards and Student Achievement – Critique of Coleman's (2003) Dissertation

Conceptualization

Study. The purpose of Coleman's (2003) dissertation study was to determine the congruence between the superintendents' ideal versus actual behaviors, as well as school board presidents' expected versus perceived behaviors of the superintendent. Such congruence was based on eight SBEC superintendent certification standards in Texas. Coleman also was interested in determining whether this relationship had an impact on

student achievement. Stated differently, the problem was to discover whether congruence existed between the superintendents' ideal and actual roles and the school board presidents' expected and perceived roles of the superintendent, and then to determine whether the relationship had an impact upon district ratings.

Comments. Because the study was completed four years ago, the results are relatively current. The relevance of Coleman's (2003) study lies in its determination of congruence between perceptions of superintendents and school board members and district ratings of student achievement. In other words, this study explored the congruence between superintendent and board presidents' perceptions and how these perceptions affect student learning.

Theoretical Framework

Study. Figure 1 presents the relationship between superintendents and school board members, as well as how this relationship affects student achievement.

This framework served as the foundation for this study by demonstrating how the relationships between the superintendents and school board members, in regard to the role of the superintendent, might affect student achievement. Incongruence between any aspects of the superintendent/board relationship could have consequences for student achievement in the form of lower or higher district ratings of student achievement. According to Coleman (2003), "the model demonstrates how these relationships must work together to provide student achievement" (p. 8).

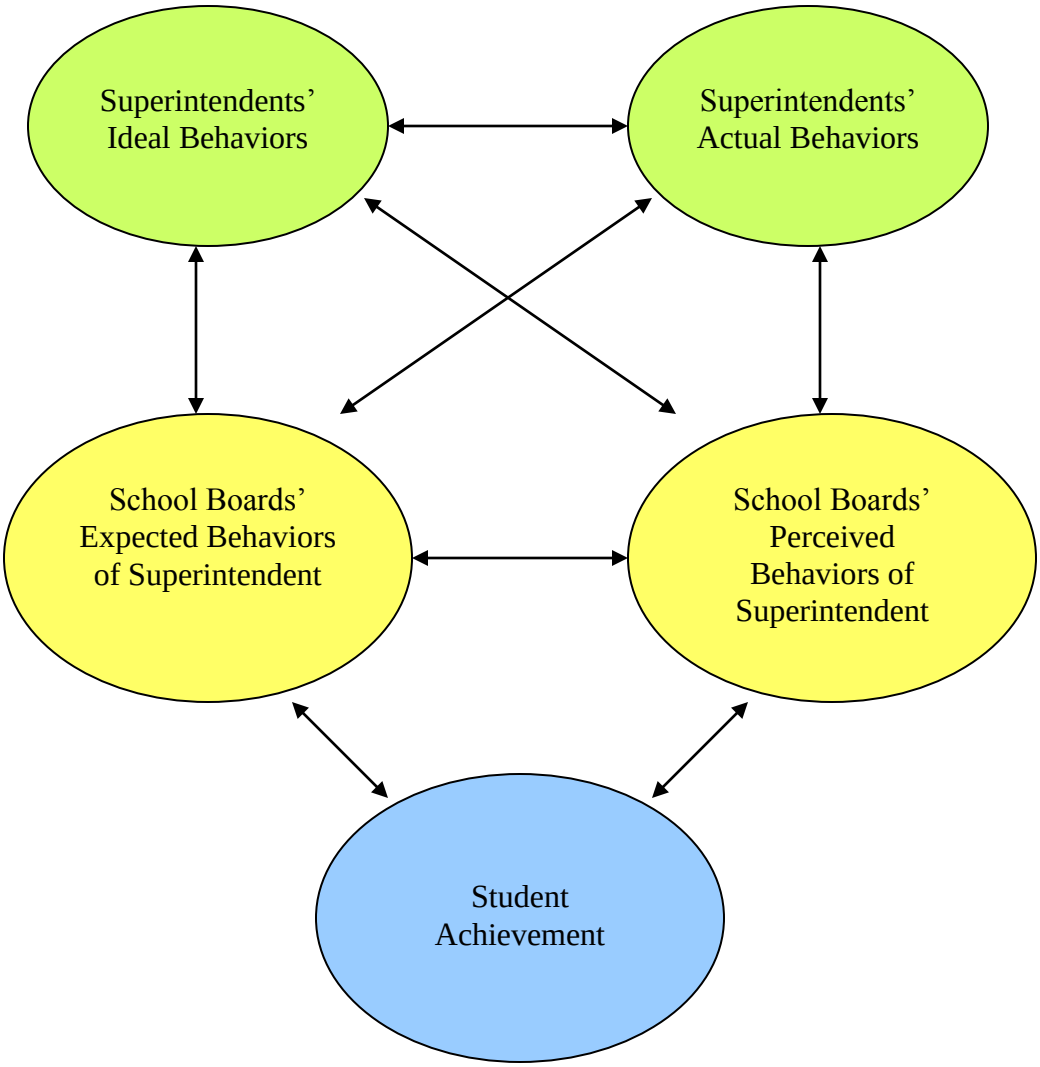

Figure 1. Relationships between superintendents and school board members and the effect on student achievement

Within this framework, Coleman (2003) developed the following six research questions to guide the study:

1. Is there a significant difference or relationship between the amount of congruence between superintendents' actual behaviors and the superintendents' ideal behaviors and district ratings?
2. Is there a statistically significant difference or relationship between the amount of congruence between the school board members' perceived behaviors of

> superintendents and their expected behaviors of superintendent and district ratings?
>
> 3. Is there a statistically significant difference or relationship between the amount of congruence between the superintendents' actual behavior and the school board's perceived behaviors of superintendents and district ratings?
>
> 4. Is there a statistically significant difference or relationship between the amount of congruence between superintendents' ideal behaviors and the school boards' expected behaviors of superintendents and district ratings?
>
> 5. Is there a statistically significant difference or relationship between the amount of congruence between superintendents' actual behaviors and the school boards' expected behaviors of superintendent and district ratings?
>
> 6. Is there a statistically significant difference or relationship between the amount of congruence between superintendents' ideal behaviors and the school boards' perceived behaviors of the superintendents and district ratings? (p. 8)

Although Coleman (2003) did not list any hypotheses, he did list his variables. The independent variable was the incongruence of superintendent and school board perceptions, and the dependent variable was student achievement.

Comments. Coleman's (2003) research questions concerned significant differences in perceptions and the relationship of these differences. These questions can serve as a model for considering significant differences with relevant outcome or student success variables.

Research Design

Study. Coleman (2003) did a descriptive, correlation study. He accounted for extraneous variables, such as years of experience and type of district (rural, urban, or suburban). Additionally, Coleman mentioned, in the delimitations and limitations section, that few extraneous variables were addressed.

The researcher identified respondents using the Texas Education Agency (TEA) and the Texas Association of School Boards (TASB), choosing 189 out of 1042 Texas

superintendent/school board teams (18%) that served together for a period of three or more years (Coleman, 2003). The researcher created a survey instrument based on the eight SBEC superintendents certification standards, which he used to measure the superintendents' and school board members' perceptions of ideal versus actual and expected versus perceived superintendent roles and behaviors.

The validation process established 76 survey items. Of these, 71 used a 5-point Likert-type scale, asking the superintendents and school board members to rate each of the descriptors on a scale in which 1 = no importance to 5 = most important (Coleman, 2003). The next three questions were short-answer and asked for district name, years of experience, and size. The last two questions, which were open-ended, asked respondents how they felt about the importance of the congruence between superintendents' and school board presidents' perceptions of the role of the superintendent and how the agreement (congruence) or disagreement (incongruence) of role perceptions affected student achievement. These last two questions also provided any other descriptors that the respondents felt were important.

Coleman (2003) established validity by allowing doctoral students and one professor at Sam Houston State University to examine the survey instrument. Based on their feedback, modifications were made to the survey instrument. The researcher assumed that reliability was established by the experts who generated the eight SBEC standards for superintendent certification. Therefore, to some extent, the researcher addressed the validity and reliability issues.

The results of the study were only generalizable to superintendent/school board teams that were together for three or more years. Due to the fact that the sample

represented only 18% of the population, the results could not be generalized to the entire population of Texas superintendent/board teams with three or more years together as teams. One could assume that, when superintendent/board teams are together for fewer than three years, there might be greater incongruence between superintendent and board president perceptions of the superintendent's role, which could, in turn, affect student achievement in a negative way.

Comments. Further research is needed to confirm or disconfirm the findings in this study.

Findings and Discussion

Study. To analyze the data, the investigator used a one-way analysis of variance (ANOVA) for each question (Coleman, 2003). To correct for the alpha inflation, the researcher chose the Bonferroni correction technique, which is used when a researcher utilizes repeated tests with the same dataset. This procedure divides the alpha (.05) by the number of tests used. For instance, if five distinct tests are used within the same set of data, the alpha .05 is divided by 5, which equals .01, therefore, using .01 for significance. According to Coleman:

> An independent samples t-test reported the results of the data concerning superintendents' ideal/actual behaviors and the board members' expected/perceived behaviors of the superintendent relating to each of the eight superintendent standards and their descriptors. A correlation test determined if a relationship exists between these factors that are significant to impacting student achievement. (p. 45)

Additionally, Pearson product-moment coefficient of correlation was used (Coleman, 2003). The correlation tests revealed that nearly all superintendents' and

school board presidents' responses were similar ($p < .01$). For research question 1, statistical analysis revealed a significant difference between superintendents' ideal and actual responses to the survey questions. When superintendent/board perceptions were paired from the same district, analysis revealed a significant difference when comparing superintendents' ideal/actual responses and a correlation of these incongruent scores with district ratings. The findings indicated an inverse relationship between the mean responses; when the districts' student success mean ratings got higher, the mean congruency scores calculated from the 189 Texas superintendents' 71 ideal and actual behavior responses were lower.

The analysis of research question 2 revealed a statistically significant difference between the 189 board presidents' perceptions concerning their expected and perceived roles of their superintendents (Coleman, 2003). This same analysis was conducted on superintendent/board perceptions from paired districts, but revealed no significant difference. The board presidents' perceptions were inversely proportional to those of the superintendents' perceptions from the same district.

The analysis of research question 3 yielded no statistically significant differences between superintendents' actual and school board presidents' perceived roles of the superintendent (Coleman, 2003). There was a statistically significant difference, however, between district ratings of student achievement. Additionally, the analysis of research question 4 resulted in no statistically significant differences, except between paired respondents' ratings and district ratings of student achievement.

The analysis of research question 5 resulted in statistically significant differences between the superintendents' actual and the school board presidents' expected roles of

the superintendent, as well as statistically significant differences between these respondents' ratings with district ratings (Coleman, 2003).

The analysis of research question 6 revealed statistically significant differences between superintendents' ideal responses and the school board presidents' perceived responses in the overall sample population (Coleman, 2003). Additionally, a statistically significant difference was found between paired district respondents' ratings and their district ratings.

Three conclusions can be drawn from the findings in Coleman's (2003) study. First, there was a strong correlation between the responses of the superintendents and of school board presidents ($p < .01$) for each superintendent standard and the descriptors. Second, there was a statistically significant difference between the ideal versus actual responses of the superintendents and the expected versus perceived responses of the school board presidents. Third, both the superintendent and the school board president answered the survey questionnaire similarly.

There are implications that relate to pre-Kindergarten though 12th grade institutions, as well as to university preparation programs for educational leadership as a result of this study (Coleman, 2003). The results imply that the relationship between superintendents and their school board presidents may have a direct impact on student achievement. There were incongruences between the superintendents and the school board presidents in regard to the role that the superintendents should play within their districts. It would appear that board presidents and superintendents must become clearer about the role of the superintendent. Superintendents and board presidents have different ideas regarding the ideal and the actual role of the superintendent. However, the more

the school board presidents saw the superintendents performing their ideal roles or the standards, the higher the district ratings tended to be. In other words, the more important the standards, as viewed by the school board, the higher the district rating, but only for research question 2.

For all other research questions, the higher the district ratings tended to be, the lower the mean scores of the respondents (Coleman, 2003). This implied that superintendent standards do not have a significant impact on the expected or actual role of the superintendent within these districts in Texas. Further, the perceptions between the superintendents and school board presidents do have an impact on districts rated "Exemplary," more so than on those rated less than "Exemplary."

Coleman's (2003) findings have significant implications for school leadership, specifically which a problem exists in regard to the congruence of the perceptions between superintendents and school board presidents. Those serving as current superintendents or board presidents, as well as future superintendents and board presidents, should be aware that there may be a lack of congruence in role perceptions and/or perceptions with regard to standards and/or responsibilities. They should find a way to make the ideal and expected roles of the superintendent more understood. Any ideal role of the superintendent should be related to student achievement in the writer's opinion. Coleman suggested that district leadership teams should be evaluated by external investigators to determine the level of congruence pertaining to the ideal and expected roles of superintendents.

Coleman's (2003) study also generated implications for university preparation programs in educational leadership. Aspiring superintendents should understand the

superintendent/board relationship and have ideas about how to strengthen this relationship. Additionally, preparation programs should instruct superintendent aspirants on how to communicate their roles to their boards. Superintendent preparation programs also should allow students to experience real-life political board interactions. Superintendent and aspiring superintendents must have the ability to be/become aware, reflective, and self-critical to improve their performance and improve student achievement.

Coleman (2003) provided several recommendations for future research. First, he called for the replication of the study to provide more evidence about the topic. He stated that studies should be conducted to identify superintendents who show no difference in regard to their perceptions of the ideal and the actual roles of the superintendent. Likewise, Coleman said that a study should be conducted to identify school board presidents who perceive no difference between the boards' expected and perceived roles of the superintendent. Coleman suggested that these studies could then look at student achievement data as well to see the relationships with role perceptions. Overall, Coleman recommended that future studies search for variables that lead to student achievement.

Comments. Coleman's (2003) study had a valid survey instrument with established reliability, but further research is needed to support the findings of this research. Other research could use the descriptors of this study, based on the SBEC Superintendent standards, to probe the perceptions of superintendents and/or school board members relative to student achievement.

Summary

Study. Coleman's (2003) research contributes to the body of knowledge pertaining to standards, perceptions, and student achievement data as they pertain to the role of superintendents. As such, the dialogue on superintendent standards, actual superintendent behaviors on-the-job, and student achievement continues. Superintendents must receive state certification based on state standards and state licensing test to become certified to be a superintendent. Once certified and holding the position, superintendents are ultimately responsible for student achievement. Continued investigation into superintendent standards, superintendent preparation, and student achievement could help state departments, national standards, state standards, preparation programs, preparation professors, aspiring administrators, current administrators, and school board members. A replication of Coleman's (2003) study could be used as a model to enrich the limited research available on superintendents' perceptions as to the relevance of national standards.

Standards and Effective Preparation - Critique of Tareilo's (2004) Dissertation

Conceptualization

Study. Tareilo (2004) examined the effectiveness of principal preparation programs in developing successful school leaders, using the ISLLC standards. The researcher also investigated the relevancy of the coursework and the instructional design of these programs. Tareilo surveyed professors and acting campus administrators to determine the congruence of their perceptions regarding the importance of preparation

coursework. The coursework in principal preparation programs were then rank-ordered, based on perceived importance.

Throughout the research, Tareilo (2004) stated his purpose in various ways, including: (a) to determine common components found in principal preparation designs that create successful school leaders, (b) to provide information regarding the effectiveness of principal preparation programs as a means to generate discussions, (c) to examine program coursework, (d) to offer suggestions for improving school administrator preparation, (e) to explore the practices of professors and principals, with the intent of improving preparation programs that train candidates for the principalship, (f) to determine the trends and practices found in current preparation programs as a means to assist practitioners with the development of preparation programs designed to create effective educational leaders, (f) to examine the beliefs of professors and principals concerning principal preparation programs to find the meaning of effective leadership, and (g) to examine the experiences of beginning administrators and university personnel directly involved in the preparation of new administrative leaders. According to Tareilo, "the preparation and readiness of campus principals were the core issues of this study" (p. 84).

Comments. Superintendents should be surveyed to determine their beliefs about the on-the-job relevancy of the coursework for certification and terminal degrees.

Theoretical Framework

Study. Tareilo's (2004) study was guided by two research questions. The first research question was: "Is there a significant difference between the beliefs of campus

principals and college professors concerning leadership components found in principal preparation programs?" (p. 4). "Research question one was developed to examine concepts associated with successful leadership from practitioners in the field of education" (p. 72).

The second research question was: "To what degree did the ranking of five identified course components found in educational leadership programs differ between college professors and school administrators?" (p. 4).

Tareilo (2004) did not list any hypotheses or variables. However, the independent variables were clear and included six constructs of the ISLLC standards: vision, climate, organizational management, community, ethical leadership, and communication. These standards were broken into 30 statements upon which eight of the 30 statements were generated to elicit perceptions based on the responding administrator's experience, such as:

> The program design is based on the ISLLC standards; the program coursework is relevant to current leadership issues facing today's principals; the program content is based on theory; the program design is based on the application of educational theories; training in effective leadership practices are a part of the program design; the faculty has opportunities for continued professional development; the program is assessed regularly; and the program is effective in preparing school leaders. (p. 105)

There were also five course components that were being rated, designated as "Leadership Courses, Theoretical Framework, Opportunities for Application of Skills, Instructional Program, and Internship" (Tareilo, 2004, p. 105). The dependent variables were perceptions/beliefs of principals and professors, which were rated on a 4-point Likert-type scale (1 = strongly disagree, 4 = strongly agree) and rankings of course

components, which were rated on a 5-point Likert-type scale (1 = least important, 5 = most important).

Research Design

Study. The researcher employed a quantitative, descriptive research method to gather the data for statistical analysis (Tareilo, 2004). Data were analyzed and used to explain the use of the ISSLC standards, to describe perceptions concerning current principal preparation programs, and to recommend suggestions for improving these programs.

The researcher accounted for extraneous variables (Tareilo, 2004). The extraneous variables for the administrator were years in the field of education, years of experience as an administrator, and gender. The extraneous variables for the professors were years in the field of education, years at the university level, and gender.

Two main groups participated in the research study (Tareilo, 2004). Using a table of random numbers, participants were chosen, resulting in a sample of 500 principals and 500 professors. Colleges and universities throughout the United States that offered a principal preparation program were located using a 2003 directory published by the National Council of Professors of Educational Administration. The researcher identified 147 programs to use for the research. Of the 147 principal preparation programs, 35 programs had five or fewer professors (the researcher surveyed two professors from each of the 35 programs), 65 schools had between six and 10 professors (the researcher surveyed three professors from each of the 65 programs), 42 of the universities had 11 to 20 faculty members (the researcher surveyed 4 professors from each of the 42 programs),

and five programs had 21+ professors (the researcher surveyed five professors from each the five programs, plus an additional 42 professors), for a total sample of 500, representing 36% of the professors from a population of 1,374.

To select principals for the study, the researcher generated two randomly selected lists from Market Data Research Corporation and the National Association of Secondary School Principals (Tareilo, 2004). The two lists, each with 500 names, were combined. Then, Tareilo randomly selected 500 principals from the list of 1000. These sampling procedures contributed to the generalizability of the results and conclusions of the investigation.

To collect data in regard to the effectiveness of principal preparation programs, Tareilo (2004) generated a survey to gather perceptions of principals and professors regarding program design, to rank factors common in preparation programs, and to use the ISLLC standards "to create an effective preparation program for aspiring campus leaders" (p. 29). The researcher also addressed questionnaire content validity and construct validity. For content validity, Tareilo created five descriptive statements for each of the ISLLC performance statements. Verbal logic matrices were utilized to support the descriptive constructs derived from the performance statements.

To establish construct validity with respect to his questionnaire, 10 professors and 10 practicing administrators completed a pilot test (Tareilo, 2004). Upon completion of the pilot study, Tareilo refined the survey instrument. Factor analysis confirmed that the survey instrument represented the ISLCC standards. Based on the pilot study, the researcher reduced the survey to a 30-item instrument.

Findings and Discussion

Study. Data included demographic information concerning the respondents, ranking of agreement concerning performance statements based on the ISLLC standards, and ranking of the importance of coursework associated with principal preparation courses (Tareilo, 2004). Tareilo analyzed the data using the Statistical Package for Social Sciences (SPSS). The two research questions were analyzed with an ANOVA and factor analysis.

For the first research question, there were five significant findings (Tareilo, 2004). Based on the analysis of data, the researcher found a significant difference between the perception of principals and professors in three of the five statements regarding vision. In other words, principals and professors significantly disagreed on the importance of vision. Next, Tareilo found a significant difference in beliefs between principals and professors pertaining to whether all members of the community should be valued and whether diversity is an essential part of a learning environment. Based on this component of the national ISSLC standards, disagreement meant that the standards, preparation, and practice might be misaligned. The results revealed that professors and principals agreed on the need for community involvement, community relations, and the ability to communicate the school's vision to the community. However, there was a significant difference between professors and principals concerning how to use community resources and how a community partnership supports the vision of school.

Professors and principals agreed with several statements concerning ethical leadership (Tareilo, 2004). However, significant differences were noted on statements concerning how ethical leaders were role models and how ethical leaders treated all

stakeholders with respect and in a dignified manner. Additionally, professors and principals agreed on statements regarding communication, except for the descriptor relating to open communication strategies moving from the school setting to the community setting. This disagreement could affect the training of principals and lead to ineffective preparation for communication moving to the community.

For the second research question, there also were five significant findings (Tareilo, 2004). First, professors ranked Theoretical Framework as the least important instructional component in preparation programs. Second, both professors and principals ranked the basic Instructional Design of the educational leadership program as "unimportant." Third, both principals and professors ranked the construct of Leadership as "important." Fourth, professors ranked Internship as "somewhat important," while, fifth, administrators ranked Internship as "most important."

Additionally, factor analysis revealed two findings (Tareilo, 2004). Only four (the researcher does not delineate which four) of the six ISLLC constructs were important in preparation programs. Further analysis indicated that the four constructs could be loaded into one domain called effective leadership. A second domain could be loaded into the concept of ethics. For the domain of effective leadership, Tareilo stated:

> When colleges and universities adopted the ISLLC standards for the preparation and licensure of school administrators, they also accepted the belief that six principles were the guiding force in the development of successful school leaders. The results of this study indicate that while six elements are present in the preparation of principals, they are not individual or separate from each other. In fact, they are equally dependent and compose only one needed outlook for the preparation of principals: fostering and development of skills and practices associate with the definition of an effective leader. (p. 82)

Additionally, the results indicated college professors and principals believe that there is more to be considered in preparation quality than standards or common practices.

Tareilo (2004) provided five recommendations for further research:

> 1. Continued research is needed regarding the effectiveness and appropriateness of the coursework and curricular design of university programs in educational leadership. Coursework should be established around the needs of the 21st century schools where 21st century . . . educational leaders. Continued assessment of the relevancy of the current coursework found in educational leadership programs would assist future researchers in determining the importance of the curricular design of the program
> 2. A study in the acquisition of relevant professional development for university professors relating to the current needs of school administrators should be undertaken and explored.
> 3. The collaboration of school districts and university programs should be investigated with the intent to graduate principals focused on school and student achievements.
> 4. Universities should assess the intent and purposefulness of their internship program.
> 5. Additional research into operationally defining the performance indicators found in the ISLLC standards would lead to open dialogue concerning the licensure of qualified candidates in preparation programs. (pp. 87-89)

Summary

Study. The results of this study indicated that the beliefs and practices of college professors and campus principals differ concerning the leadership components found in principal preparation programs (Tareilo, 2004). The results also demonstrated that professors and principals ranked identified coursework differently, based on their personal experiences with principal preparation programs.

The most significant differences surfaced in the areas of vision and climate, in which there were differences on three out of five statements (Tareilo, 2004). The least significant differences were seen in the areas of organizational management and communication, with one disagreement out of five. In the middle, the areas of community and ethical leadership reported two out of five disagreements. For the purposes of this research study, the researcher used a pilot study, seeking the perceptions

of current practicing superintendents in Texas to further establish instrument validity by completing the survey, giving suggestions, and recording the time to complete category. Also, the researcher used factor analysis, like Tareilo, to establish construct validity and reliability.

Leadership Style and Student Achievement - Critique of Wooderson-Perzan's (2000) Dissertation

Conceptualization

Study. Wooderson-Perzan (2000) examined the relationship between superintendent leadership styles (transformational or transactional) and student achievement, accounting for chosen financial and demographic factors in Texas school districts. The purpose of the study was to determine the relationship between the leadership styles of superintendents and student achievement and the relationship between student achievement and 11 financial/district factors in selected districts in Texas.

Theoretical Framework

Study. Participants included 207 superintendents and 464 principals who completed the 12 subscales of the Multifactor Leadership Questionnaire (MLQ) (Wooderson-Perzan, 2000). Student achievement data included Texas Assessment of Academic Skills (TAAS) scores in reading and mathematics, which were compiled from more than 416,000 students, and 11 financial and demographic factors were calculated for 207 school districts.

The four research questions were:

> 1. What is the relationship between superintendents' leadership style and student achievement, as evidenced by the Academic Excellence Indicator System (AEIS) district ratings of exemplary, recognized, and academically acceptable?
> 2. What is the relationship between superintendents' leadership style and student achievement, as measured by district TAAS scores in reading, writing, and mathematics?
> 3. What is the relationship between superintendents' leadership style and 11 district financial and demographic factors: (a) economically disadvantaged student percentage; (b) limited English proficient (LEP) student percentage; (c) minority population percentage; (d) special education student percentage; (e) gifted and talented student percentage; (f) career and technology student percentage; (g) per pupil cost of instruction; (h) percentage of operating expenditures spent on instruction; (i) percentage of operating expenditures spent on cocurricular/extracurricular activities; (j) amount of local tax value per pupil in the district; and (k) student/teacher ratio in the district?
> 4. What is the relationship between student achievement, as evidenced by district TAAS scores in reading, writing, and mathematics, and the 11 financial and demographic factors? (Wooderson-Perzan, 2004, p. 8)

Although Wooderson-Perzan (2000) did not state any hypotheses, the researcher defined the independent variable, superintendents' leadership style, and the dependent variable, student achievement, defined as AEIS rating and TAAS scores.

Research Design

Study. Wooderson-Perzan (2000) chose a non-experimental ex-post facto, correlational research design to determine the relationship between leadership style (MLQ score) and student achievement, accounting for 11 other variables. The researcher controlled for the extraneous variables of: (a) economically disadvantaged student percentage, (b) limited English proficient (LEP) student percentage, (c) minority population percentage, (d) special education student percentage, (e) gifted and talented student percentage, (f) career and technology student percentage, (g) per pupil cost of instruction, (h) percentage of operating expenditures spent on instruction, (i) percentage

of operating expenditures spend on cocurricular/extracurricular activities, (j) amount of local tax value per pupil in the district, and (k) student/teacher ratio in the district.

Reliability and validity were previously established by Howell and Avolio (1993), when they developed the MLQ, and again by Bass and Avolio (1995), when they revised the MLQ. Bass and Avolio established reliabilities, which ranged from .74 to .94, based on nine previous studies and a total sample equaling 2080. Construct validity was established in Bass and Avolio by utilizing a chi-square test of differences and a linear structural model. Additionally, validity was established by utilizing least squares, estimates of maximum likelihood, and a goodness of fit index.

A proportional random sample of Texas school districts in each of the three rating categories of exemplary, recognized, and academically acceptable was selected for study (Wooderson-Perzan, 2000). Out of 1100 school districts in Texas, 417 were randomly selected, including 50 exemplary, 154 recognized, and 213 acceptable districts. Thus, the results could be considered generalizable to the population.

The superintendents completed a demographic section. A maximum of three principals from each district rated the superintendents as transactional or transformational. Then the MLQ score was computed.

Comments. The researcher could have improved this study by having the superintendents complete the MLQ survey. Then, the researcher could have compared the ratings of the principals with the ratings of the superintendents to determine the differences between their perceptions.

Findings and Discussion

Study. ANOVA was used to analyze the date for the first research question (Wooderson-Perzan, 2000). For the second research question, multivariate regression analysis was used to determine whether the independent variable had a significant effect on district test scores (TAAS) in Texas school districts.

For the third research question, a multiple regression analysis was used to determine the correlation between each individual MLQ score and the 11 demographic/financial factors (Wooderson-Perzan, 2000). Additionally, a stepwise regression analysis was used to determine the significant demographic/financial predictors of the significant MLQ scores.

To answer the fourth question, a multiple stepwise regression analysis was used to explore the relationship between TAAS scores and financial/demographic factors (Wooderson-Perzan, 2000).

The first research question attempted to determine the differences in superintendents' leadership styles and student achievement, as measured by the Academic Excellence Indicator System (AEIS) ratings of exemplary, recognized, and academically acceptable (Wooderson-Perzan, 2000). Twelve analyses of variance were conducted for the MLQ subscales to determine the differences in superintendent leadership styles among the three district ratings (Exemplary, Recognized and Acceptable). The results showed no differences between superintendent leadership styles and district ratings.

The second research question explored the relationship between superintendent leadership style and student achievement, as measured by TAAS scores in reading,

writing, math (Wooderson-Perzan, 2000). Based on the stepwise multiple regression analysis, none of the 12 MLQ factors was significant in predicting school district TAAS scores in reading, writing, or mathematics.

The third research question explored the relationship between superintendent leadership style and 11 demographic/financial factors (Wooderson-Perzan, 2000). Forward stepwise multiple regression analysis identified significant correlations between factors and three MLQ subscales: influence-behavior, inspirational motivation, and contingent reward. Three backward stepwise multiple regression analyses was computed and determined that student-teacher ratio, limited English proficient (LEP), and percentage of special education students were the best predictors of the MLQ subscale influence-behavior. Additionally, student-teacher ratio, taxable value per pupil, percentage of economically disadvantaged students, and percentage of Asian students were found to be the best predicators of MLQ subscale inspirational motivation. Further, per pupil expenditures and percentage of gifted and talented students were the best predictors of MLQ subscale contingent reward.

The fourth research question concerned the relationship between TAAS scores and 11 demographic/financial factors (Wooderson-Perzan, 2000). Three forward stepwise regression analyses led to in the findings that the percentage of white students was the single most significant predictor of TAAS reading and writing scores, and economically disadvantaged student percentage and African American student percentage were the best predictors of mathematics TAAS scores.

Wooderson-Perzan (2000) recommended six questions for future study. First, what is the relationship between district size and student achievement? Second, what is

the relationship between school district size and selected financial and demographic factors? Third, what is the relationship between transformational leadership factors and outcome variables such as effectiveness, extra effort, and satisfaction? Fourth, what is the role of financial and demographic factors on the leadership subscales of influence, inspirational motivation, and contingent reward, as measured by the MLQ for Texas superintendents? Fifth, what school districts have large minority and disadvantaged student populations who report high levels of student achievement as evidenced by TAAS test scores? Sixth, what are the best practice strategies utilized by such school districts to raise student achievement in minority and low socioeconomic populations?

Summary

Study. Wooderson-Perzan (2000) investigated the relationship between leadership styles and student achievement. Although this research was well planned, additional research on the relationship between leadership education and student achievement would be a fruitful area of further research.

Comments. This correlation study could be used as a model to study leadership education. Specifically, this research will focus on the development of a survey instrument, the validation of the survey instrument through pilot studies, and establishing the reliability of the survey instrument.

Summary

For the purposes of this study, the researcher read and reviewed approximately 80 books. Also, the researcher read more than 60 research articles. Additionally, the research reviewed the abstracts and other portions of about 100 dissertations.

Nationally, stakeholders have criticized the purposes and outcomes of administrator preparation programs (Levine, 2005; Murphy, 2006; Murphy & Vriensenga, 2005). As aspiring administrators seek proper preparation and independent school districts seek district transforming leaders that affect student achievement, the standards guiding preparation must be comprehensive, and standards must be relevant to the real world practice of K-12 school leadership. Although some factors such as socioeconomic status, district size, and race contribute to the student achievement, administrator behavior also affects student achievement (Waters & Marzano, 2006). The congressional reauthorization of the Elementary and Secondary Education Act, known as *No Child Left Behind* of 2001 (2002), demands that school leadership affect student achievement. In Texas, the state legislature, along with the SBEC and the TEA, created an accountability system requiring districts to raise student achievement scores.

The national and state pressures for student achievement have taken the performance pressure on school leaders, especially superintendents, to new levels. Economic, demographic, technological, and other societal changes have contributed to the demands on district level leadership to affect student achievement. As noted above, Levine (2005) found educational leadership preparation to be inadequate in properly preparing educational leaders for the practical practice of school leadership that leads to increased student achievement. Therefore, future attention to improve K-12 preparation

programs should focus on standards-based preparation and the relevance of these standards.

Coleman (2003) examined the congruence of superintendent and school board perceptions and the correlation of the perceptions with student achievement and found that congruence on vision between the superintendent and the school board can lead to increased student achievement. Tareilo (2004) examined principal perceptions, but did not seek the perceptions of superintendents. Wooderson-Perzan (2000) studied leadership styles and student achievement and found no significant correlation between superintendent leadership style and increased student achievement.

Although these studies focused on K-12 leadership, no attention has been given to the relevance of the national 2002 Educational Leadership Constituent Council's (ELCC) Standards for district level leadership. Therefore, a survey should be valuable to investigate the relevance of these national ELCC standards to the practice of superintendents in Texas. In addition, there should be an ELCC based survey instrument that is valid and reliable for further use by school districts, leadership programs, and researchers throughout the United States.

CHAPTER THREE

Methodology

Introduction

With the review of literature and research findings of Levine (2005), Coleman (2003), Tareilo (2004), and Wooderson-Perzan (2000) as a starting point, the problem of this study was to develop a survey instrument designed to determine Texas superintendent perceptions of the relevance of the first six Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (Appendix A). Also, this research study established the reliability and validity of this instrument for future use by educational leadership programs, school districts, and other researchers.

The researcher developed a survey instrument using the criteria set forth by the National Policy Board for Educational Administration (2002) for district level leaders in meeting Educational Leadership Constituent Council (ELCC) Standards. The survey instrument was used to determine the relevance of the ELCC Standards, according to Texas superintendents.

This study investigated the validity of the following six ELCC Standards, i.e., Vision, Instruction, Management, Community/Collaboration, Ethics, and Larger Context. An additional focus of this study was to determine if any constructs, other than these mentioned above, could be associated with the six concepts described in the ELCC Standards.

Research Questions

Based upon the criteria set forth by the National Policy Board for Educational Administration (2002) for district level leadership preparation to meet ELCC Standards, several research questions targeted the development, validation, and reliability of a survey instrument. The purpose of the survey instrument was to measure the degree of relevance of the national ELCC Standards using superintendents in Texas. The instrument developed from the ELCC constructs contains 68 items or variables along with a demographic information section. After data collection, confirmatory factor analysis was performed to determine resulting constructs related to the ELCC Standards.

The research questions were:

1. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision?

2. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction?

3. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management?

4. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration?

5. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics?

6. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context?

7. Are there other constructs than those identified by the ELCC as Vision, Instruction, Management, Community/Collaboration, Ethics, or Larger Context?

8. Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

Overview of the Chapter

In this chapter, the author presents the methods and procedures utilized in this study of superintendent perceptions regarding the Educational Leaders Constituent Council's six standards. The chapter contains the following sections: (a) the research design, (b) a description of the population and sample, (c) the survey instrument, (d) the procedures for the collection of the data, (e) the research questions addressed, and (f) the methods to be utilized in analyzing the data. This research was designed to provide insight and perspective from the experiences of Texas superintendents who were prepared to be administrators in either a doctoral program or a non-degree superintendent certification program.

Research Design

The methodology employed was a non-experimental quantitative approach. A survey instrument was developed to measure the perceptions of practicing superintendents regarding the relevance of the Educational Leadership Constituent Council (ELCC) Standards.

Population and Sample

To determine the Texas superintendents for this study, a list was obtained from the Texas Education Agency (TEA) under the Academic Excellence Indicator System

(AEIS) rating list of districts. From this list, the investigator exempted charter schools, unrated districts, and academies. From the condensed list, the researcher randomly selected, using a random numbers table, districts (superintendents) according to the Academic Excellence Indicator System (AEIS) for the Recognized and Academically Acceptable districts.

According the 2007 AEIS district ratings data, 19 districts (1.2%) achieved an Exemplary rating, 187 districts (18.1%) earned a Recognized rating, 803 (77.9%) obtained an Academically Acceptable rating, and 22 districts (2.1%) received an Academically Unacceptable rating. Adding the four categories, a total of 1,031 districts exist in Texas, excluding Charter operating schools (Texas Education Agency, 2007). The researcher purposely selected all superintendents from the Exemplary and Academically Unacceptable groups to achieve representative samples. Then, the researcher randomly selected 360 superintendents from the combined Recognized and Academically Acceptable groups. The researcher obtained a list of districts (superintendents) from the Texas Education Agency (Texas Education Agency).

Table 6 shows how the random selection was derived. According to Table 6, 19 Exemplary districts (superintendents) were selected; 60 Recognized districts (superintendents) were selected; 300 Acceptable districts (superintendents) were selected; and 22 Unacceptable district superintendents were selected, totaling 401 districts. The researcher initially used a random numbers table to select the Recognized and Academically Acceptable district superintendents.

Table 6

2007 Academic Excellence Indicator System (AEIS) Ratings and Initial Sample Percentages

AEIS Rating	Total Number of Districts	Percentage of Total	Number and Percentage Sampled	
			#	%
Exemplary	19	1.8	19	100
Recognized	187	18.1	60	32
Acceptable	803	77.9	300	37
Unacceptable	22	2.1	22	100
Total	1031	100.0	401	39

Instrumentation

Survey research has been a valuable tool for phenomena-finding in education (Baden, 1994; Belcher, 2002; Chenault, 1996). The investigator used the criteria set forth by the National Policy Board for Educational Administration (2002) (NPBEA) pertaining to the ELCC District Leadership Standards (Appendix A) in designing the research questionnaire. The NPBEA created a chart, delineating what elements based on the ELCC Standards were deemed as, "Meets Standards for School District Leadership" (p. 2). The researcher used these elements to create a standards-based questionnaire, totaling 68 items. In the survey, 12 items represented:

> Standard 1:
> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community. (p. 2)

The 12 elements, developed by the NPBEA (2002), represented the construct Vision. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) were:

1. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
2. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
3. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
4. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
5. Candidates demonstrate the ability to articulate the components on this vision for a district and the leadership processes necessary to implement and support the vision.
6. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
7. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.
8. Candidates demonstrate the ability to plan programs to motivate staff, student, and families to achieve a school district's vision.
9. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
10. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
11. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
12. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. (pp. 2-3)

Another 12 survey items represented:

> Standard 2
> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning and designing comprehensive professional growth plans for staff. (National Policy Board for Educational Administration, 2002, p. 4)

These 12 elements, developed by the NPBEA (2002), represented the construct Instruction. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) were:

1. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
2. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.
3. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assess the district's improvement and accountability systems.
4. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
5. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
6. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
7. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
8. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
9. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.
10. Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching,

conferencing, and other techniques that promote new knowledge and skills in the workplace.

11. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
12. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices. (pp. 4-6)

Subsequently, 13 items represented:

> Standard 3
> Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (National Policy Board for Educational Administration, 2002, p. 7)

These 13 elements, developed by the NPBEA (2002), represented the construct Management. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) are:

1. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
2. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.
3. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.
4. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.
5. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide (a) safe, effective, and efficient facilities.
6. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
7. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
8. Candidates develop staff communication plans for integrating district's schools and divisions.

9. Candidates develop a plan to promote and support community collaboration among district personnel.
10. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
11. Candidates creatively seek new resources to facilitate learning.
12. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.
13. Candidates apply and assess current technologies for management, business procedures, and scheduling. (pp. 7-8)

Next, 16 statements represented:

Standard 4
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (National Policy Board for Educational Administration, 2002, p. 9)

These 16 elements, developed by the NPBEA (2002), represented the construct Collaboration/Communication. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) were:

1. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
2. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect [sic] on student learning.
3. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
4. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
5. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district-decision making, reflecting an

understanding of strategies to capitalize on the district's integral role in the larger community.

6. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.
7. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.
8. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests in their children in mind.
9. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
10. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
11. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
12. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
13. Candidates demonstrate the ability to advocate for students with special and exceptional needs.
14. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.
15. Candidates demonstrate how to use district resources and the community to solve issues of joint concern.
16. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. (pp. 9-11)

Next, Standard 5, "Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner" (National Policy Board for Educational Administration, 2002, p. 13) was represented by three statements. The three elements, developed by the NPBEA, represented the construct Ethics. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) were:

1. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
2. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
3. Candidates make and explain decisions based upon ethical and legal principles. (p 13)

Also, 12 survey items represented Standard 6: "Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context" (National Policy Board for Educational Administration, 2002, p. 14). The 12 elements, developed by the NPBEA (2002), represented the construct Larger Context. These elements were under the column labeled "Meets Standards for School District Leadership" (see Appendix A) (p. 2) were:

1. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
2. Candidates demonstrate an understanding of the complex causes of poverty, and other disadvantages and their effects on families, communities, children, and learning.
3. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
4. Candidates can explain the system of financing public schools and its effects on the equitable distribution of educational opportunities within a district.
5. Candidates demonstrate the ability to work with political leaders at the local, state, and national level.
6. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school district and residents.
7. Candidates espouse positions in response to districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
8. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.
9. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.

10. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
11. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, directly and through organizations representing schools, educators, and others with similar interests.
12. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (pp. 14-15)

The survey instrument had two columns. The left column listed the criteria designated to meet the standard. The second column asked the respondents to rate to what degree the standard was relevant to their practice. The superintendents answered with possible responses ranging on a Likert scale from 8 (Highly Relevant), 7 (Strongly Relevant), 6 (Relevant), 5 (Somewhat Relevant), 4 (Somewhat Irrelevant), 3 (Irrelevant), 2 (Strongly Irrelevant), and 1 (Highly Irrelevant). These responses were used in answering all of the research questions.

Finally, a demographic section asked the superintendents to respond to the following:

Category and Year of Terminal Degree:

Master's Degree Year_____ Where_____

Superintendent Certification Year_____ Where_____

Ed.D._____ Ph.D._____ Year_____ Where_____

Pilot Study

Pilot studies were conducted in the Fall of 2007 to establish the feasibility of the questionnaire for this research. For the pilot study, the researcher asked two superintendents and a statistics professor to review, edit, and complete the survey

instrument, documenting the time it took to complete the survey. Revisions were then made according to their recommendations. Next, an attached letter (Appendix B) and survey instrument was e-mailed to 11 Texas superintendents. The letter (Appendix B) explained the purposes of the investigation and asked the superintendents to participate in the study by completing the survey (Appendix C). The superintendents responded to the survey items by highlighting their answers, saving their answers, and then sending their completed survey instrument to the researcher via e-mail.

The survey had two columns. The first column listed the criteria under each standard for district level leadership preparation candidates to meet the standard. The second column asked the superintendents to highlight the Likert scale number ranging from 8 (Highly Relevant), 7 (Strongly Relevant), 6 (Relevant), 5 (Somewhat Relevant), 4 (Somewhat Irrelevant), 3 (Irrelevant), 2 (Strongly Irrelevant), to 1 (Highly Irrelevant). On week two, following the initial e-mail, the researcher sent a reminder e-mail to the participants. After two weeks, the researcher again e-mailed and called the non-responsive participants. Once the 20% acceptable response rate was achieved, the researcher no longer pursued the participants.

Data Collection

Upon completion of the pilot study, the researcher e-mailed an introductory letter (Appendix D) in October of 2007 and an attached survey instrument to the 401 Texas superintendents selected for the final study. Of the 401 superintendents, 19 were selected from Exemplary districts, 60 were randomly selected from Recognized districts, 300 were randomly selected from the Academically Acceptable districts, and 22 were selected from the Academically Unacceptable districts for a total of 401 selected superintendents.

The researcher asked the superintendents to complete the survey by highlighting their choices, saving the document, and e-mailing the completed survey to Amy_Lackey@baylor.edu. After one week, the researcher sent a reminder e-mail (Appendix E) and attached the survey instrument, if the instrument had not been e-mailed back to the researcher. After two weeks, the investigator e-mailed and called (Appendix F) the non-responding superintendents to remind them to please contribute to the research for practicing superintendents in Texas. The researcher continued to contact the selected superintendents via e-mail and telephone. The following table (Table 7) displays the response information for this first sample group of 401.

Table 7

Response Rates for Responding Superintendents - First 401 Selected Superintendents for the first Three Weeks

Number Selected	Number After One Week	Number After Two Weeks	Number After Three Weeks	Total Responses	Response Rate Percentage
401	37	30	35	102	26

The investigator sent another three-week cycle to an additional 150, new superintendents from a Texas Education Agency Alphabetical district list, during week four of the study, totaling 551 targeted superintendents. For week four, 22 surveys were returned. The investigator sent another cycle of surveys to 150 more new superintendents during week 5, totaling 701 targeted superintendents. For week five, 15 surveys were returned. During week six, 150 more e-mails were sent to a new set of superintendents, totaling 851 targeted superintendents. For week six, which was Thanksgiving week, 15 surveys were returned. For week seven, 181 last e-mails were sent to another new group

of superintendents, totaling 1031 surveys sent to 1031 superintendents. During week seven, 32 surveys were returned. During week eight, 28 surveys were returned. After eight weeks, 204 of 1031 (20% response rate) surveys were returned and used in the data analysis.

Figure 2 displays the total number of superintendents responding categorized by their Academic Excellence Indicator System (AEIS) rating. According to the figure, seven superintendents were from Exemplary districts, 34 from Recognized districts, 158 from Academically Acceptable districts, and 5 superintendents were from Academically Unacceptable districts.

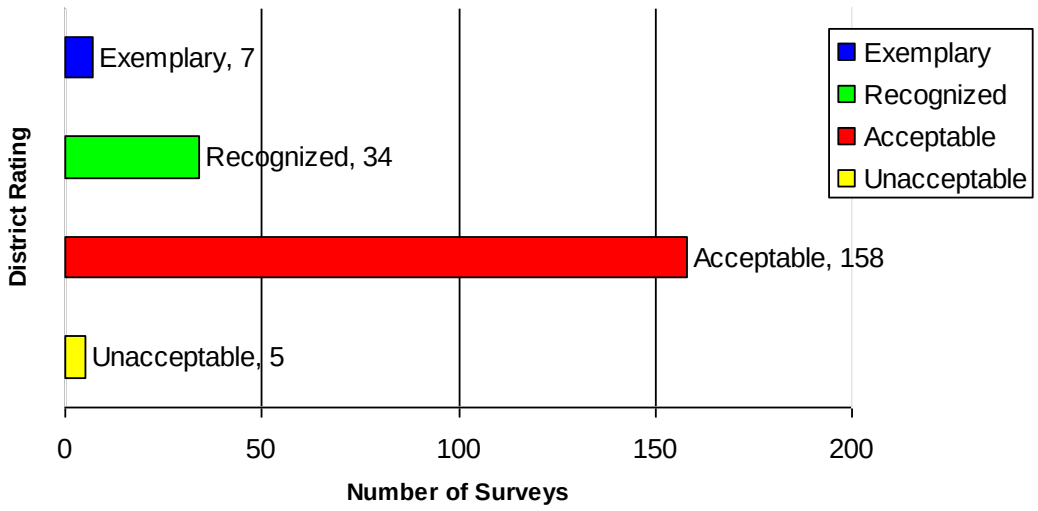

Figure 2. Returned surveys by district rating

Data Analysis

Face Validity

Face validity was determined by the pilot study participants. Grim and Yarnold (1997) stated that face validity could be established if the survey had the appearance

commonly expected of a survey, provided a clear appearance, was legible, and easy to understand. Therefore, the pilot study respondents established face validity.

Content Reliability

The reliability of the instrument was based on the fact that the National Policy Board for Educational Administration (2002) set forth the ELCC Standards and set forth the criteria that met district level leadership requirements to fulfill the Standards. It was assumed that reliability exists due to the knowledge base that was created by the experts concerning the ELCC Standards (Coleman, 2004). Also, to further solidify the content reliability, the data was processed with a Cronbach Alpha procedure. Both the pilot study and the final study were used to establish the reliability. The superintendent completed the survey for the pilot and the final study, and a Cronbach Alpha of .75 or higher was used to establish content reliability.

Construct Validity

As an example, Belcher (2002) designed an instrument and presented the factor analysis correlation scores that loaded onto constructs. Belcher (2002) and Chenault (1996) used factor scores of .40 and higher to be significant in identifying factors. For the purposes of this study, an arbitrary value of .10 and higher was used to identify factor loading scores. A correlation coefficient of .80 and higher was used to establish the correlation between the original variables or constructs and the emergent factors.

Factor Analysis was used to establish construct reliability of the six standards in the survey instrument. Construct Validity was the main statistical method used for Research Questions 1-7.

Research Questions

1. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision?

2. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction?

3. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management?

4. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration?

5. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics?

6. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context?

7. Are there other constructs than those identified by the ELCC as Vision, Instruction, Management, Community/Collaboration, Ethics, or Larger Context?

For research question 8, Analysis of Variance (ANOVA) was used to distinguish the differences between the groups of superintendents. This analysis was conducted to determine significant differences in responses to the 68 items and the factors identified.

8. Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

Summary

In sum, the investigator (1) designed an instrument, (2) determined the relevance of standard items and constructs, and (3) attempted to establish the construct validity of

the new survey instrument. The researcher conducted pilot studies before sending 1031 surveys to purposively and randomly selected superintendents in Texas for the final study. The survey was designed to elicit responses pertaining to the perceptions of Texas superintendents regarding the relevance of the ELCC standards. Participants were selected using a 2007 Texas Education Agency (TEA) list of districts categorized by the Academic Excellence Indicator System (AEIS) ratings. Participants were e-mailed a survey instrument and reminders until the minimum, desired 20% response rate was achieved, 204 superintendents' responses. Data were analyzed using factor analysis and ANOVA, with SAS statistical software.

Chapter 4 contains a description of the results and findings of the study. Additional findings of interest are also reported in this next chapter.

CHAPTER FOUR

Results and Findings

This chapter contains the results of the study and is divided onto the following areas: (a) Introduction, (b) Background, (c) Findings and Results by Research Question. The last section summarizes Chapter Four.

Introduction

The purposes of this research study were:

6. To design a survey instrument to elicit the perceptions of Texas superintendents regarding the relevance of the ELCC standards for the practice of the superintendent.
7. To validate the ELCC Survey instrument.
8. To establish reliability of the instrument for future researcher use.
9. To investigate constructs derived from factor analysis of participant responses.
10. To revise the survey instrument, if necessary, based on the reliability and factor analysis data.

Knowing the rating of the 68 standards may help faculty improve their preparation programs in Texas and other states. The development of a new or revised survey instrument may also facilitate the ability of institutions to measure the perceived relevance of the accrediting criteria for their advanced preparation programs more easily. This study used descriptive statistics to determine the relevancy and ranking of the 68 standards. Then, confirmatory factor analysis was used to test the designated constructs

set forth by the creators of the Educational Leadership Constituent Council (ELCC) 2002 Advanced Leadership Preparation Standards. Confirmatory Factor Analysis was also employed to reveal any new emergent construct(s) in the data collected.

Six constructs were designated for the 68 items in the survey instrument. The 68 item instrument was developed by arranging the first item from each construct as the first six statements on the survey, by taking the second item from each construct as the next six statements, and so forth. This process was repeated until all the survey items were included in the survey instrument. The collected survey responses were then analyzed by using simple descriptive statistics for each response and each construct. After simple descriptive statistics were calculated for each of the 68 survey variables, the amount of response variance for each of the 68 variables was computed. Using statistical regression analysis, the variance or variability in the responses was then explained using eigenvalues. The eigenvalues explained the total variance (the amount of variability in the responses) for the multiple variables (68 variables in this study). Once the eigenvalues (variability) were calculated, the values, expressed as a number and a percentage, were used to determine and confirm a number of a priori factors (predetermined from the original six constructs: Vision (V), Instruction (I), Management (M), Community/Collaboration (C), Ethics (E), and Larger Context (L)). For the purposes of this study, the number of factors (new variables) equaled the number of original constructs. Based on the eigenvalues, 68 variables were reduced to six factors (new variables). Factors were extracted and retained until approximately 80% (.79) of the variability in the data was explained. The sum of the eigenvalues was equal to the number of variables (68) and the variance was converted into a percentage up to 100%.

This process is called Principal Component Analysis, which reduces the data to factors. When the factors were determined based on the eigenvalues (Principal Component Analysis), factor analysis (Principal Factor Analysis) was used to determine the correlation coefficients called factor loadings for the six factors and the six original constructs to determine if the factors and the original variables (constructs) were highly correlated. Factor analysis determined if the original constructs, i.e., Vision (V), Instruction (I), Management (M), Community/Collaboration (C), Ethics (E), and Larger Context (L), loaded onto one of the six factors (six new variables). Principal Factor Analysis detects the structures in the factors, making it a classification method. The factors and the original constructs are correlated using correlation coefficients to determine if the original constructs correlate with the new factors. These processes were used to answer research questions 1-7. For research question 8, Analysis of Variance (ANOVA) was used to determine any significant differences among superintendent perceptions based on their levels of education at the p=.05 level.

Chenault (1996) portrayed factor loading as representative of both regression and correlation coefficients with the factors. For instance, factor loadings represent the extent to which the survey item is related to the concept being studied. Higher loading values indicate a higher relationship between that item and the construct being defined. For the purposes of this study, factor scores above .1 were used to represent a factor loading score for a factor.

The next few tables contain a general overview of the data to prepare the reader to understand the analyses and findings presented later in the chapter for each research question. This next section is organized by providing: (1) respondent frequencies

according to their levels of education and district ratings, (2) mean responses for each question by all of the superintendent respondents, (3) mean responses for each question according to superintendent level of education and district rating, and (4) overall mean responses from superintendents by their levels of education and their ratings for each construct variable (Vision, Instruction, Management, Community/Collaboration, Ethics, and Larger Context).

For the purposes of this study, Cronbach Alpha correlation coefficients were used to test for response reliability. The researcher used a Cronbach Alpha correlation coefficient of .75 as the standard for the reliability test for the instrument. All Vision, Instruction, and Management question responses had Cronbach Alpha scores between .90 and .91, indicating reliability. All Community/Collaboration survey items had Cronbach Alpha scores of .93. Ethics scores were low and did not meet the .75 Cronbach Alpha standard. The Ethics reliability scores were between .52 and .66. Ethics question five had a Cronbach Alpha of .66; Ethics question 11 had a Cronbach Alpha of .59; and Ethics question 68 had a Cronbach Alpha of .52, indicating unreliability. All questions for Larger Context had reliability Cronbach Alpha scores of .89. In conclusion, all survey responses were judged reliable except for the Ethics responses.

Table 8 summarizes the number and percentage of respondents categorized by superintendent level of education and district rating. A total of 204 superintendent surveys were used in the final data analysis. Superintendents were sorted onto three groups by their level of education. Superintendents with an earned Doctor of Philosophy degree (Ph.D.) were identified by the number 1. Superintendents with an earned Doctor of Education degree (Ed.D.) were identified by the number 2. Superintendents with a

Master's degree, as their highest degree earned, were identified by using the number 3. Superintendents were also categorized by their district ratings with R1 signifying an Exemplary rating, R2 meaning a Recognized rating, R3 representing an Academically Acceptable rating, and R4 equaling an Academically Unacceptable rating.

Table 8

Respondents Categorized by District Rating and Superintendents' Level of Education

	District Rating					
Level of Education	R1	R2	R3	R4	Total	%
1. Ph.D.	0	0	10	1	11	5.4
2. Ed.D.	4	7	46	0	57	27.9
3. Master's	3	27	102	4	136	66.7
Total	7	34	158	5	204	
%	3.4	16.7	77.5	2.5		100.0

Note: N = 204

The rows of Table 8 contain descriptive summaries of the frequency distributions for the respondents, showing 11 (5.4%) superintendents had an earned Ph.D., 57 (27.9%) had an earned Ed.D., and 136 (66.7%) had an earned Master's degree as their highest degree. The columns illustrate that 7 (3.4%) superintendents were from Exemplary districts (R1), 34 (16.7%) were from Recognized districts (R2), 158 (77.5%) were from Academically Acceptable districts (R3), and 5 (2.5%) were from Academically Unacceptable districts (R4). In conclusion, the majority of the responding Texas superintendents held Master's degrees (66.7%) as their highest degree earned and were primarily from Academically Acceptable (R3) districts (77.5%).

Next, the mean responses for all respondents for each survey item were calculated. This information provided mean relevance ratings and means for each survey question. Again, a Likert response scale was used on the survey instrument with an 8 representing Highly Relevant, 7 representing Strongly Relevant, 6 representing Relevant, 5 representing Somewhat Relevant, 4 representing Somewhat Irrelevant, 3 representing Irrelevant, 2 representing Strongly Irrelevant, and 1 representing Highly Irrelevant. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as the mean range of 7.5 to 8.0; Strongly Relevant 6.5 to 7.4; and Relevant 5.5 to 6.4. Table 9 contains the superintendents' mean relevance responses for each survey item, as well as, their mean level of responses when grouped according to their degree and their district's statewide quality ratings. For the purposes of this study, (V) =Vision, (I) = Instruction, (M) = Management, (C) = Community/Collaboration, (E) = Ethics, and (L) = Larger Context. The bold values in Table 18 identify the highest mean per question for each level of education grouping and each level of district rating. Some items were not placed in bold lettering because of ties in the mean scores.

In Table 9, the highest mean score (in bold) for relevancy to practice for all superintendents on all of the 68 items was 7.4 for item 68. Statement 68 was: Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (Ethics)

The lowest mean score for all of the superintendents on all of the 68 items was 6.0 for item 8. Statement 8 was: Candidates demonstrate an understanding of a variety of

instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. (Instruction)

Table 9

Relevance Mean Responses and Standard Deviations (SD) for each Survey Item for All Superintendents (N=204) by Level of Education and District Rating

Item/(Construct)		Mean	SD	Means by Education			Means by District Rating			
				Ed 1 N=11	Ed 2 N=57	Ed 3 N=136	R 1 N=7	R 2 N=34	R 3 N=158	R 4 N=5
Q1	(V)	7.1	1.1	**7.8**	7.1	7.1	6.4	6.8	7.2	**7.6**
Q2	(I)	6.8	1.2	**7.6**	6.9	6.7	7.0	6.6	6.8	**7.8**
Q3	(M)	6.5	1.3	**7.2**	6.7	6.4	7.1	6.5	6.5	**7.6**
Q4	(C)	6.4	1.1	**7.2**	6.2	6.4	6.7	6.1	6.4	**7.2**
Q5	(E)	6.8	1.1	**7.5**	6.6	6.8	7.1	6.3	6.8	**7.6**
Q6	(L)	6.3	1.1	**6.7**	6.2	6.3	6.3	5.9	6.3	**7.0**
Q7	(V)	6.2	1.2	**6.7**	6.3	6.1	6.3	6.2	6.1	**6.8**
Q8	(I)	6.0	1.3	**6.5**	6.0	6.0	5.7	6.0	6.0	**7.4**
Q9	(M)	7.1	1.1	**7.3**	7.0	7.1	7.6	6.9	7.1	**7.8**
Q10	(C)	6.4	1.1	6.5	6.5	6.4	6.6	6.4	6.4	**6.8**
Q11	(E)	7.2	1.1	**7.7**	7.1	7.2	7.4	7.1	7.2	**8.0**
Q12	(L)	7.2	1.0	7.3	7.0	7.3	7.1	7.2	7.2	**7.8**
Q13	(V)	6.5	1.2	**6.6**	6.5	6.5	6.9	6.4	6.5	**7.2**
Q14	(I)	6.4	1.2	**6.8**	6.3	6.4	6.4	6.3	6.4	**7.4**
Q15	(M)	7.1	1.0	**7.2**	7.0	7.1	7.0	7.0	7.1	**7.8**

(*table continues*)

Item/(Construct)		Mean	SD	Means by Education			Means by District Rating			
				Ed 1 N=11	Ed 2 N=57	Ed 3 N=136	R 1 N=7	R 2 N=34	R 3 N=158	R 4 N=5
Q16	(C)	6.1	1.2	**6.6**	6.0	6.1	5.7	5.8	6.1	**6.8**
Q17	(L)	6.1	1.2	**6.2**	5.9	6.1	6.4	5.9	6.1	**6.6**
Q18	(L)	6.8	1.1	6.6	6.6	**6.8**	6.3	6.6	6.8	**7.6**
Q19	(V)	6.5	1.1	**7.1**	6.4	6.5	6.3	6.2	6.6	**7.2**
Q20	(I)	6.6	1.1	6.7	6.4	6.7	6.6	6.4	6.6	**7.6**
Q21	(M)	6.6	1.1	6.6	6.5	6.6	6.3	6.3	6.6	**7.0**
Q22	(C)	6.5	1.1	**7.4**	6.4	6.5	6.4	6.4	6.5	**7.2**
Q23	(L)	6.4	1.2	**7.3**	6.3	6.4	6.1	6.0	6.5	**7.4**
Q24	(V)	6.8	1.1	**7.2**	6.8	6.8	6.6	6.3	6.9	**7.8**
Q25	(I)	7.0	1.0	**7.1**	6.9	7.0	7.0	6.9	7.0	**7.2**
Q26	(M)	6.7	1.0	6.4	6.6	**6.8**	6.7	6.6	6.7	**7.4**
Q27	(C)	6.6	1.1	**7.0**	6.4	6.6	6.4	6.4	6.6	**6.8**
Q28	(L)	6.7	1.2	6.6	6.5	**6.8**	6.6	6.5	6.8	**7.2**
Q29	(V)	6.6	1.2	**6.8**	6.5	6.6	6.6	6.5	6.6	**7.0**
Q30	(I)	6.6	1.2	**7.0**	6.5	6.7	7.0	6.4	6.6	**7.8**
Q31	(M)	6.5	1.1	**7.1**	6.4	6.4	6.7	6.3	6.5	**6.8**
Q32	(C)	6.1	1.1	**6.6**	6.0	6.1	**6.7**	5.9	6.1	6.6
Q33	(L)	6.1	1.2	6.2	5.9	6.2	6.3	6.2	6.1	**6.6**
Q34	(V)	6.7	1.3	**7.5**	6.6	6.7	6.6	6.6	6.7	**7.6**
Q35	(I)	6.8	1.2	**7.0**	6.5	6.9	6.6	6.9	6.7	**7.4**
Q36	(M)	6.7	1.1	**7.5**	6.6	6.7	6.7	6.5	6.7	**7.2**

(*table continues*)

Item/(Construct)		Mean	SD	Means by Education			Means by District Rating			
				Ed 1 N=11	Ed 2 N=57	Ed 3 N=136	R 1 N=7	R 2 N=34	R 3 N=158	R 4 N=5
Q37	(C)	6.4	1.1	**6.5**	6.3	6.4	6.1	6.2	6.4	**6.8**
Q38	(L)	6.5	1.1	**7.1**	6.3	6.6	6.4	6.4	6.5	**7.6**
Q39	(V)	6.7	1.1	6.6	6.5	**6.7**	6.4	6.6	6.7	**6.8**
Q40	(I)	6.1	1.2	**6.5**	6.2	6.1	6.1	5.9	6.2	**7.2**
Q41	(M)	6.4	1.1	**6.5**	6.4	6.4	6.4	6.2	6.4	**7.4**
Q42	(C)	6.5	1.0	**6.8**	6.3	6.5	7.0	6.4	6.4	**7.4**
Q43	(L)	6.3	1.2	6.1	6.2	**6.3**	6.6	6.2	6.2	**6.8**
Q44	(V)	6.2	1.3	**6.9**	6.3	6.2	5.9	6.1	6.2	**7.6**
Q45	(I)	6.3	1.3	6.3	**6.5**	6.3	6.7	6.1	6.3	**7.2**
Q46	(M)	6.4	1.1	6.2	6.2	**6.5**	6.3	6.2	6.4	**7.2**
Q47	(C)	6.4	1.1	**6.9**	6.4	6.3	6.4	6.2	6.4	**7.0**
Q48	(L)	6.7	1.1	6.5	6.6	**6.7**	6.7	6.6	6.7	**7.4**
Q49	(V)	6.6	1.1	**6.8**	6.4	6.7	6.7	6.4	6.7	**7.4**
Q50	(M)	6.9	1.0	**6.9**	6.8	6.7	7.0	6.8	6.9	7.0
Q51	(I)	6.2	1.2	**6.5**	6.2	6.1	6.7	6.3	6.1	**6.8**
Q52	(M)	6.6	1.0	6.5	6.5	**6.6**	6.6	6.9	6.5	**7.2**
Q53	(C)	6.7	1.0	**7.1**	6.5	6.7	6.4	6.5	6.7	**6.8**
Q54	(L)	6.6	1.1	6.6	6.4	6.6	6.4	6.3	6.6	**7.0**
Q55	(V)	6.5	1.2	**6.6**	6.5	6.4	6.4	6.4	6.5	**6.8**
Q56	(I)	6.5	1.1	**6.6**	6.3	6.5	6.9	6.4	6.4	**8.0**
Q57	(M)	7.0	1.0	6.7	6.8	**7.0**	7.1	7.0	7.0	**7.2**

(*table continues*)

Item/(Construct)		Mean	SD	Means by Education			Means by District Rating			
				Ed 1 N=11	Ed 2 N=57	Ed 3 N=136	R 1 N=7	R 2 N=34	R 3 N=158	R 4 N=5
Q58	(C)	6.9	1.1	**7.2**	6.8	6.9	6.6	6.8	6.9	**7.4**
Q59	(L)	6.8	1.1	**7.2**	6.7	6.8	7.0	6.6	6.8	**7.2**
Q60	(V)	7.0	1.1	**7.0**	6.6	6.7	6.9	6.5	6.7	**7.0**
Q61	(C)	6.5	1.2	**7.1**	6.3	6.5	6.7	6.2	6.5	**7.0**
Q62	(I)	6.5	1.2	6.5	6.4	**6.6**	6.4	6.3	6.6	**6.8**
Q63	(M)	6.3	1.0	**6.5**	6.2	6.4	6.1	6.2	6.3	**7.0**
Q64	(C)	6.7	1.1	6.5	6.6	**6.7**	7.0	6.7	6.6	**7.2**
Q65	(C)	6.3	1.2	**6.5**	6.1	6.3	**6.7**	6.1	6.3	6.4
Q66	(C)	6.4	1.2	**6.9**	6.3	6.5	6.7	6.2	6.4	**7.4**
Q67	(C)	6.5	1.2	**6.8**	6.5	6.6	6.7	6.4	6.5	**7.0**
Q68	(E)	**7.4**	1.0	**7.5**	7.3	7.4	7.1	7.4	7.4	**8.0**

The range of mean responses for the superintendents on all of the 68 items was 6.0 to 7.4, indicating that on the average, all of the 68 items were viewed by this group as being Relevant, Strongly Relevant, or Highly Relevant for practice. Table 10 summarizes the nine highest rated survey items.

Table 10 indicates that the superintendents gave the highest ratings to two survey items from the Ethics Construct, which were items 68 and 11. Also, for the highest rated survey items, three came from the Management Construct (Items 9, 15, and 57). Of the nine highest rated survey items, two additional statements were from the Vision Construct (Items 1 and 60), one statement came from the Instruction Construct (Item 25),

and one came from the Larger Context Construct (Item 12). No statements from the Community/Collaboration Construct appeared in the top nine highest rated survey items.

Table 10

Nine Highest Rated Survey Items with Mean Responses of 7.0 or Higher (N=204)

Item/ (Construct)		Mean	SD	Item Content and Construct Category
Q68	(E)	7.4	1.0	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (Ethics)
Q11	(E)	7.2	1.1	Candidates make and explain decisions based upon ethical and legal principles. (Ethics)
Q12	(L)	7.2	1.0	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a district. (Larger Context)
Q1	(V)	7.1	1.1	Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. (Vision)
Q9	(M)	7.1	1.1	Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. (Management)
Q15	(M)	7.1	1.0	Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement. (Management)
Q25	(I)	7.0	1.0	Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program. (Instruction)

(*table continues*)

Item/ (Construct)		Mean	SD	Item Content and Construct Category
Q57	(M)	7.0	1.0	Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. (Management)
Q60	(V)	7.0	1.1	Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision. (Vision)

Table 11 summarizes the lowest rated survey items. These mean responses ranged from 6.0 to 6.2.

Table 11

Nine Lowest Rated Survey Items with Mean Responses of 6.0 to 6.2 (N=204)

Item/ (Construct)		Mean	SD	Item Content and Construct Category
Q8	(I)	6.0	1.3	Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. (Instruction)
Q16	(C)	6.1	1.2	Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. (Community/Collaboration)
Q17	(L)	6.1	1.2	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (Larger Context)

(*table continues*)

Item/	(Construct)	Mean	SD	Item Content and Construct Category
Q32	(C)	6.1	1.1	Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. (Community/Collaboration)
Q33	(L)	6.1	1.2	Candidates espouse positions in response to districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities. (Larger Context)
Q40	(I)	6.1	1.2	Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. (Instruction)
Q7	(V)	6.2	1.2	Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context. (Vision)
Q44	(V)	6.2	1.3	Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community. (Vision)
Q51	(I)	6.2	1.2	Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. (Instruction)

From Table 11, one can see that the Texas Superintendent group rated Statement 8 as the survey item least relevant for practice, but still Relevant. Of the nine lowest rated survey statements, three items (8, 40, and 51) were from the Instruction Construct. Of the lowest nine ranked items, two (16 and 32) were from the Community/ Collaboration Construct. From the nine, an additional two (Items 17and 33) were from

the Larger Context Construct. Lastly, from the nine lowest scored survey statements, two survey items were from the Vision Construct (Items 7 and 14).

Table 12 contains the top 10 rated survey statements for relevancy to practice for the superintendents with Ph.D.'s (Ed 1), starting with the highest mean response displayed first.

The Texas Superintendents (Table 12) with Ph.D.'s rated all three Ethics statements (5, 11, and 68) as Highly Relevant in relationship to superintendent practice.

Table 12

Ph.D. (Ed 1) Recipients 10 Highest Rated Survey Items (N=11)

Item/(Construct)		Mean	Item Content and Construct Category
Q1	(V)	7.8	Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. (Vision)
Q11	(E)	7.7	Candidates make and explain decisions based upon ethical and legal principles. (Ethics)
Q2	(I)	7.6	Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. (Instruction)
Q5	(E)	7.5	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (Ethics)
Q34	(V)	7.5	Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities. (Vision)

(*table continues*)

Item/(Construct)		Mean	Item Content and Construct Category
Q36	(M)	7.5	Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision. (Management)
Q68	(E)	7.5	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (Ethics)
Q22	(C)	7.4	Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. (Community/Collaboration)
Q9	(M)	7.3	Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. (Management)
Q12	(L)	7.3	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (Larger Context)

Their number one rated survey statement was statement 1, from the Vision Construct, with a 7.8 mean score. Of these top 10 rated survey items, two came from the Vision Construct and two came from the Management Construct. Of the top 10 rated items, one statement came for the Instruction Construct, one came from the Larger Context Construct, and one came from the Community/Collaboration Construct. Statements from all six Constructs were represented in the top 10 rated items by the Texas Superintendents with Ph.D.'s (Ed.1).

Table 13 contains the top 15 highest rated ELCC survey statements by superintendents from Exemplary districts (R1). Superintendents from Exemplary districts gave item 9 (from the Management Construct) the highest rating, a 7.6 mean score, making it a Highly Relevant practice. Of the top rated items, five of fifteen were from the Management Construct (9, 3, 57, 15, and 50). Of the top items, all three Ethics Construct statements were in the top 15 rated items; these items were 5, 11, and 68. Of the top 15 statements, three more were from the Instruction Construct, two were from Community/Collaboration (42 and 64), and two were from the Larger Context Construct. No items from the Vision Construct were found in the top 15 ranked survey statements by Superintendents in Exemplary districts.

Table 13

Fifteen Highest Rated Items (X>7.0) by Superintendents from Exemplary Districts (R1) (N=7)

Item/Construct		Mean	Item Content and Construct Category
Q9	(M)	7.6	Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. (Management)
Q11	(E)	7.4	Candidates make and explain decisions based upon ethical and legal principles. (Ethics)
Q3	(M)	7.1	Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (Management)

(*table continues*)

Item/Construct		Mean	Item Content and Construct Category
Q5	(E)	7.1	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (Ethics)
Q12	(L)	7.1	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. (Larger Context)
Q57	(M)	7.1	Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. (Management)
Q68	(E)	7.1	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (Ethics)
Q2	(I)	7.0	Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. (Instruction)
Q15	(M)	7.0	Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement. (Management)
Q25	(I)	7.0	Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program. (Instruction)
Q30	(I)	7.0	Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. (Instruction)
Q42	(C)	7.0	Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests in their children in mind. (Community/Collaboration)

(*table continues*)

Item/Construct		Mean	Item Content and Construct Category
Q50	(M)	7.0	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. (Management)
Q59	(L)	7.0	Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (Larger Context)
Q64	(C)	7.0	Candidates demonstrate the ability to advocate for students with special and exceptional needs. (Community/Collaboration)

The superintendents with Ph.D.'s (Ed 1) scored the majority (50 of 68 = 74%) of the survey items higher in terms of relevancy than those with either an Ed.D. (Ed 2) or Master's degrees (Ed 3). Superintendents with a Master's degree (Ed 3) scored 11 of the 68 (16%) items higher than superintendents with doctoral degrees. Superintendents with an Ed. D. (Ed 2) scored only 1 of 68 (1.5%) items higher in relevance than superintendents with either a Ph.D. or a Master's degree.

Also, the superintendents from Academically Unacceptable districts (R 4) scored the survey items higher on relevance (65 of 68 = 96%) than did superintendents from other, more highly rated districts. The Exemplary district superintendents (R1) rated two survey items higher on relevance than did the superintendents from the three other district rating categories. These two items were: 1) Q32(C), "Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning" and 2) Q65(C),

"Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals."

Table 14 reviews the average mean responses for the designated constructs (original variables) for Vision (12 survey items), Instruction (12 survey items), Management (13 survey items), Community/Collaboration (16 survey items), Ethics (3 survey items), and Larger Context (12 survey items) for the total sample of 204 superintendents. Table 14 also summarizes the average mean responses in the construct areas when the superintendents were grouped by their education (degrees) and by their statewide district ratings.

Table 14

Average Mean Response Scores for Each Designated (Original) Construct for all Superintendents by Level of Education and District Ratings

Construct	Mean All (N=204)	Means by Education			Means by Rating			
		Ed 1 (11)	Ed 2 (57)	Ed 3 (136)	R 1 (7)	R 2 (34)	R 3 (158)	R 4 (5)
Vision	6.6	**6.9**	6.5	6.6	6.5	6.4	6.6	**7.2**
Instruction	6.5	**6.8**	6.4	6.5	6.6	6.4	6.5	**7.4**
Management	6.7	**6.8**	6.6	6.7	6.7	6.6	6.7	**7.3**
Community	6.5	**6.8**	6.3	6.5	6.6	6.3	6.5	**7.0**
Ethics	7.1	**7.6**	7.0	7.1	7.2	6.9	7.2	**7.9**
Lg. Context	6.5	**6.7**	6.4	6.6	6.5	6.4	6.6	**7.2**

As with the mean responses to each item, superintendents with Ph.D.'s (Ed 1) gave higher relevancy average mean responses for each designated construct (original variables) than did superintendents with Ed.D.'s (Ed 2) or Master's (Ed 3) degrees (bold numbers show highest mean averages). Additionally, superintendents from Academically Unacceptable districts (R4) gave higher relevancy average mean responses than did superintendents from districts with higher district ratings in all six cases. None of the six construct areas received average mean responses below 6.3, demonstrating that all six constructs, on the average, were rated as "Relevant" to "Strongly Relevant" with Ethics receiving the highest mean responses in all cases.

With regard to rank order, in Table 14, the superintendents had average mean responses as follows: Ethics (7.1), Management (6.7), Vision (6.6), Instruction (6.5), Community/Collaboration (6.5) and Larger Context (6.5). Also with regard to rank order, the superintendents with a Ph.D. (Ed 1) rated Ethics, on the average, as the most relevant construct (7.6). Superintendents with Ed.D.'s (Ed 2) and with Master's degrees (Ed 3) also rated Ethics as the most relevant construct, 7.0 and 7.1 respectively. Superintendents' average mean responses as a group and by education level were all within the "Relevant" to "Highly Relevant" ranges.

According to district ratings, the superintendents from Exemplary districts (R 1) ranked Ethics first (7.2 average mean responses), as did superintendents from Recognized districts (R 2), Academically Acceptable districts (R 3), and Academically Unacceptable (R4) districts (6.9, 7.2, and 7.9). Amongst all the district ratings, no superintendent group rated the constructs, on the average, below Relevant (6.0).

Table 15 shows the eigenvalues for the first seven factors that explained the variation in the superintendent responses to the 68 survey questions. The first six factors explained nearly 80% (.79) of the variability found in the response data. The first factor explained 62% of the response variability. The next 5 factors explained an additional 17% of the response variation. This meant that 62 variables explained the remaining 21% of the variability in the data.

In sum, six factors were retained for further data analysis. Table 15 showed seven of the factors that were identified. The six of seven factors selected were not named until correlation coefficients were determined. The six factors will be named in the next sections as the research questions are answered.

Table 15

Eigenvalues Accounting for the Variability in the Data

	Eigenvalue	Proportion Decimal	Portion Percentage	Cumulative Decimal	Cumulative Percentage
1	30.97	0.62	62	0.62	62
2	3.15	0.06	6	0.68	68
3	1.81	0.03	3	0.72	72
4	1.43	0.02	2	0.74	74
5	1.24	0.02	2	0.77	77
6	1.07	0.02	2	0.79	79
7	1.01	0.02	2	0.81	81

Once the analysis identified the factors to retain and further analysis was conducted, each survey statement then received a factor loading score. Factor loading

scores revealed which items had a common portion of variance. These scores designated what factor each survey statement loaded onto. Survey statements with common variances loaded onto the same factor. For the purposes of this dissertation, factor loading scores were considered significant at .1 and higher. Statistical software, SAS, was used to configure these factor loading values.

Further, in preparing to answer research questions 1-7, Table 16 shows the correlation analysis results when the factor loading scores for the six designated (original variables) constructs (Vision (V), Instruction (I), Management (M), Community/ Collaboration (C), Ethics (E), and Larger Context (L)) were correlated with the six factors. For the purposes of this study, correlation coefficients were used to determine emergent factors. According to the data in Table 16, four factors matched four of the original constructs; however, factor 5 and factor 6 were not clearly matched with the last two original variables (constructs), namely Ethics and Larger Context. According to Table 16, Management correlation scores were closest to 1.0 for factor 1 with a

Table 16

Correlation Coefficients Associated with Six Factors and the Original Constructs

Factors	Original Construct	Correlation Coefficient Value
Factor 1	Management	.86
Factor 2	Instruction	.88
Factor 3	Community	.85
Factor 4	Vision	.87
Factor 5	Community	.75
Factor 6	Instruction	.72

correlation value of .86. Instruction had the highest correlation coefficient, .88, correlating with factor 2. Community had a correlation coefficient of .85 with factor 3. For factors 5 and 6, the correlation constructs of Community and Instruction had already been assigned a construct; therefore, factors 5 and 6 were not clearly defined. In sum, only four factors were found to be associated with four of the original constructs.

In summary, Factor 1 correlated highest with the ELCC Standards Management Construct. Factor 2 had the highest correlation coefficient value for the ELCC Standards Instruction Construct. Factor 3 correlated highest with the ELCC Standards Community/Collaboration Construct. Factor 4 had the highest correlation coefficient value for the ELCC Standards Vision Construct.

The previous tables (Tables 8-16) provided an overview of the data analysis. First, simple descriptive statistics were used to calculate means and standard deviations. Next, Principal Component Analysis determined the eigenvalues and the reduced variables called factors (new variables). Then, Principal Factor Analysis correlated the extracted factors with the original constructs. The reported correlations revealed which constructs correlated with the emergent factors. In summary, only four of the original constructs were associated with four factors. Factor 1 correlated with Management. Factor 2 correlated with Instruction. Factor 3 correlated strongest with Community, and factor 4 correlated strongest with Vision. The original variables, Ethics and Larger Context were not clearly associated with a factor. This background knowledge leads into the results and findings in relationship to the eight research questions for this study.

Findings and Results by Research Question

Research Question 1

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision? Survey questions 1, 7, 13, 19, 24, 29, 34, 39, 44, 49, 55, and 60 represented the designated Vision Construct before the factor analysis. These 12 survey statements are listed in Table 17 with their survey questionnaire number. Statements in bold indicate the items that had factor loading scores for factor 4.

For the purposes of this dissertation, factor loading scores of .1 and above were significant. In the factor analysis, factor 4 was most highly correlated with the original ELCC Vision construct. Not all 12 of the original ELCC Vision statements had factor loading scores for Vision (factor 4). Only the bold statements below had factor loading scores for Vision. These five statements were identified as contributing to factor 4 (24, 34, 39, 44, and 60).

Mean responses and standard deviations were calculated for each of the 12 survey items that represented the designated (original) Vision construct. These means were derived from the 204 superintendent responses. Table 18 illustrates these means for each of the 12 Vision statements. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to 8.0; Strongly Relevant became a range of 6.5 to 7.4; and Relevant became a range of 5.5 to 6.4.

Table 17

Twelve Vision Survey Questions as Numbered and Stated in the Survey Instrument

#	Vision Survey Questions
1.	Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
7.	Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
13.	Candidates use data-based research strategies to create a vision that takes onto account the diversity of learners in a district.
19.	Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
24.	**Candidates demonstrate the ability to articulate the components on this vision for a district and the leadership processes necessary to implement and support the vision.**
29.	Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
34.	**Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.**
39.	**Candidates demonstrate the ability to plan programs to motivate staff, student, and families to achieve a school district's vision.**
44.	**Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.**
49.	Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
55.	Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
60.	**Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision (pp. 2-3).**

Table 18

Mean Responses and Standard Deviations for Each of the Survey Vision Items (N=204)

Statement No.	Mean Response	SD	Rating Range
1	7.1	1.1	Strongly Relevant
7	6.2	1.2	Relevant
13	6.5	1.2	Relevant
19	6.5	1.1	Strongly Relevant
24	**6.8**	**1.1**	**Strongly Relevant**
29	6.6	1.2	Strongly Relevant
34	**6.7**	**1.3**	**Strongly Relevant**
39	**6.6**	**1.1**	**Strongly Relevant**
44	**6.2**	**1.3**	**Relevant**
49	6.6	1.1	Strongly Relevant
55	6.5	1.2	Strongly Relevant
60	**6.7**	**1.1**	**Strongly Relevant**

According to the data reported in Table 18, the range of the mean responses was 6.2-7.1, indicating similar ratings by all of the participating superintendents. Nine items in the Vision construct area had mean responses in the "Strongly Relevant" range (6.5 to 7.4). The remaining three survey items had mean response ratings in the "Relevant" range (5.5 – 6.4).

Statement numbers 24, 34, 39, 44, and 60 are in bold face because these were the survey items that loaded at the .1 or higher level onto factor 4. If the survey questionnaire had to be reduced, these five survey items might be retained in the survey

to represent the ELCC Standard 1 Vision. With five survey items representing Vision, the other seven statements did not load onto factor 4. In summary, a construct was derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision.

Other statements that loaded onto factor 4, not from the Vision items, were survey items 22, 43, and 53. Survey item 22 states, "Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals." Survey item 43 states, "Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. Survey item 53 states, "Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community."

Research Question 2

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction? The 12 survey questions for the ELCC Standard 2 Instruction were 2, 8, 14, 20, 25, 30, 35, 40, 45, 51, 56, and 62 because they were arranged, as explained earlier, throughout the questionnaire. These survey statements are listed in Table 19.

Table 19

Twelve Instruction Survey Questions as Stated in the Survey Instrument

#	Instruction Survey Questions
2.	Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
8.	**Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.**
14.	**Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assess the district's improvement and accountability systems.**
20.	Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
25.	Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
30.	Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.
35.	Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
40.	Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
45.	Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.
51.	Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
56.	Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
62.	Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices (pp. 4-6).

Mean responses and standard deviations were calculated for each of the 12 survey items that represented the designated (original) Instruction construct. These means were derived from the 204 superintendent responses. Table 20 illustrates these means for each of the 12 Instruction statements. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to 8.0; Strongly Relevant became a range of 6.5 to 7.4; and Relevant was defined as a range of 5.5 to 6.4.

According to the data reported in Table 20, the range of the mean responses was 6.1-7.0, indicating similar ratings by all of the participating superintendents. Seven items in the Instruction construct area had mean responses in the "Strongly Relevant" range (6.5 to 7.4). The remaining five survey items had mean response ratings in the "Relevant" range (5.5 to 6.4).

Statement number 14 and 30 were in bold face because these were the survey items from Instruction that loaded onto factor 2. These 2 of 12 (17%) items had significant factor scores associated with factor 2, which was associated with the Instruction construct. If the survey questionnaire had to be reduced, these two survey items might be retained in the survey to represent the ELCC Standard 2 Instruction. With these two survey items representing Instruction, the other 10 statements did not load onto factor 2. This suggested that the other 10 statements might be associated with another factor or leadership dimension. A construct was derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of "Instruction."

Table 20

Mean Responses and Standard Deviations for Each of the Survey Instruction Items (N=204)

Statement No.	Mean Response	SD	Rating Range
2	6.8	1.2	Strongly Relevant
8	6.1	1.3	Relevant
14	**6.4**	**1.2**	**Relevant**
20	6.6	1.1	Strongly Relevant
25	7.0	1.0	Strongly Relevant
30	**6.6**	**1.2**	**Strongly Relevant**
35	6.8	1.2	Strongly Relevant
40	6.1	1.2	Relevant
45	6.3	1.3	Relevant
51	6.2	1.2	Relevant
56	6.5	1.1	Strongly Relevant
62	6.5	1.2	Strongly Relevant

Other survey items from other standards loaded onto factor 2. These survey items were 13, 17, 29, and 55. Although these four survey items had loading scores associated with factor 2, they were not originally from the construct Instruction. Ultimately, if we had to reduce the questionnaire, six question statements might represent factor 2 Instruction: 13, 14, 17, 29, 30, and 55. In summary, a construct was derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction.

Research Question 3

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management? Survey questions 3, 9, 15, 21, 26, 31, 36, 41, 46, 50, 52, 57, and 63 represented the designated Management Construct. These survey statements are stated in Table 21.

Table 21

Thirteen Management Survey Questions as Stated in the Survey Instrument

#	Management Survey Questions
3.	Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
9.	**Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.**
15.	**Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.**
21.	**Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.**
26.	Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide (a) safe, effective, and efficient facilities.
31.	Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
36.	Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
41.	Candidates develop staff communication plans for integrating district's schools and divisions.
46.	Candidates develop a plan to promote and support community collaboration among district personnel.
50.	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.

(*table continues*)

#	Management Survey Questions
52.	Candidates creatively seek new resources to facilitate learning.
57.	**Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.**
63.	Candidates apply and assess current technologies for management, business procedures, and scheduling (pp. 7-8).

A mean response and standard deviation were calculated for each of the 13 survey items that represented the designated (original) Management construct. These means were derived from the 204 returned survey instruments. Table 22 illustrates these means for each of the Management questions. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to 8.0; Strongly Relevant became a range of 6.5 to 7.4; Relevant became a range of 5.5 to 6.4.

According to the data in Table 22, the range of the mean responses was narrow (6.2-7.1), indicating similar ratings by all participating superintendents. Most, or 10, of the survey items under the construct Management had mean responses in the Strongly Relevant category. Only three survey items had mean response ratings in the Relevant range.

Statement numbers 9, 15, 21, and 57 are in bold face because these were the survey items that loaded onto factor 1. These 4 of 13 (31%) items had significant factor scores associated with factor 1, which was associated with Management. If the survey had to be reduced, these four survey items might be retained in the survey to represent the ELCC Standard 3 Management. For these items, 4 of the 4 (100%) were rated Strongly Relevant. Overall, 10 of these items were rated as Strongly Relevant and three were

rated as Relevant. With four survey items representing Management, the other nine statements did not load onto factor 1. This might suggest that the other seven statements were associated with another factor.

Table 22

Mean Responses and Standard Deviations for Each of the Survey Management Items (N=204)

Statement No.	Mean Response	SD	Rating
3	6.5	1.3	Strongly Relevant
9	**7.1**	**1.1**	**Strongly Relevant**
15	**7.1**	**1.0**	**Strongly Relevant**
21	**6.6**	**1.1**	**Strongly Relevant**
26	6.7	1.0	Strongly Relevant
31	6.5	1.1	Strongly Relevant
36	6.7	1.1	Strongly Relevant
41	6.4	1.1	Relevant
46	6.4	1.1	Relevant
50	6.9	1.0	Strongly Relevant
52	6.6	1.0	Strongly Relevant
57	**7.0**	**1.0**	**Strongly Relevant**
63	6.3	1.0	Relevant

Other items not from the Management items that loaded onto factor 1 were survey questions 25, 12, and 11. Therefore, if the survey had to be reduced, seven new items would represent factor 1 Management: 9, 11, 12, 15, 21, 25, and 57. As a caveat, items 9

and 21 could be eliminated as well due to low loading scores. For now, these two items have been included because they load onto factor 1 more than any other factor. In summary, a construct was derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management.

Research Question 4

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration? Survey questions 4, 10, 16, 22, 27, 32, 37, 42, 47, 53, 58, 61, 64, 65, 66, and 67 represented the designated Community/Collaboration Construct. These survey statements are stated in Table 23.

Table 23

Sixteen Community/Collaboration Survey Questions as Stated in the Survey Instrument

#	Community/Collaboration Survey Questions
4.	Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
10.	Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect [sic] on student learning.
16.	Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
22.	Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
27.	**Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district-decision making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.**

(*table continues*)

#	Community/Collaboration Survey Questions
32.	**Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.**
37.	**Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.**
42.	Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests in their children in mind.
47.	Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
53.	Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
58.	Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
61.	Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.
64.	**Candidates demonstrate the ability to advocate for students with special and exceptional needs.**
65.	**Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.**
66.	**Candidates demonstrate how to use district resources and the community to solve issues of joint concern.**
67.	**Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems (pp. 9-11).**

A mean response and standard deviation were calculated for each of the 16 survey items that represented the designated (original) Community/Collaboration construct. These means were derived from the 204 returned survey instruments. Table 24 illustrates these means for each of the Community/Collaboration questions. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to

8.0; Strongly Relevant was defined as a range of 6.5 to 7.4; Relevant became a range of 5.5 to 6.4.

According to the data in Table 24, the range of the mean responses was narrow (6.1-6.9), indicating similar ratings by all participating superintendents. Half or eight (50%) of the survey items under the construct Community/Collaboration had mean responses in the Strongly Relevant category. Half or eight (50%) of the survey items had mean response ratings in the Relevant range.

Table 24

Mean Responses and Standard Deviations for Each of the Survey Community/Collaboration Items (N=204)

Statement No.	Mean Response	SD	Rating
4	6.4	1.1	Relevant
10	6.4	1.1	Relevant
16	6.1	1.2	Relevant
22	6.5	1.1	Strongly Relevant
27	**6.6**	**1.1**	**Strongly Relevant**
32	**6.1**	**1.1**	**Relevant**
37	**6.4**	**1.0**	**Relevant**
42	6.5	1.0	Strongly Relevant
47	6.4	1.1	Relevant
53	6.7	1.0	Strongly Relevant
58	6.9	1.0	Strongly Relevant

(*table continues*)

Statement No.	Mean Response	SD	Rating
61	6.5	1.1	Strongly Relevant
64	**6.7**	**1.1**	**Strongly Relevant**
65	**6.3**	**1.2**	**Relevant**
66	**6.4**	**1.2**	**Relevant**
67	**6.5**	**1.2**	**Strongly Relevant**

Statement numbers 27, 32, 37, 64, 65, 66, and 67 were in bold face because these were the survey items that loaded onto Factor 3. These 7 of 16 (44%) items had significant factor scores associated with factor 3, which was associated with Community/Collaboration. If the survey had to be reduced, these seven survey items might be retained in the survey to represent the ELCC Standard 4 Community/ Collaboration. For these items, 3 of the 7 (43%) were rated Strongly Relevant. Also, 4 of the 7 (57%) were rated as Relevant. With seven survey items representing Community/Collaboration, the other nine statements did not load onto factor 3. This might suggest that the other nine statements were associated with another factor.

According to the data reported, 7 out of 16 statements that originally defined the construct Community/Collaboration rotated onto factor 3. Again, these seven statement items were 27, 32, 37, 64, 65, 66, and 67. One can refer to Table 24 to read the statements in the survey. In Table 24, these eight statements were in bold face to emphasize the association with factor 3.

In sum, factor analysis suggested that the designated construct Community/ Collaboration loaded onto factor 3. From all the survey items related to the construct Community/Collaboration, 7 out of 16 individual items loaded onto factor 3. The survey

items that loaded onto factor 3 were questions 27, 32, 37, 64, 66, and 67. These seven statements seem to suggest that factor 3 could be interpreted and labeled in the same manner as the ELCC Standard 4 concept of Community/Collaboration. Other statement items from other constructs, but not from Community/Collaboration, that loaded onto factor 3 were survey items 54, 63, 26, 28, and 46. Therefore, if the survey were reduced, 12 items (26, 27, 28, 32, 37, 46, 54, 63, 64, 65, 66, and 67) would be retained. As a caveat, items 27, 37, and 64 could be further eliminated because these items had the lowest factor loading scores in the group. In summary, a construct was derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration.

Research Question 5

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics? Survey questions 5, 11, and 68 represented the designated Ethics Construct. These survey statements are stated in Table 25.

Table 25

Three Ethics Survey Questions as Stated in the Survey Instrument

#	Ethics Survey Questions
5.	**Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.**
11.	Candidates make and explain decisions based upon ethical and legal principles.
68.	Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.

Survey item five was placed in bold lettering in Tables 25 and 26 because item 5 loaded onto factor 5; however, Ethics as a construct did not load onto factor 5.

A mean response and standard deviation were calculated for each of the three survey items that represented the designated (original) Ethics construct. These means were derived from the 204 returned survey instruments. Table 26 illustrates these means for each of the Ethics questions.

According to the data in Table 26, the range of the mean responses was narrow (6.8-7.4), indicating similar ratings by all participating superintendents. All three of the survey items under the construct Ethics had mean responses in the Strongly Relevant category. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to 8.0; Strongly Relevant became a range of 6.5 to 7.4; and Relevant was defined as a range of 5.5 to 6.4.

Table 26

Mean Responses and Standard Deviations for Each of the Survey Ethics Items (N=204)

Statement No.	Mean Response	SD	Rating
5	**6.8**	**1.1**	**Strongly Relevant**
11	7.2	1.1	Strongly Relevant
68	7.4	1.0	Strongly Relevant

In sum, factor analysis suggested that the designated construct Ethics did not load onto factor 5. The fact that one statement loaded onto factor 5 implies that the rest of the Ethics items were associated with another factor. Even though Ethics did not emerge as

factor 5, some survey items did load onto factor 5. These survey items were 2, 5, 7, 4, 3, 6, and 61. If the survey had to be reduced, these seven survey items might be retained to represent factor 5.

Research Question 6

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context? Survey questions 6, 12, 17, 18, 23, 28, 33, 38, 43, 48, 54, and 59 represented the designated Larger Context Construct. These survey statements are stated in Table 27.

Table 27

Twelve Larger Context Survey Questions as Stated in the Survey Instrument

#	Larger Context Survey Questions
6.	Candidates demonstrate an understanding of the complex causes of poverty, and other disadvantages and their effects on families, communities, children, and learning.
12.	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.
17.	Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.
18.	Candidates can explain the system of financing public schools and its effects on the equitable distribution of educational opportunities within a district.
23.	Candidates demonstrate the ability to work with political leaders at the local, state, and national level.
28.	Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school district and residents.
33.	Candidates espouse positions in response to districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.
38.	Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.

(*table continues*)

#	Larger Context Survey Questions
43.	Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.
48.	Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
54.	Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, directly and through organizations representing schools, educators, and others with similar interests.
59.	Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics (pp.14-15).

A mean response and standard deviation were calculated for each of the 12 survey items that represented the designated (original) Larger Context construct. These means were derived from the 204 returned survey instruments. Table 28 illustrates these means for each of the Larger Context questions. Once the mean response scores for each question from all the superintendents and from the superintendent groups were calculated, Highly Relevant was defined as a range of 7.5 to 8.0; Strongly Relevant became a range of 6.5 to 7.4; and Relevant was defined as a range of 5.5 to 6.4.

According to the data in Table 28, the range of the mean responses was narrow (6.1-7.2), indicating similar ratings by all participating superintendents. More than half or 7 of 12 (58%) of the survey items under the construct Larger Context had mean responses in the Strongly Relevant category. Less than half or 5 of 12 (42%) of the survey items for Larger Context were rated as Relevant.

No statements in Table 28 were in bold face because these items did not load onto factor 6. This might suggest that the 12 Larger Context statements were associated with another factor. In sum, factor analysis suggested that the designated construct Larger Context did not load onto factor 6. With no Larger Context statements loading onto

Table 28

Mean Responses and Standard Deviations for Each of the Survey Larger Context Items (N=204)

Statement No.	Mean Response	SD	Rating
6	6.3	1.1	Relevant
12	7.2	1.0	Strongly Relevant
17	6.1	1.2	Relevant
18	6.8	1.1	Strongly Relevant
23	6.4	1.2	Relevant
28	6.7	1.1	Strongly Relevant
33	6.1	1.2	Relevant
38	6.5	1.1	Strongly Relevant
43	6.3	1.2	Relevant
48	6.7	1.1	Strongly Relevant
54	6.6	1.1	Strongly Relevant
59	6.8	1.1	Strongly Relevant

factor 6, Larger Context did not emerge as a single factor. Therefore, no items could be interpreted and labeled as the ELCC Standard 6 concept of Larger Context. Although Larger Context items did not load onto factor 6, some other question items from the survey did load onto factor 6. These survey items were 56, 51, 49, 50, 35, 41, and 52. These survey items could be used to study factor 6 more in-depth and give it a name or label. Also, if the survey had to be reduced, these items would be preserved in the survey to symbolize a new label for factor 6.

Research Question 7

Are there other constructs than those identified by the NPBEA as Vision, Instruction, Management, Community/Collaboration, Ethics, or Larger Context?

Two new factors or constructs were identified in the factor analysis. These factors were called factor 5 and factor 6. Although these two new factors emerged from the factor analysis, these two factors were undefined but could be labeled. If factor 5 were to be labeled and named, survey items 2 (I), 3 (M), 4 (C), 5(E), 6 (L), 7 (V), and 61 (C) that loaded with this factor contained keywords for naming the construct. Table 29 displays the survey statements associated with factor 5.

Table 29

Survey Statements Associated with Factor 5

Item #	Statement
2	Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
3	Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
4	Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
5	Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.

(*table continues*)

Item #	Statement
6	Candidates demonstrate an understanding of the complex causes of poverty, and other disadvantages and their effects on families, communities, children, and learning.
7	Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
61	Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

Keywords from the statements (Table 29) associated with factor 5 were used to name factor 5. Item 2 had a keyword of "learning." Item 3 had the keywords "learning" and "research." Item 4 had the keyword, "learning." Item 7 had the keyword associated with learning, which might be construed as gaining "knowledge." Lastly, item 61 had the keyword "research." Therefore, if a construct had to be created to label this factor, it could possibly be named or identified as "Learning and Research (L)."

Next, if factor 6 were to be labeled and named, survey items 35 (I), 41 (M), 49 (V), 50 (M), 51 (I), 52 (M), and 56 (I) contained keywords for naming the construct. Table 30 provides the statements associated with factor 6.

Keywords from the statements (Table 30) associated with factor 6 were used to name factor 6. Item 35 had the keyword "best practices." Item 41 had the keyword "plans." Items 49 had the keyword "administrative policies." Item 50 had the keyword "planning." Item 51 had the keyword "professional development." Item 52 had the keyword "resources." Item 56 had the keyword "plans." Therefore, using these

keywords, a new construct associated with factor 6 could be created that might be labeled "Planning" or "Planning for Practice."

Table 30

Survey Statements Associated with Factor 6

Item #	Statement
35	Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
41	Candidates develop staff communication plans for integrating district's schools and divisions.
49	Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
50	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
51	Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
52	Candidates creatively seek new resources to facilitate learning.
56	Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.

Research Question 8

Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

Table 31 shows the mean responses and standard deviations calculated for the superintendents' responses by level of education (Ed1=11, Ed2=56, and Ed3=136) for each of the six original constructs (Ed1=Ph.D., Ed2=Ed.D., and Ed3=M.Ed.'s.). No significant differences were found in the mean responses shown in Table 31, when an Analysis of Variance (ANOVA) was conducted to test for differences in construct mean responses for these three educational groupings.

Table 31

Means and Standard Deviations (SD) for the Six Construct Variables

		Vision		Instruction		Management	
Ed	N	Mean	SD	Mean	SD	Mean	SD
1	11	83.64	6.14	81.09	7.71	88.64	6.80
2	56	79.23	10.41	77.73	10.41	86.32	10.40
3	136	78.88	9.30	78.04	9.27	86.93	8.96
		Community		Ethics		Lg. Context	
Ed	N	Mean	SD	Mean	Mean	SD	Mean
1	11	109.55	9.33	22.73	109.55	9.33	22.73
2	56	102.57	13.00	21.27	102.57	13.00	21.27
3	136	103.59	11.78	21.45	103.59	11.78	21.45

However, ANOVA calculations were also used to determine whether or not there were mean response differences to the six new factors with respect to superintendents' levels of education. Table 32 shows the results of this analysis of variance. In Table 32 shows the results of this analysis of variance. In Table 32, factors 1-4, and 6, had p values of .45, .56, .43, .11, and .99, respectively, factor 5 (renamed "Learning and

Research”) had a statistically significant p value of .0036 with respect to superintendent level of education.

Table 32

P Values for each Factor with Respect to Superintendent Level of Education

Factor	Construct Association	P Value	Significant
1	Management	.45	No Significance
2	Instruction	.56	No Significance
3	Community/Collaboration	.43	No Significance
4	Vision	.11	No Significance
5	Learning/Research	.0036	Significant
6	Practice/Policy	.99	No Significance

Table 33 summarizes the ANOVA results for the responses to factor 5. Table 34 summarizes Tukey’s multiple comparison test with the factor 5 responses by the three different superintendent groupings, 1 vs. 2, 1 vs. 3, and 2 vs. 3.

Table 33

Summary of ANOVA Results for Superintendent Responses to Factor 5

Source	DF	Sum of Squares	Mean Square	F Value	Pr > F
Level of Education	2	10.04155003	5.02077502	5.79	0.0036
Error	200	173.4820349	0.8674102		
Corrected Total	202	183.5235849			

R-Square	Coeff Var	Root MSE	Factor 5 Mean
0.054715	5.22373E17	0.931349	1.7829E-16

Table 34

Summary of Tukey's Multiple Comparison Test Results for Three Levels of Superintendent Education (1=Ph.D., 2=Ed.D., and 3=M.Ed.)

Alpha	0.05000
Error Degrees of Freedom	200.00000
Error Mean Square	0.86741
Critical Value of Studentized Range	3.33945

Level_of_Ed Comparison	Difference Between Means	Simultaneous 95% Confidence Limits		
1 - 2	0.8578	0.1325	1.5831	***
1 - 3	0.9871	0.2978	1.6765	***
2 - 3	0.1293	-0.2199	0.4785	

Note: Comparisons significant at the 0.05 level are indicated by ***

One can see from Table 33 that there was one significant difference with respect to level of education, and that was in the responses to factor 5 (p = .0036). Because these results were not clear as to where the actual differences in responses to factor 5 occurred, Tukey's Multiple Comparison test was conducted. The results of this test in Table 34 showed that the significant response differences were between the Ph.D. (1) superintendents and the other two superintendent groups, i.e., Ed.D (2) and M.Ed. (3). In both cases, the Ph.D. superintendents had significantly higher (.05 level) responses than the Ed.D. or M.Ed. superintendents with respect to factor 5--"Learning and Research". The responses of the Ed.D. and M.Ed. (2 vs.3) Texas superintendents were not significantly different for factor 5. These differences might have occurred because Ph.D. recipients usually take many more research and statistics courses in their degree programs that the other two groups. Also, the Ph.D. degree holders may have had degree program

faculty or boards of education that placed a higher emphasis on research than what the other two groups have experienced.

In summary with respect to Question 8, only one significant difference was found in the analyses. The statistically significant difference was found with respect to the responses to factor 5--Learning and Research, with the Ph.D. recipient mean responses being higher than the non-Ph.D. superintendent responses.

Results and Findings Summary

In summary, the Educational Leadership Constituent Council (ELCC) developed the 2002 ELCC Advanced Leadership Preparation Standards. Six of these standards were used as labels for the original constructs in this study. The constructs were Vision, Instruction, Management, Community/Collaboration, Ethics, and Larger Context. A survey instrument was developed using 68 ELCC Standard statements. For the purposes of this study, 204 Texas superintendents rated the relevancy of the national ELCC Standard statements. Cronbach Alpha correlation coefficients for each of the six constructs indicated that the survey instrument items were reliable except for the Ethics Construct. All reliability scores for each construct were above .75 except for Ethics responses (.66). Descriptive statistics and factor analysis were the statistical methods employed to analyze the data.

For the descriptive statistics, survey statement 68, “Candidates make and explain decisions based upon ethical and legal principles” (Ethics) received the highest mean response (7.4 – Strongly Relevant) for all the superintendents (n=204). The lowest mean score (6.0 – Relevant) for all of the superintendents (n=204) on all of the 68 items was survey statement 8, “Candidates demonstrate an understanding of a variety of

instructional research methodologies and can analyze the comparable strengths and weaknesses of each method" (Instruction). No survey item received a mean score below the Relevant range (5.5 – 6.4).

Superintendents with Ph.D.'s (n=11) rated survey item 1, originally under the ELCC Vision Standard, construct as the most relevant survey statement (7.8). Statement 1 was, "Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students." Superintendents from Exemplary district (n=7) rated survey item 9, originally under the ELCC Management Standard, as the most relevant item (7.6). Survey statement 9 was, "Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities."

All Texas superintendents as a group (n=204) rated Ethics as the most relevant construct (7.1), followed by Management (6.7). Superintendents with Ph.D.'s (n=11) ranked Ethics as the most relevant (7.6) construct, followed by Vision. Superintendents with Ed.D.'s ranked Ethics as the most relevant (7.0) construct, followed by Management. Superintendents with Master's degrees (n=136) ranked Ethics as the most relevant (7.1) construct, followed by Management (6.7).

For the factor analysis, based on the variability in the responses, eigenvalues confirmed that six factors represented 79% of the variability in the data, causing six factors to be retained for further factor analysis. Factor loading scores revealed what survey statements had common variances. These statements with a common variance

score (factor loading score) generated what survey statements were associated with the six factors. Then, factor analysis revealed which of the six original constructs correlated with the six factors. Factors 1-4 were associated with 4 of the original ELCC Standard Constructs. Factor 1 was most associated with Management. Factor 2 was most associated with Instruction. Factor 3 was most associated with Community/ Collaboration. Factor 4 was most associated with Vision. Factor 5 and factor 6 had to be renamed (labeled) based on the characteristics of the survey statements that had loaded onto these factors.

For Research Question 1, a construct (factor 4) was derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision. Only 5 of 12 original Vision statements were associated with this factor 4. These statements were 24, 34, 39, 44, and 60. For Research Question 2, a construct (factor 2) was derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction. Only six of the 12 original Instruction items were associated with factor 2. These statements were 13, 14, 17, 29, 30, and 55. For Research Question 3, a construct (factor 1) was derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management. Only five of 13 original Management statements were associated with factor 1. These statements were 4, 9, 15, 21, and 57. For Research Question 4, a construct (factor 3) was derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration. Only seven of the 16 original Community/Collaboration items were associated with factor 3. These statements were 27, 32, 37, 64, 65, 66, and 67.

For Research Question 5 and 6, a construct was not derived from the factor analysis that could be interpreted as the ELCC Standard concepts of Ethics or Larger Context. For Research Question 7, two new constructs (factors 5 and 6) emerged from the factor analysis. Factor 5 was labeled, "Learning and Research (L)", based on an analysis of the wording in survey statements 2, 3, 4, 5, 6, 7, and 61. Factor 6 was labeled, "Planning for Practice (P)", based on an analysis of the survey statements 35, 41, 49, 50, 51, 52, and 56.

For Research Question 8, only one statistically significant difference was detected in the analyses and that was with respect to level of education and factor 5, "Learning and Research (L)", when using Analysis of Variance. The responses of Ph.D. superintendents were found significantly different from the other two degree categories here.

Further, all of the survey questionnaire items received high reliability scores (above .75), except for the Ethics statements. Also, four of the ELCC Standards emerged from the factor analysis as interpretable factors. These four factors were: factor 1 – ELCC Standard 3 Management; factor 2 – ELCC Standard 2 Instruction; factor 3 – ELCC Standard 4 Community/Collaboration; and factor 4 – ELCC Standard 1 Vision. ELCC Standard 5 Ethics and ELCC Standard 6 Larger Context did not emerge as single factors. Although only four ELCC Standards emerged as factors, two identified and named factors (factor 5 = "Learning and Research (L)" and factor 6 = "Planning for Practice (P)") were preserved in the factor analysis. No significant differences were found when comparing the perception of superintendents with doctoral degrees with superintendents without doctoral degrees, except for factor 5 (Learning and Research - L). If the survey had to be reduced to represent the six factors, the instrument would

have 42 question statements. The statements would be 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 17, 22, 24, 25, 26, 28, 29, 30, 32, 34, 35, 39, 41, 43, 44, 46, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 63, 65, 66, and 67. Of the 42 statements, eight would represent Vision (22, 24, 34, 39, 43, 44, 53, ad 60); six would stand for Instruction (13, 14, 17, 29, 30, and 55); five survey items would signify Management (11, 12, 15, 25, and 57); nine would characterize Community/Collaboration (26, 28, 32, 46, 54, 63, 65, 66, and 67); seven would represent factor 5 (2, 3, 4, 5, 6, 7, and 61); and seven survey items would symbolize factor 6 (35, 41, 49, 50, 51, 52, and 56).

CHAPTER FIVE

Summary, Major Findings, Discussion, Recommendations, and Conclusions

Introduction

Although researchers have studied administrator preparation programs, too little attention has been focused on the relevance and validity of the ELCC Standards for school district leadership (Appendix A). The problem of this study was to develop a survey instrument designed to determine Texas superintendent perceptions of the relevance of the first six Educational Leadership Constituent Council (ELCC) Standards for Advanced Programs in Educational Leadership (Appendix A). Additionally, this study examined the reliability of this instrument for future use by educational leadership programs, school districts, and researchers. The researcher selected Texas because of the great variety of school districts and large number of superintendents with varied preparation programs and experience.

The purposes of this study were:

11. To design a survey instrument to elicit the perceptions of Texas superintendents regarding the relevance of the ELCC standards for the practice of the superintendent.

12. To validate the ELCC Survey instrument.

13. To establish reliability of the instrument for future researcher use.

14. To investigate constructs derived from factor analysis of participant responses.

15. To revise the survey instrument, if necessary, based on the reliability and factor analysis data.

Research Questions

Eight research questions guided this study. They were:

9. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision?

10. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction?

11. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management?

12. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Collaboration/Community?

13. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics?

14. Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context?

15. Are there other constructs than those identified by the ELCC as Vision, Instruction, Management, Collaboration/Community, Ethics, or Larger Context?

16. Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

Methodology

Population and Sample

Practicing superintendents in Texas districts were chosen for this study, starting in October and ending in December of 2007. Specifically, 19 of 19 purposely selected

superintendents from Exemplary districts were initially chosen, 60 of 187 randomly selected superintendents from Recognized districts, 300 of 803 randomly selected superintendents from Academically Acceptable districts, and 22 of 22 purposely selected superintendents from Academically Unacceptable districts, for an initial sample total of 401 superintendents. The initial response rate from this sample was too low, causing the researcher to eventually invite every practicing superintendent in Texas (with a few restrictions) to participate in the study; henceforth, the final overall response rate was 20% (204 of 1031) of Texas superintendents. The surveys were returned by 11 superintendents with Ph.D.'s, 57 superintendents with Ed.D.'s, and 136 superintendents with Master's degree. Also, these returned surveys were completed by 7 (7/19; 37%) superintendents from Exemplary districts, 34 (34/187; 18%) from Recognized districts, 158 (158/803; 20%) from Academically Acceptable districts, and 5 (5/22; 23%) from Academically Acceptable districts.

Instrumentation

The researcher designed a 68 item survey instrument, using an accrediting rubric based on the national Educational Leadership Constituent Council (ELCC) 2002 Standards for Advanced Programs in Educational Leadership. To date, no known instrument had been designed using the ELCC Standards to evaluate preparation programs. This study sought to develop a questionnaire to assist educational leadership faculty in the development and evaluation of their preparation programs. The survey instrument had the ELCC Standard Elements listed on the left and numbered 1-68 with an 8-1 Likert response scale on the far right (See Appendix A). Survey completers rated the relevance of the ELCC Standards on the actual practice of superintendents, specifically

Texas superintendents. The superintendents read the ELCC Standard statement and rated its relevance with a response of either 8 being Highly Relevant, 7 being Strongly Relevant, 6 being Relevant, 5 being Somewhat Relevant, 4 being Somewhat Irrelevant, 3 being Irrelevant, 2 being Strongly Irrelevant, or 1 being Highly Irrelevant. The 68 items in the questionnaire were categorized as follows: Vision Construct had 12 items; Instruction had 12 items; Management had 13 items; Community/Collaboration had 16 items; Ethics had 3 items; and Larger Context had 12 survey items. The items under each category such as Vision, Instruction, Management, Community, Ethics, and Larger Context were scattered throughout the survey in a random fashion. The six ELCC Standard areas (Vision, Instruction, Management, Community, Ethics, and Larger Context) were used to explore whether or not these constructs would emerge as factors in a factor analysis. To accomplish this goal, the researcher chose a non-experimental quantitative research design for this study.

Pilot Study

Before the final study was conducted, the researcher asked 11 practicing superintendents to review and revise the survey instrument. The investigator sent an initial e-mailed invitation to the target pilot study participants. On the Monday of the second week, a reminder e-mail was sent to the non-responsive participants. On the Monday of the third week, a final e-mail was sent to the non-responders and a phone call was made, asking the superintendents to contribute to the research on standards for practicing superintendents in Texas. A total of 11 were invited to participate and six returned their responses. This 55% response rate indicated that an acceptable response rate would be possible in the final investigation.

Final Study

For the final study, the researcher sent an initial e-mail in October 2007 with an introductory letter and an attached survey to the first 401 purposive and randomly selected Texas superintendents. The investigator used the pilot study pattern for the final study, sending the first e-mail on the Monday of the first week, sending a second reminder e-mail on the Monday of the second week, and sending a final e-mail and conducting a phone call on the Monday of the third week. When a low response rate was received for the first group of 401, the researcher had to select several more groups of Texas superintendents to send the three week cycle of e-mails and to complete more phone calls. This pattern took place for eight weeks until 204 surveys were collected from 1031 Texas superintendents surveyed (20%). As a caveat and a disclaimer, the results and findings of the data analysis should be viewed with great caution because of the overall low response rate and because of the participation rate for superintendents with Ph.D.'s (n=11 or 5%).

Data Analysis – Reliability/Validity

For the data analysis, simple descriptive statistics were calculated. Also, a Cronbach Alpha was used to determine reliability scores for each construct. Next, factor analysis was used to determine emergent factors associated with the original constructs and any new constructs. Lastly, Analysis of Variance (ANOVA) was used to test the differences between superintendent responses by level of education.

The Cronbach Alpha reliability scores indicated that all of the survey items were reliable, except for the Ethics questions. This might indicate that the Ethics items did not

measure the single dimension concept of Ethics. In conclusion, it appeared that the three Ethics items on the survey were not measuring Ethics alone.

The researcher used the 204 returned surveys to calculate mean responses and standard deviations. Then the mean responses for each question were used to calculate factor scores. Once the factor scores were tabulated, the scores were used to determine the eigenvalues in order to measure the variability in the scores. The eigenvalues reflected six factors and six factors were retained, explaining nearly 80% of the variability in the response data. The factor analysis was used to calculate the correlation coefficients between the six original constructs (variables) such as Vision, Instruction, Management, Community, Ethics, and Larger Context and the six retained factors. Four of the six original constructs correlated highly with four of the factors. These four constructs were Vision, Instruction, Management, and Community. Ethics and Larger Context did not correlate highly with factors 5 or 6, meaning these constructs were not retained as factors in the factor analysis. The last two factors, factor 5 and factor 6 were renamed.

The next section of this chapter contains tables showing the major findings of the study followed by a discussion of why these results might have occurred and how they might be useful in preparing, revising, and/or evaluating preparation programs in Texas based on ELCC accrediting requirements.

Major Findings and Discussion

The next section provides the major findings for each research question and a discussion of these results. These findings and discussions are then used to compile recommendations for practice and further research. First, major findings are presented

and discussed with respect to the relevancy of the 68 standards and the six standard constructs employed in the investigation. Then, major findings related to the eight research questions are presented and discussed.

Simple descriptive statistics revealed several major findings. First, statement 68, originally from the Ethics Construct, had the highest relevance mean response (7.4 – Strongly Relevant) from the total group of responding superintendents. This statement was:

Q68. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. (Ethics)

Ethics has become a chief characteristic to embody for leaders, especially educational leaders. The second highest mean response from the superintendents was survey statement 11 (7.2 – Strongly Relevant), originally an Ethics Construct item, too. Without ethical behavior, superintendents would not keep their jobs. Superintendents rated survey statement 8, originally for the Instruction Construct, as the lowest rated survey item. This item was:

Q8. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. (Instruction)

Superintendents with Ph.D.'s rated statement 1 from Vision (7.8 – Highly Relevant) as the most relevant ELCC Standard statement. The second highest rated survey statement from superintendents with Ph.D.'s was item 11, originally an Ethics Construct item, receiving a 7.7 score (Highly Relevant). The third highest rated item was

statement 2 (7.6 – Highly Relevant) from the Instruction Construct. These three items were:

Q1. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. (Vision)

Q11. Candidates make and explain decisions based upon ethical and legal principles. (Ethics)

Q2. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students. (Instruction)

Of the top ranked items for the superintendents with Ph.D.'s, 7 of 10 received Highly Relevant mean scores.

All three Ethics statements were also in the Ph.D. superintendents top 10 rated survey items. Within the Ph.D. superintendents, at least one statement from each of the six original constructs emerged in the top 10, meaning that each construct was relevant to the practice of these Texas superintendents. Superintendents with Ph.D.'s rated 50 of 68 items higher than superintendents without Ph.D.'s. Superintendents with Master's degrees rated 11 survey items more relevant than superintendents with doctoral degrees. Superintendents with Ed.D.'s rated only one survey item more relevant than superintendents with Ph.D.'s or Master's degrees. This was item 45, originally an Instruction item, receiving a 6.5 (Strongly Relevant) score

Superintendents from Exemplary districts (n=7) rated statement 9, originally from the Management Construct, as the most relevant (7.6 – Highly Relevant) ELCC Standard

statement. Two of the top three ranked items were from the Management Construct, signifying that Exemplary district superintendents focus on the Management aspect of their practice. These two Management items were:

Q9. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. (Management)

Q3. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. (Management)

Two of their top four items were Ethics, highlighting the importance of Ethics within Exemplary districts. No items from the original Vision Construct were in these superintendents' top 15 ranked survey items. Exemplary districts may believe that the Vision for public education comes from the Texas Legislature and thus view Management and Ethics as their highest priorities. This was an unexpected finding.

Superintendents from Unacceptable districts rated 96% of the survey items more relevant than superintendents from Exemplary, Recognized, or Acceptable districts. These Unacceptable district superintendents view the ELCC standards more relevant because they are under the threat of closure and need goals statements such as the ELCC statements. Exemplary district superintendents rated only two survey items higher on relevance than their higher rated peers. These items were 32 and 65 both from the Community/Collaboration Construct. These two items were: 1) Q32(C), "Candidates demonstrate the ability to collaborate with community agencies to integrate health, social,

and other services in the schools to address student and family conditions that affect learning" and 2) Q65(C), "Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals." Exemplary districts might consider specific local goals more important than generic national standard statements such as the ELCC standard statements.

All superintendents as a group rated the Ethics Construct as the most relevant with a 7.1 mean response (Strongly Relevant). The Management Construct received the second highest mean response of 6.7 (Strongly Relevant). Vision was third with 6.6 (Strongly Relevant). Superintendents with Ph.D.'s rated Ethics as the top rated construct with a score of 7.6 (Highly Relevant), followed by Vision (6.9 – Strongly Relevant). Superintendents with Ph.D.'s rated all constructs more relevant than superintendents with other levels of education. This could have happen because superintendents with Ph.D.'s have had more research courses than superintendents with Ed.D.'s or Master's degrees.

Superintendents with Ed.D.'s rated Ethics as the top rated construct with a mean response of 7.0 (Strongly Relevant), followed by Management (6.6 – Strongly Relevant), and then Vision (6.5 – Strongly Relevant). Superintendents with Master's degrees rated Ethics as the highest construct with a 7.1 (Strongly Relevant) mean score, followed by Management (6.7 – Strongly Relevant). Superintendents from Unacceptable districts rated almost all constructs more relevant than superintendents from other districts. Ethics was the most relevant (7.9 – Highly Relevant) Construct, followed by Instruction (7.4 – Strongly Relevant). This may have occurred because Unacceptable districts have lower accountability ratings and may focus on Instruction.

Vision

Research Question 1

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 1 concept of Vision?

Of the 12 Vision survey items rated by all of the superintendents, nine had a mean rating of "Strongly Relevant." These items were 1, 19, 24, 29, 34, 39, 49, 55, and 60. Only three survey items had mean ratings of "Relevant." These items were 7, 13, and 44. Vision survey items 24, 34, 39, 44, and 60 had factor loading scores that loaded onto the factor 4 (See Table 35). Survey items 1, 7, 13, 19, 29, 49, and 55 did not load onto factor 4, which the factor analysis defined as Vision. Table 35 shows the survey item statements that loaded onto factor 4 (Vision).

Table 35

Survey Statement Items that Correlated with Factor 4, called Vision

Item #	Statements
24	**Candidates demonstrate the ability to articulate the components on this vision for a district and the leadership processes necessary to implement and support the vision.**
34	**Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.**
39	**Candidates demonstrate the ability to plan programs to motivate staff, student, and families to achieve a school district's vision.**
44	**Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.**
60	**Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.**

These items had factor loading scores that correlated highest with factor 4 and Vision, possibly because the items all contained the word vision. Also, these survey items had keywords that might have contributed to these loading onto factor 4 (Vision). Survey item 24 had keywords such as, “articulate the vision.” Survey items had keywords such as, “communicate the vision.” Survey item 39 contained important words such as, “achieve a . . . vision.” Next, item 44 had the keywords, “implement a vision.” Lastly, item 60 held main words such as, “realization of the vision.” Table 35 displays survey items that correlated with factor 4 (Vision), while Table 36 exhibits survey items under the construct vision that did not correlate highly with factor 4. Again, these items that did not correlate with factor 4 were 1, 7, 19, 29, 49, and 55.

Possibly item 1 did not correlate with factor 4 (Vision) because the emphasis was on, “skills need to work with the board” and not on vision. Vision was deemphasized and embedded in a prepositional phrase, “of a vision,” instead of being the emphasized keyword. Survey item 7 might not have correlated with factor 4 because today’s leadership people do not work independently with developing anything, especially the vision, because leaders must collaborate with constituents, community members, business and industry, the board, parents, teachers, students, and others for the, “development of a vision.” The keywords in item 13 seemed to be research oriented and not vision oriented. The major words for survey item 19 were knowledge and resources. Survey item 29 highlighted, “data-based research strategies and strategic planning” over vision. Survey item 49 contained the words, “align . . ., redesign administrative policies and practices” with vision in the last words of the statement, “of a district vision.” Item 55 seemed to underscore the importance of, “theory and research . . . and performance data” instead of

Vision. Although items 1, 7, 13, 19, 29, 49, and 55 did not correlate with factor 4, 5 out of 7 of these items (71%; Items 1, 19, 29, 49, and 55) had mean averages categorized as, "Strongly Relevant," indicating their relevance but not their association with factor 4 (Vision).

Table 36

Survey Statement Items that Did Not Load onto Factor 4, called Vision

Item #	Statements
1	Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.
7	Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.
13	Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.
19	Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.
29	Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.
49	Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.
55	Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.

In summary, the ELCC concept of Vision emerged as factor 4. Not all 12 original Vision statements loaded onto factor 4. Only five of the original Vision statements were associated with factor 4.

Instruction

Research Question 2

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 2 concept of Instruction?

The survey items for Instruction were 2, 8, 14, 20, 25, 30, 35, 40, 45, 51, 56, and 62. A total of 7 items received a "Strongly Relevant" average mean score and five items received a "Relevant" average mean score. The "Strongly Relevant" items were 2, 20, 25, 30, 35, 56, and 62. The "Relevant" survey items were 8, 14, 40, 45, and 51. Only two survey items loaded onto factor 2, which correlated highest with Instruction at a correlation coefficient of .88. These two items were 8 and 14. Although survey items 8 and 14 were the only two Instruction items that loaded onto factor 2 (Instruction), these items had an average mean rating of "Relevant." Table 37 illustrates the items under the original Instruction variable that loaded onto factor 2 (The New Instruction Variable). These items are in bold to underscore their loading onto factor 2.

Item 8 probably loaded onto factor 2 because the keywords, "instructional research" were used. Item 14 loaded onto factor 2 because the keywords, "improvement and accountability" emerge for instructional advancement, which could be the aims of public education. Although these two items loaded onto factor 2, 10 other original Instruction

items did not load onto the emergent factor 2, now called Instruction. Table 38 shows these items.

Table 37

Survey Items from the Original Instruction Variable that had Loading Scores for Factor 2

Item #	Statements
8	**Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.**
14	**Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assess the district's improvement and accountability systems.**

Table 38

Survey Statement Items that Loaded onto Factor 4, called Vision

Item #	Statements
2	Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.
20	Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.
25	Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
30	Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.

(*table continues*)

Item #	Statements
35	Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.
40	Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.
45	Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.
51	Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.
56	Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.
62	Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

The items in Table 37 did not load onto factor 2, now called Instruction. Although these items did not load onto factor 2, 7 of the 10 items had average mean scores categorized as "Strongly Relevant." Therefore, items 2, 20, 25, 30, 35, 56, and 62 were considered "Strongly Relevant" but not for factor 2 (Instruction). These items had keywords that did not necessarily match instructional terminology. For example, survey item 2 could be categorized as a "culture" item. Survey item 20 had the keyword "technology." Survey item 25 contained the main word "resources." Item 30 used the code word "research." Statement 35 used the language "personnel." Survey item 40 had the key term "human development theory," which could be sorted as staff development. Item 45 had a key vocabulary statement "research and student performance," which could

fit into assessment instead of Instruction. Survey item 51 used the words "adult learning strategies," connoting staff development, not Instruction. Statement item 56 contained the phrase, "collaborative reflections and professional growth plans," which might be identified with staff development. Lastly, survey statement 62 used the wording "professional growth plans," sounding more like staff development than pure Instruction.

In summary, the ELCC concept of Instruction emerged as factor 2. Not all 12 original Instruction statements loaded onto factor 2. Only two of the original Instruction statements were associated with factor 2.

Management

Research Question 3

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 3 concept of Management?

The survey items for Management were 3, 9, 15, 21, 26, 31, 36, 41, 46, 50, 52, 57, and 63. A total of 10 items received a "Strongly Relevant" average mean score and three items received a "Relevant" average mean score. The "Strongly Relevant" items were 3, 9, 15, 21, 26, 31, 36, 50, 52, and 57. The "Relevant" survey items were 4, 46, and 63. Less than half or four of 13 (31%) survey items loaded onto factor 1, which correlated highest with Instruction at a correlation coefficient of .86. The survey items that had factor loading scores for factor 1 were 9, 15, 21, and 57. All or 100% of these items that loaded onto factor 1 received average means equivalent to "Strongly Relevant." Survey items 3, 26, 31, 36, 41, 46, 50, 52, and 63 did not load into factor 1, which the factor analysis defined as Management. Therefore, due to the high correlation, factor 1 could

be labeled and named, Management. Table 39 shows the survey item statements that loaded onto factor 1 (Management).

Table 39

Survey Statement Items that Loaded onto Factor 1, called Management

Item #	Statements
9	**Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities.**
15	**Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.**
21	**Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.**
57	**Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.**

These items had factor loading scores that correlated highest with factor 1 (Management) possibly because the items contain keywords such as organization, manage, organize, and financial structures. Table 39 displayed survey items that correlated with factor 1 (Management) while Table 40 exhibits survey items under the construct Management that did not correlate highly with factor 1, which the factor analysis named Management. Again, these items that did not correlate with factor 1 were 3, 26, 31, 36, 41, 46, 50, 52, and 63.

Table 40

Survey Statement Items that Loaded onto Factor 4, called Vision

Item #	Statements
3	Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.
26	Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide (a) safe, effective, and efficient facilities.
31	Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.
36	Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.
41	Candidates develop staff communication plans for integrating district's schools and divisions.
46	Candidates develop a plan to promote and support community collaboration among district personnel.
50	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.
52	Candidates creatively seek new resources to facilitate learning.
63	Candidates apply and assess current technologies for management, business procedures, and scheduling (pp. 7-8).

Possibly item 3 did not correlate with factor 1 (Management) because the emphasis was on, "research based knowledge" and not Management. Management was deemphasized in some of the survey items. Survey item 26 might not have correlated with factor 1 because of the words, "legal principles." The keywords in item 31 seemed to be about "involving stakeholders" and not Management oriented. The major words for

survey item 36 were “needs assessment”. Survey item 41 highlighted, “communication”. Survey item 46 contained the words, “community collaboration” as opposed to Management lingo. Item 50 seemed to underscore too many adjectives to identify a single Management construct. Survey item 52 used “resources” in the terminology of the statement, which did load into factor 1 (Management). Lastly, statement item 63 denoted “technology” instead of Management. Although items 3, 26, 31, 36, 41, 46, 50, 52, and 63 did not correlate with factor 1, 7 of 13 (54%; Items 3, 26, 31, 36, 41, 50, and 52) items had mean average responses of “Strongly Relevant,” indicating their relevance but not their association with factor 1 (Management).

In summary, the ELCC concept of Management emerged as factor 1. Not all 13 original Management statements loaded onto factor 1. Only four of the original Management statements were associated with factor 1.

Community/Collaboration

Research Question 4

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 4 concept of Community/Collaboration?

The survey items for Community/Collaboration were 4, 10, 16, 22, 27, 32, 37, 42, 47, 53, 58, 61, 64, 65, 66, and 67. A total of eight items received a “Strongly Relevant” average mean score and eight items received a “Relevant” average mean score. The “Strongly Relevant” items were 22, 27, 42, 53, 58, 61, 64, and 67. The “Relevant” survey items were 4, 10, 16, 32, 37, 47, 65, and 66. Out of 16, 7 survey items loaded onto factor 3, which correlated highest with Community/Collaboration with a correlation

coefficient of .85. These seven items were 27, 32, 37, 64, 65, 66, and 67. Of the items that loaded onto factor 3 (Community/Collaboration), three items received average mean scores categorized as "Strongly Relevant." These "Strongly Relevant" items that loaded onto factor 3 were 27, 64, and 67. Also, four items that loaded onto factor 3 received average mean scores categorized as "Relevant." These items were 32, 37, 65, and 66. Table 41 illustrates the items under the original Community/Collaboration variable that

Table 41

Survey Items from the Original Community/Collaboration Variable that had Loading Scores for Factor 3

Item #	Statements
27	**Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district-decision making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.**
32	**Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.**
37	**Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.**
64	**Candidates demonstrate the ability to advocate for students with special and exceptional needs.**
65	**Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals.**
66	**Candidates demonstrate how to use district resources and the community to solve issues of joint concern.**
67	**Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems (pp. 9-11).**

loaded onto factor 3. The items are in bold to show that they loaded onto factor 3 (most associated with Community/Collaboration).

Item 27 probably loaded onto factor 3 because of the keywords, "involve community members." Item 32 possibly loaded onto factor 3 because of the phrase, "collaborate with community agencies." Survey statement 37 might have loaded onto factor 3 for having the words, "conduct community relations" inserted in the sentence. Item 64 probably loaded onto factor 3 for having the clause, "advocate for students with special and exceptional needs," to infer collaboration. Survey item 65 used the phrase, "to use community resources," which might have caused this item to load onto factor 3. Statement 66 contained the verbiage, "use . . . the community to solve issues." Lastly, survey item 67 loaded onto factor 3 possibly because of the terms "public" and "communities." Although these eight items loaded onto factor 3, eight other original Community/Collaboration items did not load onto the emergent factor 3, now called Community/Collaboration. Table 42 shows these items.

The items in Table 42 did not load onto factor 3, now called Community/ Collaboration. Although these items did not load onto factor 3, 5 of 8 had average mean scores categorized as "Strongly Relevant." Therefore, items 22, 42, 53, 58, and 61 were considered "Strongly Relevant" but not for factor 3 (Community/Collaboration). These items had keywords that did not necessarily match Community/Collaboration terminology. For example, survey item 4 could be categorized as "planning." Survey item 10 had the keywords "information and research-based knowledge." Survey item 16 contained the main word "marketing," possibly connoting advertising and not collaborating. Item 47 used the code words "to inform district decision making."

Table 42

Survey Statement Items that did not Load onto Factor 3, called Community/Collaboration

Item #	Statements
4	Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.
10	Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect [sic] on student learning.
16	Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.
22	Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.
42	Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests in their children in mind.
47	Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.
53	Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.
58	Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.
61	Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.

Statement 58 used the language associated with conflict management. Finally, survey item 61 had the key terms such as "assess, research, and plan," which could be sorted as pre-collaborative measures. Of the nine items that did not load onto factor 3, five were "Strongly Relevant" and four were "Relevant," meaning that they were relevant but not associated with Community/Collaboration.

In summary, the ELCC concept of Community/Collaboration emerged as factor 3. Not all 16 original Community/Collaboration statements loaded onto factor 4. Only seven of the original Vision statements were associated with factor 3.

Ethics Not a Separate Factor

Research Question 5

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 5 concept of Ethics?

According to the factor analysis, Ethics was not associated with a single, separate factor. Ethics might not have emerged as a distinct factor because there were only three survey items associated with Ethics. If Ethics had 12 to 16 survey items, it might have emerged as a solitary factor. Although Ethics was not associated with a singular factor, all three Ethics survey items held average means scores designated as "Strongly Relevant."

Larger Context Not a Separate Factor

Research Question 6

Was a construct derived from the factor analysis that could be interpreted as the ELCC Standard 6 concept of Larger Context?

Based on the factor analysis, Larger Context was not associated with a single, separate factor. Larger Context had 7 of 12 survey items that were rated "Strongly Relevant" by average means from all the responding superintendents. Therefore, more than half the items were "Strongly Relevant" and five were "Relevant." These scores confirm the relevance of the Larger Context items; however, the items did not represent a lone factor, meaning that Larger Context could be a blend of excellent leadership characteristics and actions, which might be necessary to the practice of the superintendent and necessary to include in preparation programs.

New Constructs

Research Question 7

Are there other constructs than those identified by the ELCC as Vision, Instruction, Management, Community/Collaboration, Ethics, or Larger Context?

Two new constructs emerged as factor 5 and factor 6. Therefore, Ethics and Larger Context did not emerge as single factors. Survey statements 2, 3, 4, 5, 6, 7, and 61 loaded onto factor 5. The keywords in these seven statements were used to name (label) factor 5. Based on keywords, factor 5 was labeled "Learning and Research." Items 35, 41, 49, 50, 51, 52, and 56 loaded onto factor 6. Based on the keywords from these seven survey statements, factor 6 was named "Planning for Practice." These two

new variables match the relevance of the practice of the superintendent in Texas. Superintendents now must focus on "Learning and Research" to increase student achievement and focus on planning for practice and policy making.

Doctoral versus Non-doctoral Superintendents

Research Question 8

Do any significant differences exist between Texas superintendents' perceptions by degree type with respect to the relevance of the ELCC Standards?

No significant differences were found in the mean responses of Texas superintendents' perceptions with regard to their degree type for any of the constructs. However, one significant difference did emerge with respect to level of education for factor 5. There was a significant difference in the mean responses for factor 5 (now Learning and Research) between the superintendent with Ph.D.'s and superintendents without Ph.D.'s. The superintendents with Ph.D.'s rated factor 5 (Learning and Research) items significantly higher than superintendents with Ed.D.'s or Master's degrees. Superintendents with Ph.D.'s probably studied research and research based learning in their preparation programs more than superintendents without Ph.D.'s. This emphasis on research and research based learning could have caused the superintendents with Ph.D.'s to rate these items with higher relevance scores.

Reducing the Survey Instrument

After analyzing the factor analysis, with great caution, the original survey instrument could possibly be reduced to 42 items. In summary, these items would be 2, 3, 4, 5, 6, 7, 11, 12, 13, 14, 15, 17, 22, 24, 25, 26, 28, 29, 30, 32, 34, 35, 39, 41, 43, 44,

46, 49, 50, 51, 52, 53, 54, 55, 56, 57, 60, 61, 63, 65, 66, and 67. Of the 42 statements, eight would represent Vision (22, 24, 34, 39, 43, 44, 53, ad 60); six would stand for Instruction (13, 14, 17, 29, 30, and 55); five survey items would signify Management (11, 12, 15, 25, and 57); nine would characterize Community/Collaboration (26, 28, 32, 46, 54, 63, 65, 66, and 67); seven would represent factor 5 (2, 3, 4, 5, 6, 7, and 61); and seven survey items would symbolize factor 6 (35, 41, 49, 50, 51, 52, and 56.).

Recommendations

The following recommendations and considerations, classified in recommendations for practice and recommendations for research, are offered as a result of this study.

Recommendations for Practice

Today's accountability measures at the state and national level demand that superintendents have practices and policies that increase student achievement for all students (NCLB, 2002). The practice of the superintendent must continually improve and align to standards.

1. Vision should be a significant part of the practice of the superintendent and a major aspect of the preparation of the superintendent. The finding that factor 4 correlated with Vision and Vision being the third highest ranked construct supports this recommendation. Also, prior research from the Interstate School Leaders Licensure Consortium (ISLLC, 1996) and Texas State Board of Educator Standards confirm the emphasis for Vision (SBEC, 1999). Two of the nine most highly rated items in this study were Vision statements, numbers 1 (7.1) and 60 (7.0). These items were:

1. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.

60. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

2. Instruction should be a distinct element in the practice of the superintendent in Texas and should be included in the preparation for aspiring superintendents. The finding that factor 2 correlated with Instruction is consistent with prior research by the American Association of School Superintendents (AASA, 1993) and the University Council of Educational Administration (UCEA). Survey statement 25 was the highest rated Instruction items. This item was:

25. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.

3. Management can hardly be separated from the practice of the superintendent because management is inherent in the terms educational administration and leadership; therefore, superintendents, aspiring superintendents, and educational leadership programs should focus on the dynamics of management. This research found that Management correlated with factor 1 and with prior research from the Educational Leadership Constituent Council (ELCC, 2002) and SBEC (1999). Three Management items were some of the most highly rated in the study. These statements were:

9. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and

demonstrating an understanding of district budgeting processes and fiduciary responsibilities.

15. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.

57. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.

4. Community and Collaboration awareness should be accentuated in the daily practices of the Texas superintendent and preparation programs should prepare future superintendents to address collaboration and community issues (SBEC, 1999). This research found that Community/Collaboration emerged as factor 3. The highest rated items for Community/Collaboration were:

58. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.

64. Candidates demonstrate the ability to advocate for students with special and exceptional needs.

5. Ethics should be a daily consideration in the practice of the superintendent due to the "Strongly Relevant" ratings received here. Ethics should be included throughout preparation programs without making this topic only a one-time semester course. Instruction on ethics and ethical behavior should be embedded both in the practice and the preparation of superintendents (Grogan & Andrews, 2002).

6. Preparation programs should conduct assessments of their preparation programs based on the perceptions of program participants to gauge their voluntary and

involuntary compliance with national and state accrediting standards (American Association of School Administrators, 1993; Educational Leadership Constituent Council, 2002; Interstate School Leaders Licensure Consortium, 1996; National Council for Accreditation of Teacher Education, 2008; State Board of Educator Certification, 1999).

7. Based on the findings of this study and prior research (Levine, 2005; Murphy, 2006a, 2006b; Murphy & Vriensenga, 2005), "Learning and Research" and "Planning for Practice" should be major topics in educational leadership preparation programs. The findings of this study supported learning and research as prominent preparation content areas, along with planning for practice.

Recommendations for Research

Future research is needed to expand this study to other regions of the United States and to all 50 states. Statewide, regional, or national studies would give a clearer picture of the relevance of the national ELCC standards for superintendents in other locations. Other areas for further research are as follows:

1. Replication of this study is recommended to discover the relevance of the ELCC Standards for practicing superintendents in other states. Also, replication of this study is recommended in Texas to analyze and compare the data results and findings when a 50 to 60% response rate is achieved.

2. Expansion of this study should include a column in the questionnaire asking practicing superintendents to rate the degree to which the ELCC Standard elements were addressed in their pre-service superintendent preparation programs. This would help to

identify the level of attention that preparation programs are giving to the individual items and constructs in the ELCC Standards.

3. Future studies are needed to expand the demographic section of the survey instrument to include such items as gender, ethnicity, sex, years of practice, associated region service center, district enrollment numbers, size, location (rural or urban), per pupil expenditure, and student demographic information. Then, superintendent responses could be explored in relationship to these demographic characteristics (Coleman, 2003; Tareilo, 2004; Wooderson-Perzan, 2000).

4. Further research should study the relevance of the ELCC Standard 7, Internship, because this study omitted Standard 7 (Wilmore, 2008). Practitioners have deemed the Internship experience(s) as some of the most pertinent pre-service preparation (Levine, 2005).

5. Future research could include a qualitative study, with interviews of practicing superintendents, to explore further the relevancy of the ELCC standards.

6. Professors of Educational Administration and Leadership programs could use this survey for internal reviews and annual reviews of their preparation programs to improve the programs.

7. More research is needed to investigate the Ethics construct. Specifically, what are Schools of Education doing to teach or address Ethics topics.

8. This study was particularly interested in the "what" or content of preparation programs. Another study could explore the "why" and "how" in addressing standards in preparation programs.

9. Further research is needed to ask educational administration program faculty (professors) what should be done with each of the standard statement items, constructs, and factors in their programs.

10. Additional research is needed to investigate, “Do school boards support these standards?”

11. Research is needed to assess the relevance of the ELCC Standards with regard to certification tests in Texas and other states.

12. Finally, the new survey could be used to assess perceptions of aspiring superintendents.

Conclusions

Hopefully, this study has made a contribution to the literature on educational leadership programs and superintendent practices. Now that a survey instrument has been designed and validated, preparation programs and various other entities may utilize or revise the questionnaire for future use. It is also hoped that the findings on the relevancy of the ELCC standards, as perceived by Texas superintendents, might be of value in planning, offering, and evaluating continuing, new, or revised advanced programs in educational leadership.

APPENDICES

Appendix A

ELCC Standards for Advanced Programs in Educational Leadership

Standards for Advanced Programs in Educational Leadership

for
Principals, Superintendents,
Curriculum Directors, and Supervisors

NATIONAL POLICY BOARD FOR EDUCATIONAL ADMINISTRATION

Published January, 2002

Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and abil to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
1.1 Develop a Vision	a. Candidates develop a vision of learning for a school that promotes the success of all students. b. Candidates base this vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change.	a. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students. b. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leader applied to a school district context. c. Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in district. d. Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to suppo the vision.
1.2 Articulate a Vision	a. Candidates demonstrate the ability to articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision. b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	a. Candidates demonstrate the ability to articulate the components of this vision for a district and the leadershi processes necessary to implement and support the vision b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing or relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. c. Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
1.3 Implement a Vision	a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision. b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).	a. Candidates demonstrate the ability to plan programs to motivate staff, students, and families to achieve a school district's vision. b. Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.
1.4 Steward a Vision	a. Candidates demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision. b. Candidates design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. c. Candidates assume stewardship of the vision through various methods.	a. Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision. b. Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.
1.5 Promote Community Involvement in the Vision	a. Candidates demonstrate the ability to involve community members in the realization of the vision and in related school improvement efforts. b. Candidates acquire and demonstrate the skills needed to communicate effectively with all stakeholders about implementation of the vision.	a. Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.

Standard 1.0 Narrative Explanation: This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand

and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to write a vision statement for a school or district, share it with the executive team in the central office or with a site-based management team, and demonstrate how stakeholders were involved in the development.

Candidates are required to collect, interpret, and analyze school data. The analysis should reflect the candidate's understanding of the school's vision and mission statements, the level of involvement and actual contributions of the school community, and recommendations for inclusion in the school improvement plan.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.1 Promote Positive School Culture	a. Candidates assess school culture using multiple methods and implement context-appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture.	a. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.2 Provide Effective Instructional Program	a. Candidates demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials. b. Candidates demonstrate the ability to make recommendations regarding the design, implementation, and evaluation of a curriculum that fully accommodates learners' diverse needs. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich curriculum and instruction, to monitor instructional practices and provide staff the assistance needed for improvement.	a. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method. b. Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assesses the district's improvement and accountability systems. c. Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement. d. Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.
2.3 Apply Best Practice to Student Learning	a. Candidates demonstrate the ability to assist school personnel in understanding and applying best practices for student learning. b. Candidates apply human development theory, proven learning and motivational theories, and concern for diversity to the learning process. c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.	a. Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs. b. Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning. c. Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process. d. Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
2.4 Design Comprehensive Professional Growth Plans	a. Candidates design and demonstrate an ability to implement well-planned, context-appropriate professional development programs based on reflective practice and research on student learning consistent with the school vision and goals. b. Candidates demonstrate the ability to use strategies such as observations, collaborative reflection, and adult learning strategies to form comprehensive professional growth plans with teachers and other school personnel. c. Candidates develop and implement personal professional growth plans that reflect a commitment to life-long learning.	a. Candidates demonstrate knowledge of adult learning strategies and the ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace. b. Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel. c. Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.

Standard 2.0 Narrative Explanation: This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to organize and lead parent and teacher focus groups about high-stakes testing and alternative methods of measuring student performance.

Candidates are required to present a multimedia report to a community forum about the latest instructional technologies, including the use of the Web and teaching strategies.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
3.1 Manage the Organization	a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. b. Candidates develop plans of action for focusing on effective organization and management of fiscal, human, and material resources, giving priority to student learning, safety, curriculum, and instruction. c. Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in ways that promote student achievement.	a. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students. b. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities. c. Candidates demonstrate an ability to manage time effectively and to deploy financial and human resources in a way that promotes student achievement. d. Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity. e. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
3.2 Manage Operations	a. Candidates demonstrate the ability to involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. b. Candidates develop communications plans for staff that includes opportunities for staff to develop their family and community collaboration skills. c. Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide a safe, effective, and efficient facilities.	a. Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability. b. Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision. c. Candidates develop staff communication plans for integrating district's schools and divisions. d. Candidates develop a plan to promote and support community collaboration among district personnel.
3.3 Manage Resources	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning. b. Candidates creatively seek new resources to facilitate learning. c. Candidates apply and assess current technologies for school management, business procedures, and scheduling.	a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning. b. Candidates creatively seek new resources to facilitate learning. c. Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district. d. Candidates apply and assess current technologies for management, business procedures, and scheduling.

Standard 3.0 Narrative Explanation: This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development.

Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school's and district's accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to conduct a cost-benefit analysis of a school or district instructional improvement plan.

Candidates are required to analyze the school/district budget and identify how specific budget allocations support the school improvement plan/district strategic plan.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
4.1 Collaborate with Families and Other Community Members	a. Candidates demonstrate an ability to bring together the resources of family members and the community to positively affect student learning.	a. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
	b. Candidates demonstrate an ability to involve families in the education of their children based on the belief that families have the best interests of their children in mind. c. Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with families and community members. d. Candidates apply an understanding of community relations models, marketing strategies and processes, data-based decision-making, and communications theory to create frameworks for school, family, business, community, government, and higher education partnerships. e. Candidates develop various methods of outreach aimed at business, religious, political, and service organizations. f. Candidates demonstrate the ability to involve families and other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of the larger community. g. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services. h. Candidates develop a comprehensive program of community relations and demonstrate the ability to work with the media.	b. Candidates demonstrate an ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect on student learning. c. Candidates apply an understanding of community relations models, marketing strategies and processes, data driven decision-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships. d. Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals. e. Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district decision- making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community. f. Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning. g. Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices. h. Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests of their children in mind.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
4.2 Respond to Community Interests and Needs	a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics. c. Candidates provide leadership to programs serving students with special and exceptional needs. d. Candidates demonstrate the ability to capitalize on the diversity (cultural, ethnic, racial, economic, and special interest groups) of the school community to improve school programs and meet the diverse needs of all students.	a. Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders. b. Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community. c. Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives. d. Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement. e. Candidates demonstrate the ability to advocate for students with special and exceptional needs.
4.3 Mobilize Community Resources	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services, to support student achievement, solve school problems, and achieve school goals. b. Candidates demonstrate how to use school resources and social service agencies to serve the community. c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.	a. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. b. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. c. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems.

Standard 4.0 Narrative Explanation: This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the

larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop and present a plan recommending alignment of social service agency programs with school improvement needs.

Candidates are required to identify at least five key community leaders in a school community, justify why each was selected, and identify their roles or potential roles in school improvement in the district. A confidential analysis of this power structure is shared with the superintendent or board of education.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
5.1 Acts with Integrity	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.	a. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
5.2 Acts Fairly	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	a. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
5.3 Acts Ethically	a. Candidates make and explain decisions based upon ethical and legal principles.	a. Candidates make and explain decisions based upon ethical and legal principles.

Standard 5.0 Narrative Explanation: This standard addresses the educational leader's role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to develop a code of ethics using personal platforms, professional leadership association examples, and a variety of additional source documents focusing on ethics.

Candidates are required to conduct a self-analysis of a transcript of a speech delivered to a community organization and look for examples of integrity, fairness, and ethical behavior.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
6.1 Understand the Larger Context	a. Candidates act as informed consumers of educational theory and concepts appropriate to school context and can demonstrate the ability to apply appropriate research methods to a school context. b. Candidates demonstrate the ability to explain how the legal and political systems and institutional framework of schools have shaped a school and community, as well as the opportunities available to children and families in a particular school. c. Candidates demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. d. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities that affect schools, especially those that might improve educational and social opportunities. e. Candidates demonstrate the ability to describe the economic factors shaping a local community and the effects economic factors have on local schools. f. Candidates demonstrate the ability to analyze and describe the cultural diversity in a school community. g. Candidates can describe community norms and values and how they relate to the role of the school in promoting social justice. h. Candidates demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities.	a. Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations. b. Candidates demonstrate an understanding of the complex causes of poverty and other disadvantages and their effects on families, communities, children, and learning. c. Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district. d. Candidates can explain the system for financing public schools and its effects on the equitable distribution of educational opportunities within a district. e. Candidates demonstrate the ability to work with political leaders at the local, state, and national level. f. Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school districts and residents. g. Candidates espouse positions in response to proposed policy changes that would benefit or harm districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
6.2 Respond to the Larger Context	a. Candidates demonstrate the ability to communicate with members of a school community concerning trends, issues, and potential changes in the environment in which the school operates, including maintenance of an ongoing dialogue with representatives of diverse community groups.	a. Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students. c. Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.
6.3 Influence the Larger Context	a. Candidates demonstrate the ability to engage students, parents, and other members of the community in advocating for adoption of improved policies and laws. b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families. c. Candidates advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	a. Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, laws, and regulations affecting a specific district, both directly and through organizations representing schools, educators, or others with similar interests. b. Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.

Standard 6.0 Narrative Explanation: This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students' rights and improve students' opportunities.

Candidates are required to interview state legislators and/or lobbyists and present a report about the state's strategies used to influence change.

Candidates are required to participate in a simulated public debate about the pros and cons of selected international educational practices compared to practices in the United States.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
7.1 Substantial	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, students, parents, and community leaders. b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.	a. Candidates demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by district leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount and complexity and involve direct interaction and involvement with staff, school board members, students, parents, and school and community leaders. b. Each candidate should have a minimum of six-months (or equivalent, see note below) of full-time internship experience.

Elements	Meets Standards for School Building Leadership	Meets Standards for School District Leadership
7.2 Sustained	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of knowledge and skills on a full-time basis.	a. Candidates participate in planned intern activities during the entire course of the program, including an extended period of time near the conclusion of the program to allow for candidate application of skills and knowledge on a full-time basis.
7.3 Standards-based	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. b. Experiences are designed to accommodate candidates' individual needs.	a. Candidates apply skills and knowledge articulated in these standards as well as state and local standards for educational leaders. b. Experiences are designed to accommodate candidates' individual needs.
7.4 Real Settings	a. Candidates' experiences occur in multiple settings that allow for the demonstration of a wide range of relevant knowledge and skills. b. Candidates' experiences include work with appropriate community organizations such as social service groups and local businesses.	a. Candidates' experiences occur in multiple district administrator settings and allow for the demonstration of relevant knowledge and skills. b. Candidates' experiences include work with appropriate community organizations, parent groups, and school boards.
7.5 Planned and Guided Cooperatively	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. These three individuals work together to meet candidate and program needs. b. Mentors are provided training to guide the candidate during the intern experience.	a. Candidates' experiences are planned cooperatively by the individual, the site supervisor, and institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, and research contained in the standards. The three individuals work together to meet candidate and program needs. b. Mentors are provided training to guide the candidate during the intern experience.
7.6 Credit	a. Candidates earn graduate credit for their intern experience.	a. Candidates earn graduate credit for their intern experience.

Standard 7.0 Narrative Explanation: This standard addresses the importance of structured, sustained, standards-based experiences in authentic settings. The internship is defined as the process and product that results from applying the knowledge and skills described in the previous standards in a workplace environment. Application of standards-based knowledge, skills, and research in real settings over time is a critical aspect of any institutional program. The provision of graduate credit allows institutions to underscore the importance of this activity.

Note: Length Equivalency: The six-month internship experience need not be consecutive, and may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize the candidates' opportunities to practice and refine their skills and knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship and two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).

Examples of Promising Practices for Candidate Performance Activities:

Candidates are required to complete a self-inventory based on state or national standards, and develop a self-improvement plan based on the results, which serves as the basis for activities during the internship.

Candidates are required to maintain a daily reflection journal throughout the time of the internship.

Candidates are required to meet on a regular basis throughout the internship with a team of "critical friends" to discuss the achievement of the goals in their self-improvement plan.

Additional activities can be found beginning on page 25 of the ***Instructions to Implement Standards for Advanced Programs in Educational Leadership*** document.

APPENDIX B

Letter to Pilot Participants

Dear Texas Superintendent:

I am a doctoral candidate at Baylor University in K-12 Educational Administration. I am conducting a statewide study of Texas superintendents' perceptions regarding the relevance of the national Educational Leadership Constituent Council (ELCC) 2002 Standards.

I am asking you for your assistance in this study by completing the attached questionnaire, which should take about 10 - 15 minutes. Your responses to these standards will help investigate relevancy for superintendent practice. Your name, district, and answers will be kept completely confidential.

Please complete the attached survey, highlight your choices, save, and send back to Amy_Lackey@baylor.edu by **Month and day**. If you prefer a paper format, please print the survey, highlight or circle your answer choices, and return your completed survey addressed to:

Amy Lackey
P.O. Box 759
Bullard, TX, 75757

Thank you for your assistance.

Sincerely,

/s/
Amy D. Lackey
Doctoral Candidate
K-12 Educational Leadership Program
Department of Educational Administration
Baylor University

APPENDIX C

Superintendent Questionnaire:

Relevance of the Educational Leadership Constituent Council (ELCC) Standards

DIRECTIONS: Please save the attachment as a Word document. Then, open the attachment, respond to the following statements by **highlighting** your choice as to the degree the Standard Element is relevant to the practice of the superintendent in Texas. Please use your **highlight tool** to highlight your answers. Then, save the document again, and email it as an attachment to Amy_Lackey@baylor.edu or mail to Amy Lackey, P.O. Box 759, Bullard, TX 75757.	Degree the Standard Element is Relevant to the Practice of the Superintendent
Example: For this study, the candidate is the superintendent. 1. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.	8..7..6..5..4..3..2..1
8=Highly Relevant 7=Strongly Relevant 6=Relevant 5=Somewhat Relevant 4=Somewhat Irrelevant 3=Irrelevant 2=Strongly Irrelevant 1=Highly Irrelevant	8=Highly Relevant 7=Strongly Relevant 6=Relevant 5= Somewhat Relevant 4=Somewhat Irrelevant 3=Irrelevant 2= Strongly Irrelevant 1=Highly Irrelevant
1. Candidates develop and demonstrate the skills needed to work with a board of education to facilitate the development of a vision of learning for a school district that promotes the success of all students.	8..7..6..5..4..3..2..1
2. Candidates develop a sustained approach to improve and maintain a positive district culture for learning that capitalizes on multiple aspects of diversity to meet the learning needs of all students.	8..7..6..5..4..3..2..1
3. Candidates demonstrate the ability to use research-based knowledge of learning, teaching, student development, organizational development, and data management to optimize learning for all students.	8..7..6..5..4..3..2..1
4. Candidates demonstrate the ability to facilitate the planning and implementation of programs and services that bring together the resources of families and the community to positively affect student learning.	8..7..6..5..4..3..2..1
5. Candidates demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.	8..7..6..5..4..3..2..1
6. Candidates demonstrate an understanding of the complex causes of poverty, and other disadvantages and their effects on families, communities, children, and learning.	8..7..6..5..4..3..2..1
7. Candidates base development of the vision on relevant knowledge and theories applicable to school-level leaders applied to a school district context.	8..7..6..5..4..3..2..1
8. Candidates demonstrate an understanding of a variety of instructional research methodologies and can analyze the comparable strengths and weaknesses of each method.	8..7..6..5..4..3..2..1
9. Candidates demonstrate effective organization of fiscal, human, and material resources, giving priority to student learning and safety, and demonstrating an understanding of district budgeting processes and fiduciary responsibilities	8..7..6..5..4..3..2..1

10.	Candidates demonstrate the ability to use public information and research-based knowledge of issues and trends to collaborate with community members and community organizations to have a positive affect [sic] on student learning.	8..7..6..5..4..3..2..1
11.	Candidates make and explain decisions based upon ethical and legal principles.	8..7..6..5..4..3..2..1
12.	Candidates demonstrate an understanding of the policies, laws, and regulations enacted by local, state, and federal authorities affecting a specific district.	8..7..6..5..4..3..2..1
13.	Candidates use data-based research strategies to create a vision that takes into account the diversity of learners in a district.	8..7..6..5..4..3..2..1
14.	Candidates are able to use qualitative and quantitative data, appropriate research methods, technology, and information systems to develop a long-range plan for a district that assess the district's improvement and accountability systems.	8..7..6..5..4..3..2..1
15.	Candidates demonstrate an ability to manage time effectively and deploy financial and human resources in a way that promotes student achievement.	8..7..6..5..4..3..2..1
16.	Candidates apply an understanding of community relations models, marketing strategies and processes, data driven-making, and communication theory to craft frameworks for school, business, community, government, and higher education partnerships.	8..7..6..5..4..3..2..1
17.	Candidates demonstrate the ability to use appropriate research methods, theories, and concepts to improve district operations.	8..7..6..5..4..3..2..1
18.	Candidates can explain the system of financing public schools and its effects on the equitable distribution of educational opportunities within a district.	8..7..6..5..4..3..2..1
19.	Candidates demonstrate knowledge of ways to use a district's vision to mobilize additional resources to support the vision.	8..7..6..5..4..3..2..1
20.	Candidates demonstrate the ability to use and promote technology and information systems to enrich district curriculum and instruction, monitor instructional practices, and provide assistance to administrators who have needs for improvement.	8..7..6..5..4..3..2..1
21.	Candidates demonstrate the ability to organize a district based on indicators of equity, effectiveness, and efficiency and can apply legal principles that promote educational equity.	8..7..6..5..4..3..2..1
22.	Candidates demonstrate an ability to develop and implement a plan for nurturing relationships with community leaders and reaching out to different business, religious, political, and service organizations to strengthen programs and support district goals.	8..7..6..5..4..3..2..1
23.	Candidates demonstrate the ability to work with political leaders at the local, state, and national level.	8..7..6..5..4..3..2..1
24.	Candidates demonstrate the ability to articulate the components on this vision for a district and the leadership processes necessary to implement and support the vision.	8..7..6..5..4..3..2..1
25.	Candidates demonstrate the ability to allocate and justify resources to sustain the instructional program.	8..7..6..5..4..3..2..1
26.	Candidates demonstrate an understanding of how to apply legal principles to promote educational equity and provide (a) safe, effective, and efficient facilities.	8..7..6..5..4..3..2..1
27.	Candidates demonstrate the ability to involve community members, groups, and other stakeholders in district-decision making, reflecting an understanding of strategies to capitalize on the district's integral role in the larger community.	8..7..6..5..4..3..2..1

28.	Candidates can apply an understanding of how specific laws at the local, state, and federal level affect school district and residents.	8..7..6..5..4..3..2..1
29.	Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to develop a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.	8..7..6..5..4..3..2..1
30.	Candidates demonstrate the ability to facilitate and engage in activities that use best practices and sound educational research to improve instructional programs.	8..7..6..5..4..3..2..1
31.	Candidates demonstrate the ability to involve stakeholders in aligning resources and priorities to maximize ownership and accountability.	8..7..6..5..4..3..2..1
32.	Candidates demonstrate the ability to collaborate with community agencies to integrate health, social, and other services in the schools to address student and family conditions that affect learning.	8..7..6..5..4..3..2..1
33.	Candidates espouse positions in response to districts and explain how proposed policies and laws might improve educational and social opportunities for specific communities.	8..7..6..5..4..3..2..1
34.	Candidates demonstrate the ability to communicate the vision to school boards, staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities.	8..7..6..5..4..3..2..1
35.	Candidates demonstrate an ability to assist school and district personnel in understanding and applying best practices for student learning.	8..7..6..5..4..3..2..1
36.	Candidates can use appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the district vision.	8..7..6..5..4..3..2..1
37.	Candidates demonstrate the ability to conduct community relations that reflects knowledge of effective media relations and that models effective media relations practices.	8..7..6..5..4..3..2..1
38.	Candidates demonstrate the ability to engage students, parents, members of the school board, and other community members in advocating for adoption of improved policies and laws.	8..7..6..5..4..3..2..1
39.	Candidates demonstrate the ability to plan programs to motivate staff, student, and families to achieve a school district's vision.	8..7..6..5..4..3..2..1
40.	Candidates understand and can apply human development theory, proven learning, and motivational theories, and concern for diversity to the learning process.	8..7..6..5..4..3..2..1
41.	Candidates develop staff communication plans for integrating district's schools and divisions.	8..7..6..5..4..3..2..1
42.	Candidates develop and implement strategies that support the involvement of families in the education of their children that reinforces for district staff a belief that families have the best interests in their children in mind.	8..7..6..5..4..3..2..1
43.	Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit their district and its students.	8..7..6..5..4..3..2..1
44.	Candidates design research-based processes to effectively implement a district vision throughout an entire school district and community.	8..7..6..5..4..3..2..1
45.	Candidates understand how to use appropriate research strategies to profile student performance in a district and analyze differences among subgroups.	8..7..6..5..4..3..2..1
46.	Candidates develop a plan to promote and support community collaboration among district personnel.	8..7..6..5..4..3..2..1

47.	Candidates facilitate and engage in activities that reflect an ability to inform district decision-making by collecting and organizing formal and informal information from multiple stakeholders.	8..7..6..5..4..3..2..1
48.	Candidates demonstrate the ability to communicate regularly with all segments of the district community concerning trends, issues, and policies affecting the district.	8..7..6..5..4..3..2..1
49.	Candidates demonstrate the ability to align and, as necessary, redesign administrative policies and practices required for full implementation of a district vision.	8..7..6..5..4..3..2..1
50.	Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including application of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation that focuses on teaching and learning.	8..7..6..5..4..3..2..1
51.	Candidates demonstrate the knowledge of adult learning strategies and ability to apply technology and research to professional development design focusing on authentic problems and tasks, mentoring, coaching, conferencing, and other techniques that promote new knowledge and skills in the workplace.	8..7..6..5..4..3..2..1
52.	Candidates creatively seek new resources to facilitate learning.	8..7..6..5..4..3..2..1
53.	Candidates demonstrate the ability to promote maximum involvement with, and visibility within the community.	8..7..6..5..4..3..2..1
54.	Candidates demonstrate an understanding of how to develop lines of communication with local, state, and federal authorities and actively advocate for improved policies, directly and through organizations representing schools, educators, and others with similar interests.	8..7..6..5..4..3..2..1
55.	Candidates understand the theory and research related to organizational and educational leadership and engage in the collection, organization, and analysis of a variety of information, including student performance data, required to assess progress toward a district's vision, mission, and goals.	8..7..6..5..4..3..2..1
56.	Candidates demonstrate the ability to use strategies such as observations and collaborative reflection to help form comprehensive professional growth plans with district and school personnel.	8..7..6..5..4..3..2..1
57.	Candidates apply an understanding of school district finance structures and models to ensure that adequate financial resources are allocated equitably for the district.	8..7..6..5..4..3..2..1
58.	Candidates demonstrate the ability to interact effectively with individuals and groups that reflect conflicting perspectives.	8..7..6..5..4..3..2..1
59.	Candidates demonstrate the ability to advocate for policies and programs that promote equitable learning opportunities and success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.	8..7..6..5..4..3..2..1
60.	Candidates demonstrate the ability to bring together and communicate effectively with stakeholders within the district and the larger community concerning implementation and realization of the vision.	8..7..6..5..4..3..2..1
61.	Candidates demonstrate the ability to effectively and appropriately assess, research, and plan for diverse district and community conditions and dynamics and capitalize on the diversity of the community to improve district performance and student achievement.	8..7..6..5..4..3..2..1
62.	Candidates develop personal professional growth plans that reflect commitment to life-long learning and best practices.	8..7..6..5..4..3..2..1
63.	Candidates apply and assess current technologies for management, business procedures, and scheduling.	8..7..6..5..4..3..2..1
64.	Candidates demonstrate the ability to advocate for students with special and exceptional needs.	8..7..6..5..4..3..2..1

65. Candidates demonstrate an understanding of and ability to use community resources, including youth services that enhance student achievement, to solve district problems and accomplish district goals. 8..7..6..5..4..3..2..1
66. Candidates demonstrate how to use district resources to the community to solve issues of joint concern. 8..7..6..5..4..3..2..1
67. Candidates demonstrate an understanding of ways to use public resources and funds appropriately and effectively to encourage communities to provide new resources to address emerging student problems. 8..7..6..5..4..3..2..1
68. Candidates demonstrate a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions. 8..7..6..5..4..3..2..1

Demographic Information

DIRECTIONS: Check the Degree Earned and Complete the Following.

Master's Degree Year_____ Where_____

Superintendent Certification Year_____ Where_____

Ed.D._____ Ph.D._____ Year_____ Where_____

Thank you!
Please save and e-mail to Amy.Lackey@tylerisd.org or Amy_Lackey@baylor.edu.

APPENDIX D

Letter to Selected Participants

Dear Texas Superintendent:

I am a doctoral candidate at Baylor University in K-12 Educational Administration. I am conducting a statewide study of Texas superintendents' perceptions regarding the relevance of the national Educational Leadership Constituent Council (ELCC) 2002 Standards.

I am asking you for your assistance in this study by completing the attached questionnaire, which should take about 10 - 15 minutes. Your responses to these standards will help investigate relevancy for superintendent practice. **Your name, district, and answers will be kept completely confidential**. The study will use code numbers on each returned survey in order to protect your identity and ensure the confidentiality of your responses. Once the data is collated, all returned survey instruments will be deleted and destroyed.

Please save the attached survey, open the document, highlight your choices, save, and send back to Amy_Lackey@baylor.edu by **Month and day, 2007**. If you prefer a paper format, please print the survey, highlight or circle your answer choices, and return your completed survey addressed to:

Amy Lackey
P.O. Box 759
Bullard, TX, 75757

If you have any questions about this research, you may contact me at 903.894.8985, or you may contact my faculty advisor, Dr. Al Smith at 254-710-3050.

Thank you for your assistance.

Sincerely,
/s/
Amy D. Lackey
Doctoral Candidate
K-12 Educational Leadership Program
Department of Educational Administration
Baylor University
903.894.8985
Faculty Advisor and Professor: Dr. Smith
2827 Savannah Ct. Waco, TX 76710
254.732.3282

As a subject of this research you have rights. If you have any inquiries about any aspect of the research as it relates to your participation as a subject, you may direct them to Baylor's University Committee for Protection of Human Subjects in Research. The chairman is Dr. Matthew S. Stanford, Department of Psychology and Neuroscience, One Bear Place #97334, Waco, Texas 76798-7334, phone number 254-710-2236.

As you may be aware, electronic communication may be subject to interception, legally by your employer or illegally by another party, while the information is in transit. Therefore, it is possible that your information might be seen by another party and I cannot control whether that happens. Although none of the information requested is of a personal nature, if you are concerned about your data security, I suggest that you print this e-mail, fill out the answers by hand, remove information from headers, etc. that identifies you as the respondent and mail the completed survey to the following address:

Amy Lackey
P.O. Box 759
Bullard, TX 75757

APPENDIX E

Reminder E-Mail to Randomly Selected Participants

Dear Texas Superintendent:

Last week, I e-mailed to you a survey instrument regarding the relevancy of the Educational Leadership Constituent Council (ELCC) 2002 Standards.

Your 10-15 minute response is critical to the success of this study. Please complete your survey electronically (see attached survey) by saving the attachment as a document, highlighting your answers, and e-mailing it back to me as an attachment, or complete a paper version by printing the document and sending it to me on or before **Month and day, 2007**.

If you choose the paper version, mail the survey to:

Amy Lackey
P.O. Box 759
Bullard, TX 75757

Otherwise, save the attachment as a document, open the document, highlight your responses, save the survey, and e-mail it back as an attachment to Amy.Lackey@tylerisd.org or to Amy_Lackey@baylor.edu .

If you have any questions about this research, you may contact me at 903.894.8985, or you may contact my faculty advisor, Dr. Al Smith at 254-710-3050.

Sincerely,

/s/
Amy D. Lackey
Doctoral Candidate
K-12 Educational Leadership Program
Department of Educational Administration
Baylor University
903.894.8985
Faculty Advisor and Professor: Dr. Smith
2827 Savannah Ct. Waco, TX 76710
254.732.3282

As a subject of this research you have rights. If you have any inquiries about any aspect

of the research as it relates to your participation as a subject, you may direct them to Baylor's *University Committee for Protection of Human Subjects in Research*. The chairman is Dr. Matthew S. Stanford, Department of Psychology and Neuroscience, One Bear Place #97334, Waco, Texas 76798-7334, phone number 254-710-2236.

As you may be aware, electronic communication may be subject to interception, legally by your employer or illegally by another party, while the information is in transit. Therefore, it is possible that your information might be seen by another party and I cannot control whether that happens. Although none of the information requested is of a personal nature, if you are concerned about your data security, I suggest that you print this e-mail, fill out the answers by hand, remove information from headers, etc. that identifies you as the respondent and mail the completed survey to the following address:

Amy Lackey
P.O. Box 759
Bullard, TX 75757

APPENDIX F

Reminder Telephone Diction During Survey Collection

Texas Superintendent's Name,

Hello. My name is Amy Lackey, and I am a doctoral candidate at Baylor University, seeking your participation in a research study about superintendent standards. In order for my research study to make a contribution, I need your input.

Pause for comments.

I sent a survey instrument to you on _____ and sent to you an e-mail reminder on _____ about the survey.

Did you by any chance not receive either of these?

Pause for comments.

I would like to ask you to please participate in this study so that a 100% response rate will be met. When do you think you can complete the survey?

Pause for comments.

Well, I will not take any more of your time.

Thank you so much for your help. I am looking forward to receiving your completed questionnaire next week.

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