CAREER PATHS TO THE TEXAS PUBLIC SCHOOL SUPERINTENDENCY

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This study focused on the identification of career paths that led to the Texas public school superintendency, including an examination of career path differences associated with gender, ethnicity, and district type, and on the identification of the career path positions superintendents perceived as being the most beneficial in preparing them for the superintendency. Additionally, the study examined place-bound versus career-bound superintendents. The most common career path to the Texas public school superintendency was secondary teacher, secondary principal, and superintendent. Female administrators and administrators who worked in large districts were more likely to take the director route to the superintendency. Additionally, most major urban superintendents took the director route to the superintendency. Ethnicity was not a significant factor in determining the career path to the superintendency. A significant correlation did exist between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path. A higher representation of superintendent respondents who held earned doctorates existed in that career path than in any of the other career path groups. While educational attainment was important in higher paying districts, most Texas superintendents did not hold doctorates. Few held doctorates from the most prestigious, nationally recognized universities.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF ILLUSTRATIONS

CHAPTER 1

INTRODUCTION

Setting of the Study

School administrators have taken various career paths to the superintendency. According to Bjork and Keedy (2001), the most common career path to the superintendency, 48%, was from teacher to assistant principal or principal, to central office administrator, to superintendent. The second most prevalent path, 31%, was from teacher to assistant principal or principal, to superintendent. School administration career paths were affected by sponsorship and factors other than academic preparation and competence (Cadman, 1989). Various factors influenced which paths prospective superintendents took. Gender, ethnicity, educational attainment, and district size impacted career paths. Geographic location was also a factor that could influence the career path of a prospective superintendent.

According to Holliman (1996), studies conducted over a 60-year period have shown that the majority of superintendents came from blue-collar backgrounds and achieved upward social mobility by acquiring an education. Majchrowicz (1997) found that successful superintendent aspirants sought out sponsorship, supported group decision making, and took calculated risks. Majchrowicz further wrote that superintendents generally came from small towns and had a mean age of 50. This study examined each of these influences in an effort to provide research-based knowledge to aspiring

superintendents. This study charted the sequence through which individuals entered Texas public school administration and move upward to the superintendent's position.

Information was analyzed from Texas public school superintendent survey responses from various districts in the North and West Texas areas and in major urban districts throughout the state. The information from questionnaires was disclosed in the study. Surveys were divided into groups of urban, suburban, and rural public school systems. These groups were then analyzed for variables and tendencies such as gender and educational attainment.

Statement of the Problem

There is a critical need for qualified Texas public school superintendents. As the superintendency has become more complex, boards of education found fewer good superintendent candidates to fill vacant positions (Sturock, 1997). According to Howley, Pendarivis, and Gibbs (2002), the complexities confronting superintendents have increased in recent decades, compounding the pressures traditionally associated with the position. According to Howley et al., fewer applicants were applying for administrative positions than have done so in the past. Many educators were reluctant to pursue leadership positions because of the demands of the job and the increased pressure to show results (Howley et al., 2002). With forecasts predicting increased public school superintendent retirements, the urgency grows. Increased turnover rates in concert with superintendent retirements has fueled the growing number of vacancies across the state. The decreasing supply of experienced superintendents has increasingly forced the use of less seasoned superintendents. The degree of severity felt by districts differs based on region, but the critical need for qualified superintendents was reflected in all Texas public

school districts. This need will continue to grow as veteran superintendents retire or otherwise leave the profession. This study defined the pathways existing public school administrators used to fill those gaps.

Significance of the Problem

According to Lashway (2003), superintendents fashioned solutions out of three sometimes conflicting roles: instructional, managerial, and political. Public school superintendents made decisions that impacted many students and employees under their authority. It was critically important that good decisions were made, and such decisions were affected by training and experience. Superintendents were pressured to demonstrate accountability both in terms of financial management and in terms of educational outcomes. The challenges of the superintendency, coupled with the increasing number of superintendent vacancies, made career path identification more important than ever. Superintendent preparation programs must train more, better prepared superintendent candidates than ever before.

Recent studies demonstrated the complexity of the role that superintendents undertook when they tried to balance educational, managerial, and political leadership in ways that promoted school improvement and student achievement. Holloway (2001) found that the most important superintendent functions were fostering school board relations, developing and maintaining an effective school and district staff, facilitating student learning, collaborating with and involving the community, providing organizational resources and operations, implementing and evaluating curriculum and instruction, providing professional development for school and district staff, maintaining group processes, and understanding and responding to the larger political issues. The

information in this study provided useful information to those seeking a superintendency and those preparing prospective future superintendents.

Purpose of the Study

The purpose of this study was to provide research-based knowledge to aspiring superintendents. Additionally, it was hoped that the information would be useful to those who develop, implement, and evaluate superintendent preparation programs across the state. Public school systems in Texas are increasingly faced with seemingly insurmountable challenges. Now more than ever, it is imperative that the leaders of the state's educational systems be knowledgeable and exceptionally well prepared to meet these challenges. Knowledge of the skills gained through working in various positions throughout administrative careers will be useful to developing future superintendents.

Research Questions

1. Can a path analysis to the superintendent's position be identified?
2. What superintendent position variations are associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?
3. What career path position do superintendents perceive as most beneficial in preparing them for the superintendency?

Limitations and Delimitations

The study was limited to descriptions of the career paths of current Texas public school superintendents. It additionally focused on the educational positions that were most beneficial in preparing administrators for the superintendency. The survey response was dependent upon the willingness of the respondents to share and return personal

information. As a Texas public school administrator, the researcher acknowledged his association with a study referencing Texas public school superintendents; however, such bias was viewed as an asset. In addition, the survey instrument included questions that relied on the respondents' perceptions. The study data may only be generalized to the state of Texas.

The focus of the study was solely on the formal educational experiences and specific educational positions held. This study did not address the perceived quality or depth of the formal preparation, professional development, or educational positions as related to the variables measured. Nor did this study examine the career paths of superintendents after they gained their first superintendent position.

Definition of Terms

The terms used in this study are listed in alphabetical order below:

Career advancement: Refers to the professional ability to move ahead or promote beyond one's beginning occupational status.

Career path: A distinctive set of sequential positions leading to the superintendency.

Caucasian: "An American of European, White ancestry." (*Merriam Webster's Collegiate Dictionary,* 1996).

Education Service Center Region (ESC): Twenty regional education service centers were established in 1965 to support public school districts in the implementation of school reform and school improvement.

Educational attainment: The highest level of schooling attended and completed.

Ethnicity: Classification indicating general racial or ethnic heritage based on self-identification, as in data collected by the U.S. Bureau of the Census or on observer identification, as in data collected by the Office for Civil Rights. These categories are in accordance with the Office of Management and Budget standard classification scheme presented below by the National Center for Education Statistics (2003):

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.

Black

A person having origins in any of the black racial groups in Africa. Normally excludes persons of Hispanic origin except for tabulations produced by the U.S. Bureau of the Census, which are noted accordingly in this volume.

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Asian or Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area

includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaska Native

A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.

Independent town: An independent town is the largest town in a county having a population of twenty-five thousand to one hundred thousand, or the number of students in membership of the town's school district is greater than seventy-five percent of the largest school district in the county (Texas Education Agency, 1996).

Major urban district: The largest school districts in the state that serve the seven metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso. A district is designated major urban if the county population was greater than 450,000, it is the largest in the county, and there are greater than 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership is 75% of the largest district and there are more than 35% low-income students in the district (Texas Education Agency, 1995).

Rural school district: A smaller school district located outside of an urban or suburban area in the country.

School administrators: Those staff members whose activities are concerned with directing and managing the operation of a particular school. They may be principals or assistant principals, including those who coordinate school instructional activities with

those of the local education agency (LEA) and other appropriate units (National Center for Education Statistics, 2003).

Suburban school district: A smaller community school district adjacent to or within commuting distance of a city.

TEA: Texas Education Agency provides leadership, guidance, and resources to help schools meet the educational needs of all students.

Organization of the Study

This study was organized into five chapters. Chapter 1 provided an introduction, statement of the problem, definition of terms, purpose of the study, significance of the problem, research questions, and organization of the study. Chapter 2 was a review of the relevant literature, and chapter 3 explained the materials and methods used in the research. Chapter 4 includes the presentation of the results and an analysis of the data, with chapter 5 providing the conclusions of the study and recommendations for further studies.

CHAPTER 2

LITERATURE SURVEY

The survey of the related literature focused on factors that have been acknowledged in the past as having influence on the superintendency or upon career paths to the superintendency. Historical findings relating to pathways to the superintendency were explored in detail. Furthermore, the literature survey supplied the initial data needed to support a full-scale quantitative study of the career paths to the superintendency. Chapter 2 was divided into the following sections: overview of the literature, advanced degrees, teacher experience, administrative positions, gender differences, ethnicity variances, place bound versus career bound, and summary.

Overview of the Literature

Few superintendents deviated from traditional superintendent career paths and preparation programs. According to Harrison-Williams (2000), fewer than 1% of superintendents followed nontraditional career paths from positions in business, the military, consulting, or other non-educational jobs. According to Bjork and Keedy (2001), the two major paths to the superintendency were the teacher, assistant principal/principal, central office, superintendent path and the teacher, assistant principal/principal, superintendent path. The first career path was more common in the major urban districts with large student populations. Several central office positions of varying types existed in larger districts. The second path was more common in smaller districts and rural districts. A contributing factor to the second path prevalence in smaller districts was the smaller number of central office positions available due to district size.

According to Carson (1999), secondary principals, rather than elementary principals, were more likely to move into the superintendency. Secondary principals were responsible for larger organizations with more staff members, more students, and more financial resources. Secondary principals were also responsible for athletics, the arts, agriculture, and career and technology courses. The complexity of the organization exceeded that of an elementary school, and the political dynamics of a secondary school were also more complex than those of an elementary school. Collectively, these experiences allowed secondary principals to compete more effectively against their elementary counterparts for superintendent positions or central office positions that led to the superintendency.

According to Shock (1999), small school district superintendents most often followed the path of teacher, principal, and finally, superintendent. Shock further wrote that small district superintendents left for larger district superintendent positions in about 3 years. Reasons frequently cited for such career moves included prestige and recognition in the new district, new district location, demographics, and/or compensation. The majority of career paths taken by superintendents in one study revealed that 75% of their administrative careers was spent in building-level administration. These building-level administrative experiences provided the foundation for the decision making that occured at the superintendent level.

Manuel (2001) note that the acquisition of a high school principal position was often perceived as a prerequisite in the career path to the superintendency. The high school campus in small- to mid-size districts or the high school campuses in large districts were typically the largest schools in a school district. Unique experiences and

responsibilities were associated with these larger schools. School administrators were exposed to far more issues and complexities at the high school level than they were at the elementary or even the middle school levels. These experiences were often required by school boards as they selected school superintendents.

According to DeValcourt (1991), educators identified as effective superintendents followed career paths that included a central office position as opposed to randomly selected superintendents who followed more traditional paths. Administrators who had served in central office positions had gained exposure to information and experiences that were not readily available during their tenures as campus level-administrators. These central office experiences provided them with a broad exposure and experience base that many campus-level administrators had not yet acquired.

Superintendent career paths varied according to district size, which size varied across the state. Major urban districts were defined as the largest school districts in the state that served the seven metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso. A district was designated major urban if the county population was greater than 450,000, it was the largest in the county and there were greater than 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership was seventy-five percent of the largest district and there were more than thirty-five percent low-income students in the district (Texas Education Agency, 1995).

Such major urban districts provided different sets of challenges than small rural districts. Major urban districts were ethnically diverse. They were frequently minority-majority districts that were responsible for educating students who spoke many different

languages. These districts also frequently had large numbers of students from low socioeconomic backgrounds. Additionally, the political dynamics of major urban districts was quite different from smaller districts. Collectively, these factors and others made the demands of the major urban superintendent position unique.

Public school administrators' pathway to the superintendency was affected by the individual skills and values. To be operationally powerful, a superintendent's core values needed to be stated clearly and annotated extensively with specific examples and stories from school experience (Kelleher, 2002). Superintendents needed to be able to clearly communicate the organizational objectives in a manner that motivated team members to complete the mission. Subordinates needed to know where their leader stood. These communication and human relations skills helped superintendents realize their organizational objectives.

Effective superintendents were able to manage school board relations, form alliances, foster positive working relationships, and be consensus builders. According to Harrington-Lueker et al. (2002), successful superintendents built good relationships with their school boards and knew their communities and school systems well. Knowledge of the community, school system, and school board helped superintendents ascertain what advances and initiatives would both follow local norms and build on past successes. This knowledge also helped successful superintendents to gauge the acceptable pace of the changes that were sought in an effort to improve the district.

In several recent surveys, superintendents rated positive working relations with the school board as the number one challenge they faced on the job (Sternberg, Friedman, & Harrison, 2002). The challenge of developing and maintaining a positive working

relationship with the school board was extremely difficult if the community was divided on issues and that division was reflected in the composition of the school board. Superintendents were faced with the challenge of trying to build consensus among school board members with varying perspectives. Those pressures were compounded by financial challenges, societal problems that were reflected in the schools, and various other problems that were frequently associated with the superintendency.

If a district's schools were mediocre, superintendent applause and encouragement served only to reinforce the things that made them mediocre (Johnson, 1998). Superintendents were frequently faced with the need for change on one side and the need to build consensus and foster positive human relations on the other. Consensus building was a valuable skill for a public school superintendent to possess. Successful superintendents used positive working relationships to form alliances and bring about change. These consensus building skills were important for administrators to develop as they moved through the ranks toward the superintendency.

According to King and Blumer (2000), successful superintendents balanced the need for change with the need to retain the positive attributes associated with the existing organizational culture. Positive change led to the loss of some of the positive attributes associated with the organizational culture. The successful superintendent anticipated repercussions associated with change and proactively shaped the nature of the change to ensure the retention of positive organizational attributes. This balancing act was enhanced by the utilization of human relation skills in the consensus-building process. Administrators who effectively developed these skills while at lower level administrative positions were able to compete more effectively for superintendent level positions.

State requirements impacted the career paths to the superintendency. Some states changed the way that they certified school superintendents. According to Beem and Kleinsmith (2002), the state of Missouri became the first state to require a written examination for state superintendent certification, based on the 1996 school leadership standards of the Interstate School Leaders Licensure Consortium, with the goal to establish clear expectations for superintendents.

Advanced Degrees

Grewal (2002) found that more female superintendents held doctorate degrees than their male counterparts. Furthermore, more females than males were earning doctorates in the field of education. Grewal therefore contended that educational readiness could not be considered a factor in the lack of females in superintendent positions. Grewal's findings were consistent with an earlier study conducted by Walder (2000), who noted that over half of all students in doctoral programs in educational administration throughout the country were female. Both of these studies established that educational attainment was not a barrier for female candidates seeking the superintendency.

According to a study by Sabatino (1993), effective superintendents held more degrees and administrative certificates than typical superintendents. They were also more actively involved in professional organizations. The knowledge gained through the coursework necessary to earn advanced degrees and administrative certificates helped these superintendents make more effective decisions. Additionally, the professional experiences and network problem-solving capabilities associated with professional organizations enhanced their effectiveness.

Studies from other states published information that included the percentages of advanced degrees held by active public school superintendents. An Illinois study revealed that 48% of Illinois superintendents held doctoral degrees in 2003 (Pierson & Freeman, 2003). The typical superintendent in Illinois was a 53-year-old male with a doctorate who had been an educator for 25 years and had served in his current position for 6 years. The typical Illinois superintendent began his administrative career as a principal at the age of 33, and then after 10 years moved to the superintendent position. According to DeMuth (1998), most Illinois female superintendents began their first superintendency between the ages of 41 and 50, with 70% holding doctorates.

Teacher Experience

Female superintendents typically remained in teaching and/or lower ranking administrative positions for longer periods of time than their male counterparts. They typically came to the superintendency later in their career than did men (Tillman & Cochran, 2000). Some female superintendents were delayed in reaching the superintendency because they stopped teaching for several years to raise small children. This delay in their career path resulted in a delay of the acquisition of the skills and experiences necessary to effectively compete for the career path positions that led to the superintendency. Due to this delay, some aspiring female administrators never reached the highest district-level administrative positions before the end of their careers. A long delay in moving from the teaching ranks to the administrative ranks effectively ended a candidate's chances of becoming a superintendent. Rueda (2002) found that 76% of superintendents gained their first administrative position before they were 35 years of

age. This early transition from the teaching ranks to the administrative ranks was necessary for most superintendents.

According to Cornelious (2002), women averaged 15 years of teaching experience before going into administration, while men averaged 5 years teaching experience. Atwater (1997) found similar information relating to the elementary principal position. She reported that the median number of years in teaching before appointment to the elementary principalship was 5 years for males and 15 years for females. The delayed movement from the classroom to the principal position prevented many females from advancing to the superintendent position. Males were far more likely than females to advance to the superintendent position. Male public school teachers in the United States were 40 times more likely to advance to the superintendency from teaching than their female counterparts.

Howley et al. (2002) noted that the traditional career path for educational administrators involved the move from teaching to the principalship to the superintendency. The teaching field that led to the superintendent position varied. Sabatino (1993) found that superintendents taught a variety of subjects in their first-full time teaching position. The most common teaching area was social studies. The social studies discipline was followed by elementary classroom teaching and then English. Many social studies teachers also served in various coaching capacities. Most female superintendents began their teaching careers in an elementary classroom.

Another study depicted the initial service of female superintendents as elementary teachers. According to Walder (2000), most female superintendents began as elementary teachers, followed by social studies, science, math, and English. Walder further wrote

that the root of underrepresentation of women in top leadership roles was more fundamentally grounded in sports than previously thought. Walder found that this was due in part to the male coaching experience advantage and the "good ole boy" network associations that accompanied such coaching experiences.

Administrative Positions

According to Burnham (1989), the career path of teacher, principal, to superintendent particularly found in small systems had declined from the period of 1971 to 1982. The teacher, principal, central office administrator, to superintendent career path had become the most common path. The 1992 National Study on Superintendents conducted by the American Association of School Administrators showed the prevalent track to the superintendency to be teacher, principal, central office administrator, and finally, superintendent (Sabatino, 1993). This study supported Burnham's findings. Burnham wrote that men were more likely than women to omit steps in the traditional paths. A higher proportion of effective superintendents studied had more frequently served in a high-level central office instructional position than typical superintendents. Males took less time than females to become superintendents after their initial teaching experience (DeValcourt, 1991). Not all superintendents served as campus principals. Burnham further wrote that while the majority of superintendents had some building-level administrative experience at the assistant principal and/or principal level, 25% of the respondents in her study failed to indicate that they had served in one or both of these capacities. According to Sabatino (1993), during this same period of 1971 to 1982, the tendency to begin administrative careers as assistant principals rather than as principals increased.

The public school superintendency continued to evolve into an even more complex position. The growing complexity of the superintendency led school boards to put even more value on experience (Mathews, 2002). However, in the face of increasing retirements, finding highly experienced candidates became challenging. A California study revealed that many successful superintendents were hired due to their previous instructional experience and success (Peterson, 1999). Experience had become even more important to school boards as they selected superintendents.

Educators aspired to become superintendents for various reasons. One study showed that principals rated the ability to make a difference as a superintendent as the most compelling reason guiding their thinking about whether or not to pursue such a position (Howley et al., 2002). Many principals were intrinsically motivated to effect positive change in their school systems. They saw the superintendent position as the vehicle that would enable them to make the changes they deemed necessary.

According to DeValcourt (1991), the strongest variable in predicting superintendent tenure was salary. The higher the salary, the longer the superintendent typically stayed in the position. DeValcourt also wrote that effective superintendents earned a higher proportion of doctoral degrees, generally held more administrative certifications than their typical superintendent counterparts, and that their paths to the superintendency were greatly enhanced by holding high-level central office positions. Their educational attainment and previous work experiences enabled these superintendents to serve more effectively.

Eaton (2002) found that minority superintendents and nonminority superintendents followed similar career paths. However, minority superintendents more

often followed the path of teacher, principal, central office, and finally, superintendent. The central office position was where the variation between minority and nonminority superintendents occurred. This central office position variation was confirmed by another study. According to Rueda (2002), minorities, more often than nonminorities, followed the path of teacher, principal, central office, and finally, superintendent. Although the percentage of superintendents of color has increased over the past half century, increases in the candidates in the "pipeline," high school principals and central office personnel, have remained uneven (Bjork & Keedy, 2001). Administrators of color were not filling these feeder positions at the same rate.

According to Ortiz (2000), Hispanic female superintendents who obtained their graduate degrees in the 1970s have followed the traditional administrative path. They taught in secondary schools, were principals of secondary schools, had a number of central office positions, and advanced from associate superintendents to superintendents in different school districts. Hispanic females, who earned graduate degrees in the 1980s, deviated from the traditional path to the superintendency. The latter group of Hispanic females relied more on personal relationships with individuals in positions of authority for career advancement.

Horn (1998) observed that starting at the assistant principalship at the secondary level appeared to be the best choice for aspiring female superintendents. In Horn's study, the largest group of female superintendents followed an uninterrupted course from teaching to counseling to assistant principal, principal, director of elementary or secondary education, assistant superintendent, and finally, superintendent. According to Manuel (2001), the most common career pathway for female superintendents was

teacher, elementary principal, central office, and finally, superintendent. Most superintendents had uninterrupted administrative career paths. Costa (1981) found that 65% of female superintendents nationwide never took a leave of absence.

According to Holliman (1996), women in administration were often firstborn or only children. Holliman wrote that firstborn or only children in their families were often high achievers. Furthermore, she wrote that women who were high career achievers were more likely to be unmarried and have few if any children. However, this contrasted with the expectations of the educational community in particular, where marriage was almost be viewed as a prerequisite for employment. The family image that an individual was likely to project during the superintendent application process played a part in the minds of school board members during the process of superintendent selection. This contrast played a role in the underrepresentation of females in the superintendency.

Gender Differences

The United States Census Bureau recently characterized the superintendency as the most male-dominated executive position of any profession in the nation (Bjork & Keedy, 2001). Women numerically dominated the field of education as teachers, elementary school principals, and central office employees. However, there remained a disparity among men and women serving in the capacity of superintendent (Hall, 2001). This gender gap, however, was slowly closing. According to Atwater (1997), if the trend toward female administrators in urban districts over the last 20 years continued, female representation would continue to increase.

An examination of the number of female teachers and administrators compared to the number of female superintendents employed in education indicated a disparity in

gender of the top public school leadership positions (Wesson, 2002). Although more females were entering the public school superintendency, the disparity still existed. More females were holding higher ranking administrative positions than ever before. Additionally, more female administrative role models and mentors were available for aspiring female superintendents than ever before. As greater numbers of females entered the lower level administrative ranks, increased percentages were expected to advance through the ranks to the superintendency.

According to Costa (1981), the typical female superintendent was married, had one or more children and was over 40 years of age. This pattern changed a decade later. According to Crawford (1992), female superintendents had more advanced doctoral degrees than their male counterparts, were likely to remain single, and were frequently the oldest child of their parents. Crawford also reported that female superintendents and principals interacted more with teachers and students than their male counterparts did, they spent more time in the classroom or with teachers in discussions about academic content, and were more likely to assist beginning teachers. Females were also cited as taking a more active stance toward instructional leadership; they yielded higher ratings from teachers and were more concerned than men with students' individual differences.

Schuler (2002) found that the societal norms that established women as responsible for nurturing and childcare after giving birth to children were so strong and pervasive that they significantly changed the ways in which women pursued careers. Schuler noted that many females had conformed to societal norms by pursuing career positions conducive to the nurturing and childcare societal norms associated with

females. These norms had sometimes led to females having employment gaps due to staying home with their children during the early years of their children's lives.

Spencer and Kochan (2000) reported that females were more likely than males to interrupt their professional careers in order to devote time to raising a family, which delayed the upward mobility of female administrators. Such delays resulted in some female administrators never reaching the position of superintendent. Males were more likely to remain in the workforce and acquire the professional skills and experiences that many school boards sought in superintendent candidates.

Holliman (1996) found that female superintendents were much more likely than men to have been elementary teachers. However, male superintendents were much more likely than females to have served in coach/teacher positions. Furthermore, a higher percentage of females served as elementary principals, whereas a higher percentage of males served as secondary principals. Women were more likely than men to have been elementary teachers (Dunlop, 1997). In Dunlop's findings, a significantly higher proportion of females served as school counselors early in their careers. However, females also served in high-level central office positions more frequently than their male counterparts. Finally, the study revealed that female superintendents were more likely to have served as elementary principals and directors of instruction or curriculum than their male counterparts.

The absence of mentoring relationships, role models, and networks was frequently cited in the literature as primary reasons why more women did not go into the superintendency. According to Olzendam (1999), the presence of a strong mentorship was frequently seen in successful female superintendents. Mentoring relationships were

acutely needed by two groups of women: women who aspired to leadership in nontraditional fields (mathematics, science, business) and women of color (Alston, 2000). Mentoring was first important when a female was advancing from teacher to vice principal (Atwater, 1997). A mentor was also helpful when a female was progressing to a senior administrative position. Female superintendents frequently cited mentoring relationships as important factors leading to the acquisition of a superintendency. According to LaPointe (1994), females who were successful in position attainment and did not have a conscious networking system were often successful by paying homage to the "good ole boy" network.

The use of data from more than 1,000 school districts in Texas over a period of 4 years showed that gender differences in superintendents' salaries were subtle rather than systematic. On average, female superintendents were paid slightly more than male superintendents, but they also oversaw larger school districts with bigger budgets (Meier & Wilkins, 2002). According to Manuel (2001), female superintendents pursued the doctoral degree more often than did male superintendents. The study revealed that 57% of female superintendents held doctorates, whereas only 44% of male superintendents held doctorates. The study also revealed that some school boards tended to promote women to the superintendency based on personal traits rather than prior results of leadership effectiveness. Some have suggested that the short supply of qualified female superintendents allowed highly qualified female candidates to garner higher wages than their male counterparts. Some gender differences in salaries did exist, but such differences are not systematic.

The shortage of female public school superintendents was not unique to Texas. Fulford's (2001) Indiana study revealed that females indicated more stress and concern for family and career than did males; the females indicated they were less mobile than males; and the females felt that discrimination played more of a role in their inability to advance than did the males. Grewal's (2002) California study indicated that in spite of the fact that some progress had been made over the years, there remained a strong gender inequity in upper management positions, especially in the position of the public school superintendency. A Washington state study revealed that the majority of female superintendents studied were first-born children from warm and caring families that had high expectations for their daughters (Stevens, 1988). The majority held doctorates or were in doctoral programs. All described their leadership styles as collaborative, and only one had been without the benefit of a mentor. Brancato (1997) noted female superintendents are perceived as being more democratic and participatory than are men.

According to Bjork and Keedy (2001), females frequently served as elementary teachers, district coordinators, and assistant superintendents before rising to the superintendency. Thus, many female superintendents were able to bypass the secondary principal position by taking the central office route to the superintendency. Males tended to serve as secondary school teachers and assistant superintendents. In addition, females were more likely to serve as elementary principals, whereas males were more likely to serve as secondary principals (Bjork & Keedy, 2001).

According to Holliman (1996), the disparity at the superintendent level among the genders was largely due to the coaching experience of male superintendents. Holliman suggested that these coaching leadership positions led to shared common experiences,

jargon, and team leaderships styles that substantially influenced the career advancement of its members. Males were more frequently represented in the athletic director ranks than females. The track to the superintendency for males was through the high school principalship, and females were less likely to follow this traditional career path.

A previous study indicated the importance of educational attainment for aspiring female superintendents. According to McDade (1981), a dissertation discriminant analysis showed that career paths were not discriminated by personal characteristics, professional characteristics, special problems encountered, or advice offered to aspiring female superintendents. However, career paths were discriminated by educational characteristics, particularly highest degree earned. McDade's study showed the importance of educational attainment in relation to the career path associated with the acquisition of a superintendent position, especially for female candidates.

According to Pino (1997), three major barriers for females entering administrative positions leading to the superintendency: (a) the initial departure from classroom teaching, (b) appointment to positions that did not provide career mobility, and (c) unsuccessful competition with men for line positions that led to the superintendency. Those barriers proved difficult for many female aspiring superintendents to overcome. However, in a study by LaPointe (1994), perseverance, possession of advanced degrees, successful performance in previous positions, and use of mentors were cited as key factors in facilitating female attainment of the superintendency.

Ethnicity Variances

According to Bjork and Keedy (2001), White males dominated the American school superintendency and other high-level executive leadership positions in both the

public and private sector. Particular elements of school boards' and headhunters' routine practices facilitated the access of white males and limited the access of others to the superintendency (Tallerico, 2000). The "good ole boy" system facilitated the access of White males to the superintendency. This was more common in rural areas than in major urban areas with large minority student populations (Tallerico, 2000). According to Dobberteen (1996), the "good ole boy" network could seriously retard access to information because it operated within and across organizations.

In 2002, Texas had 1,042 school districts (Eaton, 2002). Of these Texas public school districts, only 14 were headed by Black superintendents. This underrepresentation of Black superintendents also existed in other states. Mississippi recently hired Henry L. Jackson as the first Black state education superintendent since Reconstruction (Richard, 2003). According to Cadman (1989), Black superintendents were appointed to school systems that had predominately non-White students and community populations. Jackson (1995) observed that Black superintendents faced the challenge of leading all of the people and at the same time meeting their Black constituents' expectation that Black children would be given a better opportunity for success. These expectations were often conflicting. Black superintendents were thus faced with higher expectations than superintendents of other ethnicities.

Black female school administrators were generally older than Black or White male school administrators (Cadman, 1989). Black women from working-class backgrounds were more likely to be excluded from opportunities for mentoring relationships (Alston, 2000). In Tillman and Cochran's (2000) study, Black women reported feeling tremendously conflicted and stressed in their work. If they failed to

conform, they risked losing the support of influential mentors and sponsors. Such pressures to conform and the subsequent sanctions for failing to conform were cited as one of the most frequent reasons that females exited the superintendency.

According to Dunlop (1997), the traditional structure of public school administration consisted of White males occupying line positions, women occupying staff positions, and minorities occupying special project positions. Furthermore, White males typically administered adults, females instructed children, and minorities directed other minorities. The lack of Black female administrators, and the lack of professional positioning and professional socialization discouraged educators who aspired to become superintendents (Celestin, 2003). However, while ethnicity disparities still existed, Black superintendents were breaking cultural barriers.

Rueda's (2002) findings revealed that Mexican-American males perceived support, Anglo mentors, networking, skills, and the conquering of barriers as the major assets needed to successfully obtain the position of superintendent in the state of Texas. The importance of having an Anglo mentor was the ability of the Anglo to provide the Mexican-American aspirant credibility. Anglo mentors facilitated introduction into the Anglo-dominated superintendent society. The mentoring relationship was critically important for school administrators of color who sought a superintendency (Sinetar, 1998).

Ethnicity could influence school board members' decisions concerning which candidate to hire. Ortiz (2000) noted that Hispanic female superintendents were hired when it was perceived that the Hispanic community was the cause of unrest in the school districts. Some school boards believed that candidates of certain ethnicities were better

equipped to meet the needs of particular students or community demographic groups. Whether legal or not, it seemed that ethnicity played a role in the selection of some superintendents.

Results of Harrison-Williams' (2000) study showed that minority superintendents received their first administrative positions at about the same age as nonminorities. Trends in minority career patterns to the superintendency were identified. According to Dunlop (1997), a majority of minority superintendents started their administrative careers as a coordinator or assistant principal. Minority superintendents were almost twice as likely as nonminorities to follow a career pattern of teacher, principal, central office administrator, and superintendent. Furthermore, relatively few minority superintendents spent their entire professional careers in the same district. Finally, Dunlop stated that few minority superintendents cited the "old boy/old girl" network as a hindrance to gaining the superintendency.

Place-Bound versus Career-Bound Superintendents

Place-bound superintendents were those that were, for whatever reason, bound to a specific geographic area or region. They lacked the mobility to accept superintendent positions that were geographically located beyond their self-imposed geographic boundaries. Career-bound superintendents were not hindered by geographic boundaries. They maintained the mobility to pick up and move to a new geographic location if it could provide career advancement. While the place-bound superintendent waited for positions within his/her geographic boundaries to open, a career-bound superintendent moved to where the jobs were available.

Career-bound superintendents completed their graduate training early in their careers. Their goal was to become a superintendent. They attended better graduate schools and maintained a more progressive view of education than their place-bound counterparts. They tended to have less job satisfaction and more career satisfaction. Career-bound superintendents sought more outside advice and were sought more for advice. They networked extensively and were more likely to initiate change. Career-bound superintendents focused on developing a shared mission for the organization as a whole. They developed trust through performance-based initiatives. The perception of the organization was very important to them. According to Carlson (1972), career-bound and place-bound superintendents had different career styles.

> The typical career-bound superintendent aims form the beginning for the top of the hierarchy-the superintendency. He sets his sights high and early and views positions below his goal as steps toward the superintendency. Preparing for the career, he is active and acquires his graduate training early, to the fullest extent, and from the better institutions of higher education.
>
> The career bound superintendent holds a more progressive view about education and aspires to greater prominence among superintendents than does his counterpart. In viewing his job he tends to be less satisfied. Regarding his career, the career bound superintendent finds it slightly more satisfying; he sees mobility, to a greater extent, as a desired or natural element of the career; he feels more strongly that one must take an active part in the pursuit of career objectives-one must confront the

> environment if one is to get ahead; and he tends to hold less limited success criteria of career judgment than his counterpart. (p 65)

Place-bound superintendents acquired graduate training later in their careers. Place-bound superintendents tended to attend less prestigious universities. They had a less progressive view of education than their career-bound counterparts. They had more job satisfaction and less career satisfaction. Place-bound superintendents had conservative tendencies and avoided career mobility. They sought less outside advice and were sought less for advice. They networked less extensively and were less likely to initiate change. Place-bound superintendents rose through the ranks of a particular school district waiting for the superintendency. Additionally, place-bound superintendents occasionally assumed the position without originally intending to do so. To the place-bound superintendent, living in a specific location or serving a particular district was more important than pursing a career as a superintendent. Place-bound superintendents had a greater focus on group membership. They developed long-term trust relationships with both individuals and groups. Carlson (1972) wrote that

> the place bound superintendent, on the other hand, gradually escalates his occupational aspirations. His desire for the superintendency develops late and frequently appears only when the opportunity does. He sees positions below the superintendency as ends in themselves. As he fills positions of increasing responsibility and finds success, he gradually escalates his aspirations and one day finds himself in the superintendency. In pursuit of preparation he is less active than his counterpart, tends to drag out his preparation period, and secures his preparation on a part time basis.

> Further he tends to acquire less than the maximum preparation and is not very particular about the prestige of the place offering the formal graduate school preparation. (p 65)

According to House (1976), superintendents were replaced by career-bound superintendent candidates the majority of the time. School boards were more prone to hire a place-bound candidate when the board was pleased with the former superintendent's performance and wanted to maintain the status quo. House observed that the longer a superintendent stayed in a district, the less likely the school board would be to select an internal candidate. If the school board perceived that change was needed, the board was more likely to hire a career-bound candidate from outside of the district.

Nestor-Baker (2001) noted that career-bound superintendents were like free agents; they relied on external labor markets to increase career options and opportunities. They retained loyalty to their careers over loyalty to any one school district. A career-bound superintendent was less affected by the social norms of a particular community than a place-bound superintendent. A career-bound superintendent may not have had the understanding of the local political dynamics or district history that an internal place-bound superintendent would have had of a district, but the career-bound superintendent was also not hampered by the personal history that was attached to place-bound superintendents. That personal history often negatively impacted a place-bound superintendent's ability to effect change.

According to Carlson (1962), place-bound superintendents had more difficulty in persuading school boards that change was needed, and place-bound superintendents were constrained in managing interest groups because of their history in the district. Place-

bound insiders spent too much time maintaining and protecting their own interests rather than dealing with educational issues that may have produced change. The place-bound insider was one who often modified himself or herself to meet the needs of the position. The place-bound insider often attempted to preserve the status quo and was frequently less likely to exhibit creativity in the superintendency. The place-bound insider was the stabilizer, whereas the career-bound outsider was the innovator. The career-bound outsider did not inherit the position and expected to change the local superintendency rather than to be changed by the local superintendency. Although both types of superintendents adapted to survive, the place-bound superintendent was more likely to adopt and exhibit community norms.

Summary

Several factors combined to limit access to the Texas public school superintendency. School boards searched for candidates who possed the perceived needs of the district, the candidate pool was then reduced to those candidates who most favorably matched the perceived needs of the district. Geographic location and district size impacted access to the superintendency. Rural school boards were frequently looking for different characteristics than major urban school boards. According to Nozaki (2000), some districts were looking for ethnically representative superintendents who would continue to enforce the traditional norms. This continuation of the traditional norms often led to the selection of candidates that were demographically similar to their predecessor. This trend could be driven by both ethnicity and gender.

Despite the fact that the education profession was dominated by female teachers, female superintendents continued to be the minority. This trend was driven by both the

superintendent selection process and the types of administrative positions that many female school administrators sought. It is also perpetuated because female educators chose to stay home with young children despite the resulting work experience gap. Many females chose to balance their family needs and career interests whereas males tended to have a greater focus on career advancement. According to Horn (1998), the underrepresentation of female superintendents was impacted by the fact that many female administrators chose career paths that allowed them both a high-quality work life as well as a high-quality personal life. The coaching experience advantage that many male superintendent candidates had provided them with both leadership experiences and networking opportunities that many female candidates did not possess. Collectively, these factors limited female access to the superintendency.

Although huge gaps in ethnicity representation at the superintendent level existed, these gaps were closing. Larger numbers of minorities were entering the superintendent position than ever before. Minority educators were entering their first administrative positions at about the same time as their nonminority counterparts. Minority superintendents were stating that the "good ole boy network" was not limiting their career options. The increase in minority superintendents was providing aspiring minority superintendents with more role models, more mentoring opportunities, and expanded networking opportunities. The success of these minority superintendents served as examples of breaking ethnic barriers; be they real or perceived.

The personal choices of aspiring superintendents limited their access to the superintendency. Some candidates limited themselves to narrow geographic areas to both acquire their formal education and find a superintendent position. Other candidates were

willing to relocate for either their education, to acquire a superintendent position, or both. This latter type of school administrator had many more options for access to the superintendency because of geographic mobility. Such personal choices impacted the career path to the superintendency.

CHAPTER 3

MATERIALS AND METHODS

The purpose of this study focused on the identification of career paths that led to the Texas public school superintendency, including an examination of career path differences associated with gender, ethnicity, and district type, and on the identification of the career path positions superintendents perceived as being the most beneficial in preparing them for the superintendency. Additionally, the study examined place-bound versus career-bound superintendents. This chapter identified the research hypotheses, the instrumentation and methodology used in data collection, and the statistical treatment of the data.

Research Hypotheses

1. Can a path analysis to the superintendent's position be identified?

   H1. No path analysis to the superintendency can be identified.

2. What superintendent position variations are associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

   H2. There are no significant variations in the superintendent position associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

3. What career path position do superintendents perceive as most beneficial in preparing them for the superintendency?

   H3. There is no specific career path position that superintendents perceive as most beneficial in preparing them for the superintendency.

Data Collected

The data in this study were gathered through the use of a 31-question survey. Two pilot studies were conducted to refine the survey instrument. In February 2005, the first pilot study was conducted at a Parker County superintendents' meeting. Eleven superintendents completed the pilot survey and provided feedback on the survey instrument. A second pilot study was conducted with a small group of West Texas superintendents. The information gained from these pilot studies was used to refine several of the questions on the initial survey. The sequence of some of the questions also changed to make the survey instrument more logically ordered. In early March 2005, the refined surveys were then mailed to all superintendents in the North Texas education service center areas IX, X, and XI. In addition, surveys were mailed to all superintendents in the west Texas education service center areas XIV, XV, XVI, XVII, and XVIII. Active Texas public school superintendents in these areas served as the sample for the study. Finally, surveys were mailed to the superintendents of the seven major urban public school districts in Texas. Those seven districts were Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso. The initial response rate from the major urban districts was low. Only two of the seven returned the initial survey. One additional major urban respondent returned the second mailing. Due to the importance of the major urban data, a third mailing was conducted. Two additional major urban superintendents responded, which brought the total to five major urban respondents. In all, 443 initial surveys were mailed in the first mailing. A reminder letter and second survey was mailed in late March to all perspective superintendents who had

not yet responded. The names and addresses of each superintendent were acquired from the Texas Association of School Administrators Directory and school district Web sites.

The survey instrument contained questions for both this study and a companion study being conducted by researcher Glenn Barber. The topic of the companion study was networking patterns of school superintendents. Some of the survey questions were unique to each study, while others provided useful information to both studies. The companion study surveys were combined in an effort to acquire sponsorship by the Texas Association of School Administrators, both to increase the response rate and to lower the total expense associated with data collection.

The questionnaire included items related to biographical information about the superintendents. Within the biographical area there were questions relating to teaching experience, coaching experience, administrative experience, district size, and years in various positions. Other questions on the survey related to the number and types of administrative certificates held, the highest degree earned, and professional organization affiliation. Superintendents were asked to indicate the educational positions in which they had worked in chronological order. Differences among superintendent groups were analyzed in terms of specific positions held. These responses were solicited because of their direct relationship to the main research questions of the study. The complete survey instrument was included as Appendix A.

Procedure for Collection of the Data

In an effort to increase the response rate, each respondent was given a stamped return envelope addressed to Superintendent Glenn Barber. At the time the surveys were distributed, this researcher held the position of principal. It was speculated that by

requesting the completed surveys to be mailed to a superintendent rather than a principal, a higher response rate could be achieved. After the region IX, X, XI, and major urban responses were mailed to Superintendent Glenn Barber, he in turn mailed them as a group to this researcher for data entry purposes. He maintained the surveys from regions XIV, XV, XVI, XVII, and XVIII.

Once the data had been collected, each researcher entered the original responses into an EXCEL spreadsheet. The spreadsheet was coded to depict the demographic information and responses in both numeric and string format. The data from the North Texas and West Texas areas were then merged into a master EXCEL spreadsheet. The data were then imported into the Statistical Package for Social Sciences (SPSS) 12.0 software program for analysis. County district numbers were used to identify each response and to protect the identity of the respondents. These county district numbers were then omitted after data analysis to maintain complete confidentiality.

Variables

Once the subjects were grouped based upon common career paths, variables, or attributes, these groupings were used in the study to discriminate career path groups from one another. Such variables included items such as gender, ethnicity, age, educational attainment, certification, professional affiliations, district size, and experience. Each of these variables then served as dependent variables while each of various career paths served as the independent variables. Table 1 illustrated how the variables were coded for statistical calculations:

Table 1

Variable Codes

Variable	Descriptor
Gender	Gen
Ethnicity	Eth
Age	Age
Educational Attainment	Edu
Certification	Cer
Professional Affiliations	Prf
District Size	Dsz
Experience	Exp

Statistical Procedures and Analysis of Data

After the surveys had been grouped according to career path subject responses, the data were entered into the Statistical Package for Social Sciences (SPSS) 12.0 software program. Each variable response was numerically coded. For example, the gender variable was coded as a "1" for male and a "2" for female. The ethnicity variable was coded as a "1" for African American, a "2" for Asian, a "3" for Hispanic, a "4" for Native American, a "5" for Caucasian, and a "6" for other. Each variable was entered into the SPSS program in this manner.

Once the data were entered, various statistical techniques were used to analyze the data. An analysis of variance (ANOVA) was used to determine whether there were statistical differences in the groups. An analysis of variance was used to assess the

statistical significance of the effect of one or more independent variables on a set of two or more dependent variables. The career path groups served as the independent variables during this phase of the statistical procedures, while the attributes such as gender, ethnicity, age, educational attainment, district size, and experience served as the dependent variables. The purpose of the ANOVA was specifically to determine whether statistical differences between the career path groups existed.

After an ANOVA was used to determine if a significant statistical difference existed, a chi-square was used to determine where the significant statistical difference occurred. A t test was used to determine whether a significant statistical difference existed between gender and age, years of service in education, years of service as a superintendent, and years of service in current district. Subject responses were regrouped based upon gender and ethnicity. A MANOVA was used to determine whether a significant statistical difference existed between ethnicity and age, years of service in education, years of service as a superintendent, and years of service in current district. The objective of each of the statistical techniques was to identify the distinguishing factors of the predefined groups and to interpret the findings.

CHAPTER 4

RESULTS AND DISCUSSION

The purpose of this study focused on the identification of career paths that led to the Texas public school superintendency, including an examination of career path differences associated with gender, ethnicity, and district type and on the identification of the career path positions superintendents perceived as being the most beneficial in preparing them for the superintendency. The following research questions were the basis of the study:

1. Can a path analysis to the superintendent's position be identified?

   H1. No path analysis to the superintendency can be identified.

2. What superintendent position variations are associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

   H2. There are no significant variations in the superintendent position and educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

3. What career path position do superintendents perceive as most beneficial in preparing them for the superintendency?

   H3. There is no specific career path position that superintendents perceive as most beneficial in preparing them for the superintendency.

An initial survey instrument was mailed to all superintendents in the North Texas education service center areas IX, X, and XI. In addition, surveys were mailed to all superintendents in the West Texas education service center areas XIV, XV, XVI, XVII, and XVIII. Finally, surveys were mailed to the superintendents of the seven major urban

public school districts in Texas. Those seven districts were Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso. In all, 443 surveys were mailed. Active Texas public school superintendents in these areas served as the sample for the study. This chapter presented an analysis of the data gathered from the survey instruments that were initially mailed in March of 2005.

Age

The average age for the 357 respondents that completed the survey was approximately 52 years old. The youngest superintendent respondent was 33, and the oldest was 72.

Table 2

Superintendent Age Average

N	Valid	357
	Missing	3
Mean		51.77
Median		52.00
Mode		52
Std. Deviation		7.278
Minimum		33
Maximum		72
Percentiles	25	46.50
	50	52.00
	75	57.00

Table 3 illustrated the entire age range of the superintendent respondents. It also showed the percentage of superintendents who fell into each age range. Over fifty percent of the respondents were in their fifties. Only ten percent of the respondents were sixty years old or older.

Table 3

Superintendent Age Range

Age		Frequency	Percent	Valid percent	Cumulative percent
Valid	33	1	.3	.3	.3
	34	4	1.1	1.1	1.4
	35	5	1.4	1.4	2.8
	36	3	.8	.8	3.6
	38	3	.8	.8	4.5
	39	5	1.4	1.4	5.9
	40	7	1.9	2.0	7.8
	41	4	1.1	1.1	9.0
	42	8	2.2	2.2	11.2
	43	10	2.8	2.8	14.0
	44	6	1.7	1.7	15.7
	45	10	2.8	2.8	18.5
	46	23	6.4	6.4	24.9
	47	13	3.6	3.6	28.6
	48	7	1.9	2.0	30.5
	49	14	3.9	3.9	34.5
	50	10	2.8	2.8	37.3
	51	18	5.0	5.0	42.3
	52	28	7.8	7.8	50.1
	53	23	6.4	6.4	56.6
	54	21	5.8	5.9	62.5
	55	21	5.8	5.9	68.3
	56	17	4.7	4.8	73.1
	57	20	5.6	5.6	78.7
	58	27	7.5	7.6	86.3
	59	11	3.1	3.1	89.4
	60	12	3.3	3.4	92.7
	61	4	1.1	1.1	93.8
	62	2	.6	.6	94.4
	63	3	.8	.8	95.2
	64	3	.8	.8	96.1
	65	2	.6	.6	96.6
	66	2	.6	.6	97.2
	67	5	1.4	1.4	98.6

(table continues)

Age		Frequency	Percent	Valid percent	Cumulative percent
	69	2	.6	.6	99.2
	70	2	.6	.6	99.7
	72	1	.3	.3	100.0
	Total	357	99.2	100.0	
Missing	System	3	.8		
Total		360	100.0		

Figure 1 illustrated the age distribution in bar graph form. The majority of the Texas public school superintendents surveyed were in their 50s.

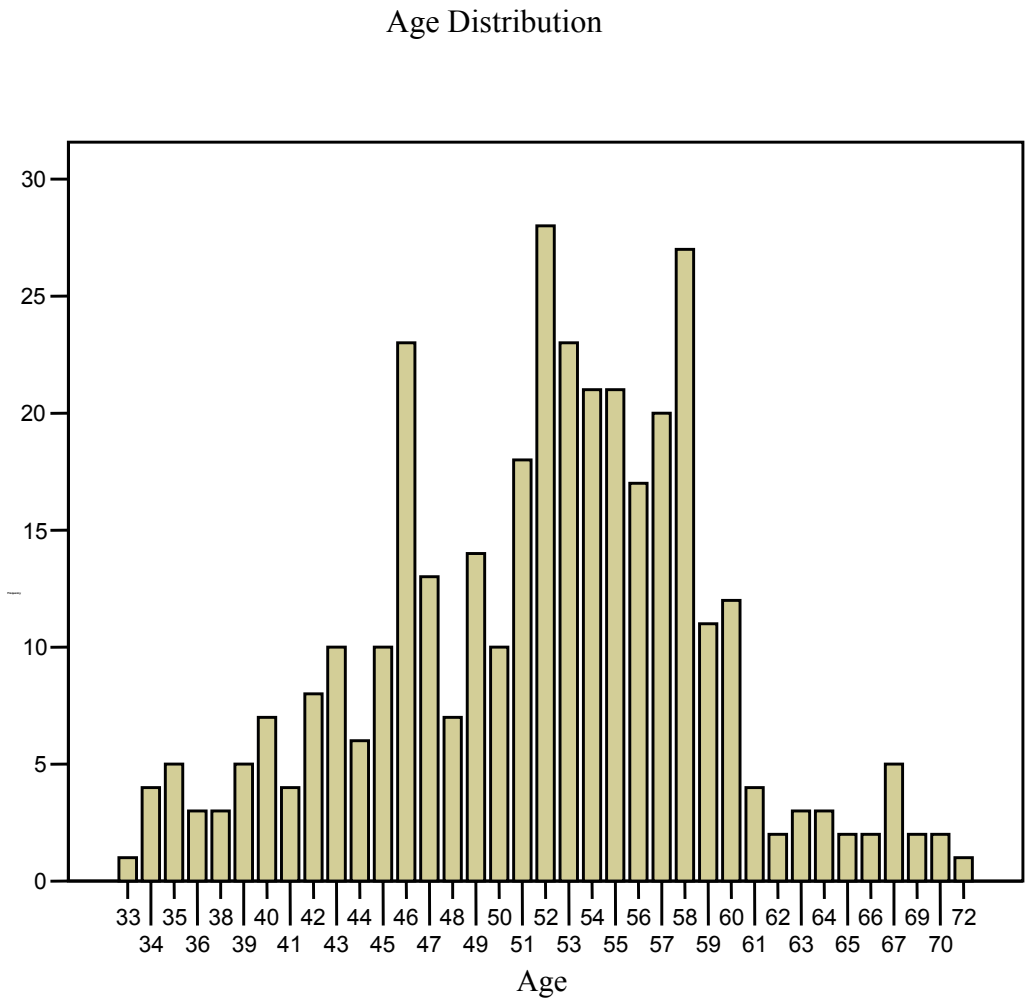


Figure 1. Superintendent age distribution.

Experience

The experience of current Texas public school superintendents varied widely. Table 4 showed the number of years spent in education. The average respondent spent 28 years in education. The respondents ranged from 4 years to 48 years in education.

Table 4

Years in Education

N	Valid	355
	Missing	5
Mean		26.72
Median		28.00
Mode		34
Std. Deviation		8.135
Minimum		4
Maximum		48
Percentiles	25	21.00
	50	28.00
	75	33.00

Table 5 depicted a breakdown of the number of years the respondents have been in education. The single most common number of years of experience in education was 34 years experience. Twenty-three of the respondents had served for 34 years. Seventy-five percent of the Texas public school superintendent respondents had spent 21 years or more in education. Only 10% of the respondents had 15 years or less experience in education. Only 3% of the respondents had served in public education fewer than 10 years.

Table 5

Education Experience Table

Years in Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	.3	.3	.3
	6	1	.3	.3	.6
	8	3	.8	.8	1.4
	9	1	.3	.3	1.7
	10	4	1.1	1.1	2.8
	11	3	.8	.8	3.7
	12	6	1.7	1.7	5.4
	13	5	1.4	1.4	6.8
	14	7	1.9	2.0	8.7
	15	3	.8	.8	9.6
	16	4	1.1	1.1	10.7
	17	13	3.6	3.7	14.4
	18	15	4.2	4.2	18.6
	19	5	1.4	1.4	20.0
	20	15	4.2	4.2	24.2
	21	11	3.1	3.1	27.3
	22	10	2.8	2.8	30.1
	23	13	3.6	3.7	33.8
	24	10	2.8	2.8	36.6
	25	15	4.2	4.2	40.8
	26	15	4.2	4.2	45.1
	27	12	3.3	3.4	48.5
	28	20	5.6	5.6	54.1
	29	18	5.0	5.1	59.2
	30	17	4.7	4.8	63.9
	31	21	5.8	5.9	69.9
	32	16	4.4	4.5	74.4
	33	1	.3	.3	74.6
	33	16	4.4	4.5	79.2
	34	23	6.4	6.5	85.6
	35	8	2.2	2.3	87.9
	36	10	2.8	2.8	90.7
	37	8	2.2	2.3	93.0

(table continues)

		Frequency	Percent	Valid Percent	Cumulative Percent
	38	10	2.8	2.8	95.8
	39	1	.3	.3	96.1
	40	5	1.4	1.4	97.5
	42	1	.3	.3	97.7
	43	1	.3	.3	98.0
	44	1	.3	.3	98.3
	45	1	.3	.3	98.6
	46	2	.6	.6	99.2
	47	1	.3	.3	99.4
	48	2	.6	.6	100.0
	Total	355	98.6	100.0	
Missing	System	5	1.4		
Total		360	100.0		

Figure 2 depicted the frequency of experience responses. The education experience depicted in the histogram included education experience as an instructional assistant, teacher, or administrator. The histogram reflected the total years spent in education regardless of the service capacity. The range of 24 years of experience to 34 years of experience encompassed 179 of the total 355 superintendent respondents. This experience range accounted for over 50% of the total. The majority of superintendents therefore fell into the 24 to 34 total years of experience in education range. Fewer than 3% of the total superintendent respondents had 40 or more years of experience in education. Less than 3% of the total superintendent respondents had 10 or fewer years of experience in education. Of the 355 total superintendent respondents, only 4 respondents had 5 or fewer years of experience in education.

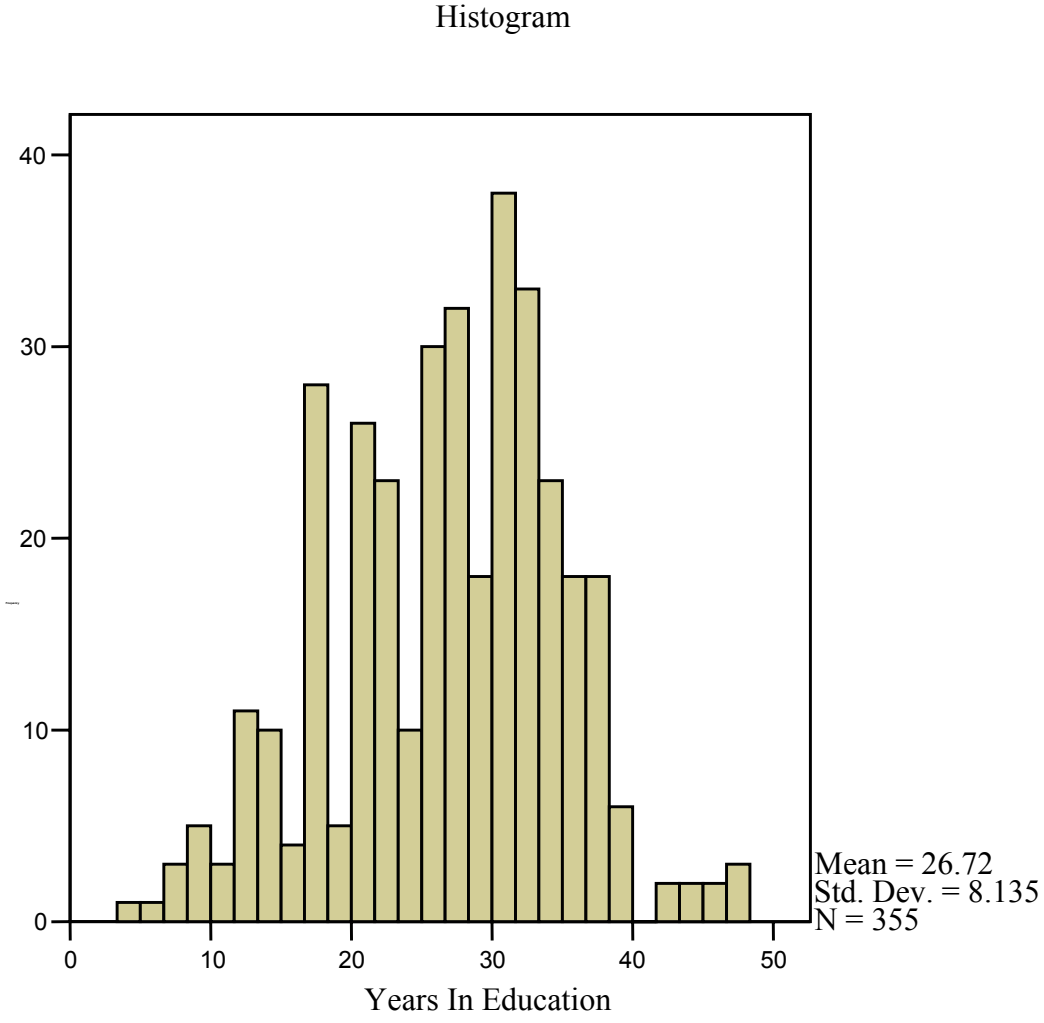


Figure 2. Experience in education histogram.

Table 6 depicted the number of years spent as a superintendent. The average respondent had spent almost 9 years as a superintendent. The respondents ranged from zero years as a superintendent to 32 years as a superintendent.

Table 6

Years as a Superintendent

N	Valid	356
	Missing	4
Mean		8.63
Median		7.00
Mode		5
Std. Deviation		6.711
Minimum		0
Maximum		32
Percentiles	25	3.00
	50	7.00
	75	12.00

Table 7 depicted a breakdown of the years spent as a superintendent.

Table 7

Superintendent Experience Breakdown

		Frequency	Percent	Valid percent	Cumulative percent
Valid	0	1	.3	.3	.3
	1	34	9.4	9.6	9.8
	2	26	7.2	7.3	17.1
	3	31	8.3	8.4	25.8
	4	26	6.9	7.0	33.1
	5	35	9.7	9.8	43.0
	6	15	4.2	4.2	47.2
	7	18	5.0	5.1	52.2
	8	21	5.8	5.9	58.1
	9	21	5.8	5.9	64.0
	10	20	5.6	5.6	69.7
	11	10	2.8	2.8	72.5
	12	12	3.3	3.4	75.8
	13	7	1.9	2.0	77.8
	14	18	5.0	5.1	82.9
	15	10	2.8	2.8	85.7

(table continues)

		Frequency	Percent	Valid percent	Cumulative percent
	16	7	1.9	2.0	87.6
	17	3	.8	.8	88.5
	18	5	1.4	1.4	89.9
	19	7	1.9	2.0	91.9
	20	4	1.1	1.1	93.0
	21	2	.6	.6	93.5
	22	2	.6	.6	94.1
	23	5	1.4	1.4	95.5
	24	4	1.1	1.1	96.6
	25	4	1.1	1.1	97.8
	26	2	.6	.6	98.3
	27	1	.3	.3	98.6
	29	1	.3	.3	98.9
	30	2	.6	.6	99.4
	31	1	.3	.3	99.7
	32	1	.3	.3	100.0
	Total	356	98.9	100.0	
Missing	System	4	1.1		
Total	360	100.0			

Figure 3 depicted the number of years experience as a superintendent in bar graph format. The superintendent respondents had an average of almost 9 years of experience as a superintendent. However, superintendents with 10 or fewer years experience as a superintendent accounted for 70% of the total number of superintendent respondents. The largest single experience group of superintendent respondents were those respondents with 5 years of experience as a superintendent. In all, 35 respondents reported having 5 years experience in the superintendent position. Twenty-five percent of the superintendent respondents had 3 or fewer years of experience as a superintendent.

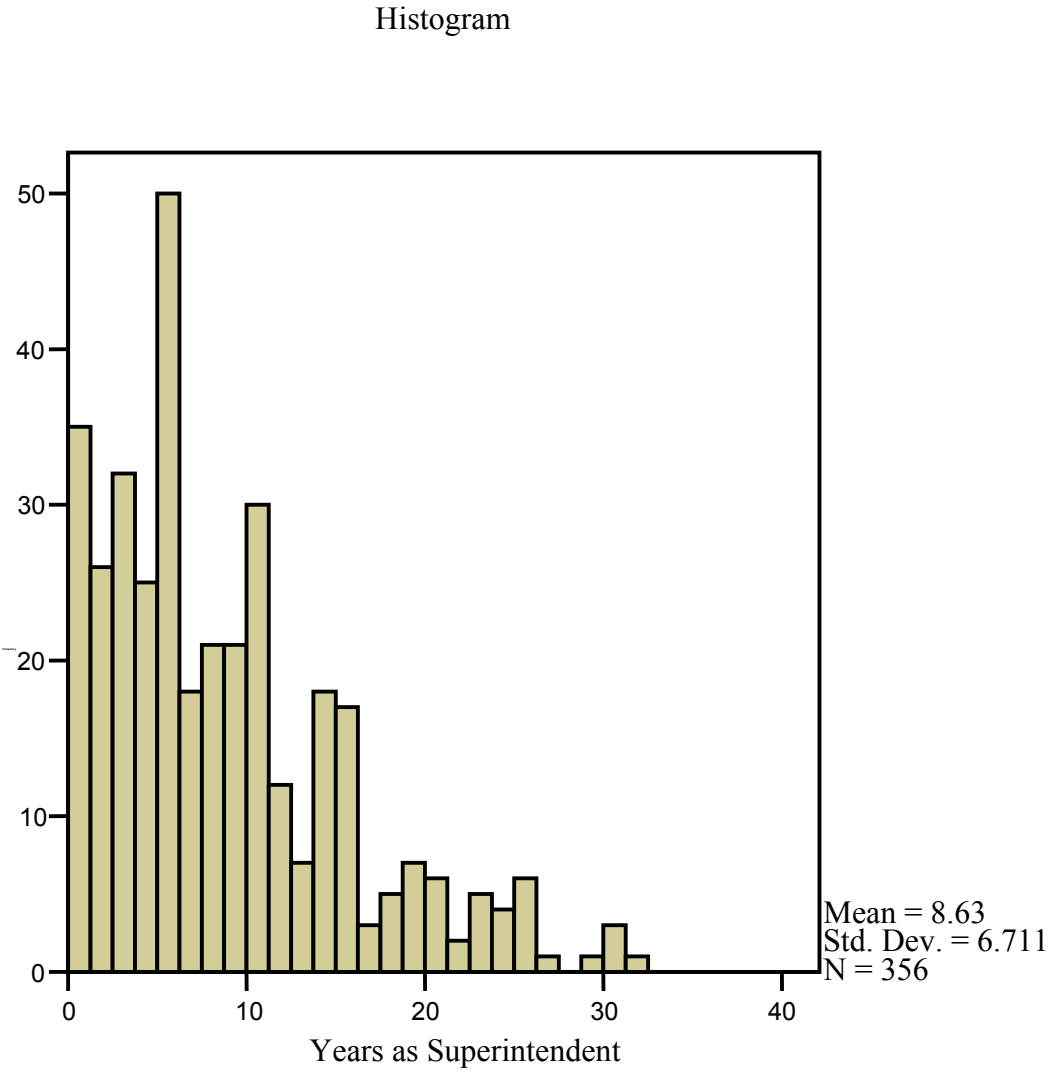


Figure 3. Superintendent experience histogram.

Table 8 depicted the number of years experience in the respondent's current district. The lowest number of service years in current district reported was 0 years of service. The highest number of service years in current district reported was 44 years. The average was slightly above 9 years of service in the current district. The median response was 5 years of service in the current district.

Table 8

Average Years in Current District

N	Valid	354
	Missing	6
Mean		9.05
Median		5.00
Mode		3
Std. Deviation		9.316
Minimum		0
Maximum		44
Percentiles	25	3.00
	50	5.00
	75	11.00

Table 9 depicted a breakdown of the total number of service years in the current district. Twenty-five percent of the superintendent respondents had 3 or fewer years experience in their current district. Fifty percent of the superintendent respondents had 5 or fewer years of experience in their current district. Seventy-five percent of the superintendent respondents had 10 or fewer years of experience in their current district. Finally, over 12% of superintendent respondents had spent 1 year or less in their current district.

Table 9

Service Years in Current District Breakdown

		Frequency	Percent	Valid percent	Cumulative percent
Valid	0	2	.3	.3	.6
	1	41	11.1	11.3	12.1
	2	29	8.1	8.2	20.3
	3	41	11.4	11.6	31.9
	4	39	10.8	11.0	42.9
	5	41	11.4	11.6	54.5

(table continues)

		Frequency	Percent	Valid percent	Cumulative percent
	6	20	5.6	5.6	60.2
	7	11	3.1	3.1	63.3
	8	13	3.6	3.7	66.9
	9	11	3.1	3.1	70.1
	10	14	3.9	4.0	74.0
	11	9	2.5	2.5	76.6
	12	3	.8	.8	77.4
	13	2	.6	.6	78.0
	14	3	.8	.8	78.8
	15	4	1.1	1.1	79.9
	16	5	1.4	1.4	81.4
	17	1	.3	.3	81.6
	18	2	.6	.6	82.2
	19	4	1.1	1.1	83.3
	20	6	1.7	1.7	85.0
	21	2	.6	.6	85.6
	22	7	1.9	2.0	87.6
	23	5	1.4	1.4	89.0
	24	3	.8	.8	89.8
	25	5	1.4	1.4	91.2
	26	6	1.7	1.7	92.9
	27	3	.8	.8	93.8
	28	2	.6	.6	94.4
	29	2	.6	.6	94.9
	30	1	.3	.3	95.2
	31	3	.8	.8	96.0
	32	3	.8	.8	96.9
	33	1	.3	.3	97.2
	34	3	.8	.8	98.0
	35	2	.6	.6	98.6
	36	1	.3	.3	98.9
	38	1	.3	.3	99.2
	44	3	.8	.8	100.0
	Total	354	98.3	100.0	
	System	6	1.7		
	360	100.0			
Missing					

Figure 4 depicted the total number of service years in the current district. The figure graphically depicted the same district tenure of current Texas public school superintendents. While the mean was 9 years tenure, the median was only 5 years tenure in the current district.

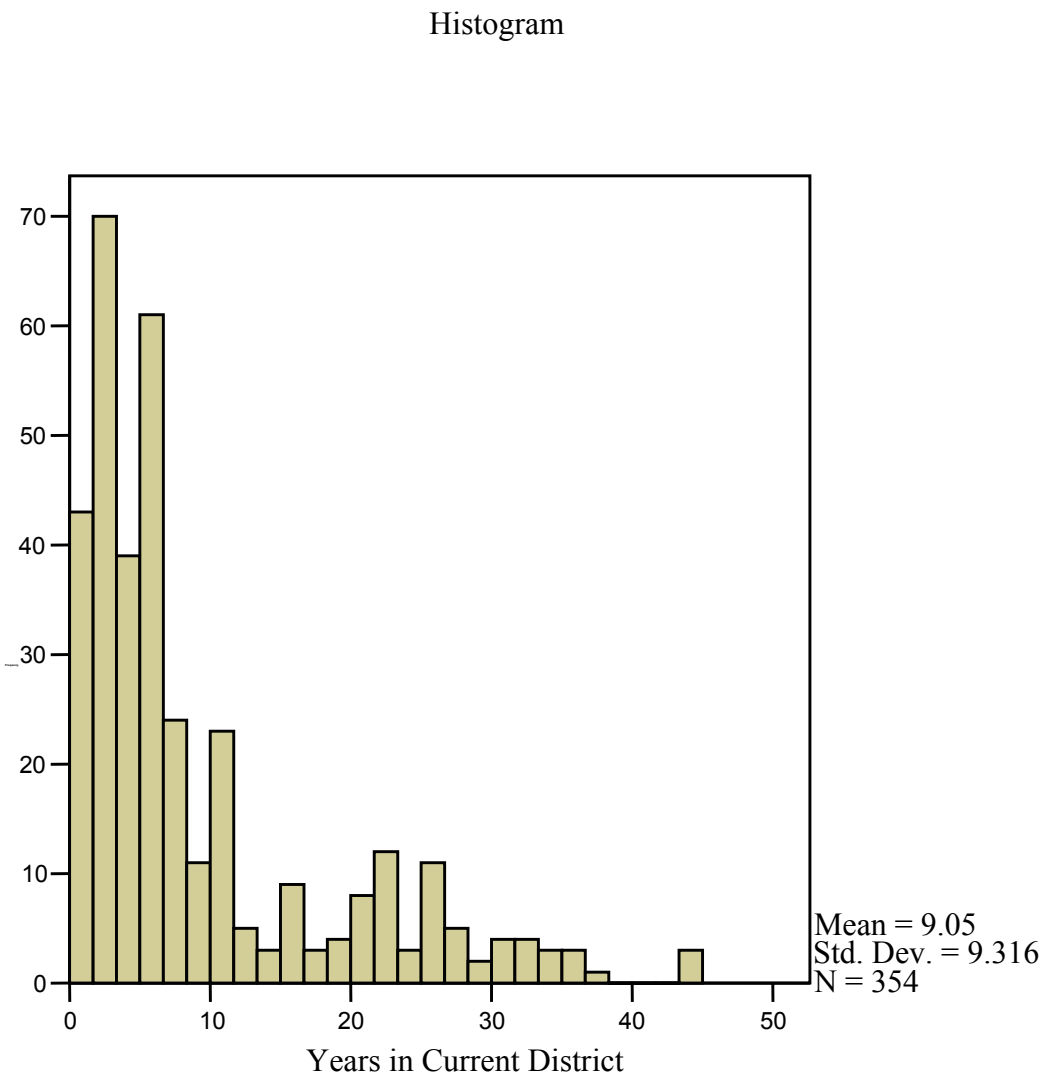


Figure 4. Total number of service years in current district histogram.

Table 10 summarized the average age, years in education, years as a superintendent, and years in the current district.

Table 10

Summary Table

	N	Minimum	Maximum	Mean	Std. deviation
Age	357	33	72	51.77	7.278
Years ED	355	4	48	26.72	8.135
Years SUP	356	0	32	8.63	6.711
Years DISTRICT	354	0	44	9.05	9.316
Valid N (listwise)	350				

Research Question 1: Career Paths

Can a path analysis to the superintendent's position be identified?

In an effort to simplify career path groupings, 16 symbols were used to represent various positions. These symbols were used to represent each position that was held prior to the superintendent position. These symbols were then combined to represent career paths. The symbols were listed in the order that the subject promoted through the ranks.

Table 11

Career Path Position Symbols

Career path position	Symbol
Teaching Assistant	TA
Elementary Teacher	ET
Secondary Teacher	ST
Counselor	C
Supervisor	SV
Elementary Assistant Principal	EAP
Secondary Assistant Principal	SAP

(table continues)

Career path position	Symbol
Elementary Principal	EP
Secondary Principal	SP
Coordinator	CD
Director	D
Central Office	CO
Assistant Superintendent	AS
Education Service Center	ESC
Texas Education Agency	TEA
Superintendent	S

These career path position symbols were used to create career paths for each respondent. Each respondent's career path was then entered into a spreadsheet. In all, 71 unique career paths were identified. A complete list of the 71 unique career paths was listed in Appendix F. The spreadsheet was organized from a bottom-up perspective. Elementary positions were listed prior to secondary positions. Positions were then ordered as they would frequently be seen on organizational charts, from lowest to highest.

Common Career Paths

Five of the 71 unique career paths were very common. Collectively, they accounted for over 66% of the 321 respondents. The most common career path was secondary teacher-secondary principal-superintendent. In all, 122 of the 321 respondents followed this career path. This career path accounted for over 38% of the total. The second most common career path was secondary teacher-secondary assistant principal-secondary principal-superintendent. Thirty-eight respondents followed this path. This group accounted for over 11% of the total respondents. The third most common career

path was secondary teacher-secondary assistant principal-secondary principal-assistant superintendent-superintendent. Twenty-two respondents followed this career path. This group accounted for over 6% of the total respondents. The fourth most common career path was secondary teacher-secondary principal-assistant superintendent-superintendent. Twenty respondents followed this career path. They accounted for over 6% of the total. The fifth most common career path was secondary teacher-elementary principal-secondary principal-superintendent. Ten respondents followed this career path. They accounted for over 3% of the total. It should be noted that the two positions that were common to all five of the most common paths were secondary teacher and secondary principal. Collectively, these five most common career paths accounted for 212 of the 321 total respondents.

Table 12

Common Pathways

Pathway	Number	Percentage
ST-SP-S	122	38.01%
ST-SAP-SP-S	38	11.84%
ST-SAP-SP-AS-S	22	6.85%
ST-SP-AS-S	20	6.23%
ST-EP-SP-S	10	3.12%
Total	212	66.05%

Other Career Path Groups

The remaining respondents who did not follow one of the five most common career paths were divided into three additional groups. These three groups were classified as the director route, the elementary route, and the other group. Fifty-eight respondents were classified as taking the director route to the superintendency. This group accounted for over 18% of the total 321 respondents. Members of this group held

either a director position or an assistant superintendent position and did not fall into one of the five major groups. The elementary route group respondents were those respondents who started as elementary teachers and did not hold a secondary principal or director position. The elementary route group was comprised of six respondents and accounted for almost 2% of the total. The final group included all respondents that did not fit into one of the five most common or the two other major groups. This group, labeled as the other group, varied significantly from the norm. Forty-five respondents did not follow one of the five major career paths or the two other major groups. The group labeled as other accounted for 14% of the total. Collectively, these three groups accounted for the remaining 34% percent of the respondents who did not follow one of the five major career paths.

Table 13

Other Pathways

Pathway	Number	Percentage
Director Route	60	18.69%
Elementary Route	6	1.87%
Other	43	13.40%
Total	109	33.96%

An ANOVA test and post hoc tests were run to determine if a significant difference existed between age and career path. No significant difference existed between age and career path. The average superintendent age for the eight career path groups ranged from just over 50 years old to almost 54 years of age. The average superintendent respondent age of each career path group and a comparison of each individual group to the other career path groups is detailed in the Table 14.

Table 14

Age and Career Path Tests

ANOVA

	Sum of squares	df	Mean square	F	Sig.
Between Groups	518.233	7	74.033	1.416	.198
Within Groups	16097.954	308	52.266		
Total	16616.187	315			

Post Hoc Tests

Dependent Variable: Age
Tukey HSD

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
ST-SP-S	ST-SAP-SP-S	.302	1.361	1.000	-3.85	4.46
	ST-SAP-SP-AS-S	-.910	1.678	.999	-6.03	4.21
	ST-SP-AS-S	-.819	1.747	1.000	-6.15	4.51
	ST-EP-SP-S	-.119	2.380	1.000	-7.38	7.15
	Director	-3.218	1.151	.100	-6.73	.30
	Elementary	-1.986	3.025	.998	-11.22	7.25
	Other	.192	1.286	1.000	-3.73	4.12
ST-SAP-SP-S	ST-SP-S	-.302	1.361	1.000	-4.46	3.85
	ST-SAP-SP-AS-S	-1.213	1.946	.999	-7.15	4.73
	ST-SP-AS-S	-1.122	2.006	.999	-7.25	5.00
	ST-EP-SP-S	-.422	2.577	1.000	-8.29	7.44
	Director	-3.520	1.516	.285	-8.15	1.11
	Elementary	-2.288	3.182	.996	-12.00	7.42
	Other	-.110	1.621	1.000	-5.06	4.84
ST-SAP-SP-AS-S	ST-SP-S	.910	1.678	.999	-4.21	6.03
	ST-SAP-SP-S	1.213	1.946	.999	-4.73	7.15
	ST-SP-AS-S	.091	2.234	1.000	-6.73	6.91

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
	ST-EP-SP-S	.791	2.757	1.000	-7.62	9.21
	Director	-2.307	1.806	.907	-7.82	3.20
	Elementary	-1.076	3.330	1.000	-11.24	9.09
	Other	1.103	1.895	.999	-4.68	6.89
ST-SP-AS-S	ST-SP-S	.819	1.747	1.000	-4.51	6.15
	ST-SAP-SP-S	1.122	2.006	.999	-5.00	7.25
	ST-SAP-SP-AS-S	-.091	2.234	1.000	-6.91	6.73
	ST-EP-SP-S	.700	2.800	1.000	-7.85	9.25
	Director	-2.398	1.871	.905	-8.11	3.31
	Elementary	-1.167	3.365	1.000	-11.44	9.10
	Other	1.012	1.957	1.000	-4.96	6.98
ST-EP-SP-S	ST-SP-S	.119	2.380	1.000	-7.15	7.38
	ST-SAP-SP-S	.422	2.577	1.000	-7.44	8.29
	ST-SAP-SP-AS-S	-.791	2.757	1.000	-9.21	7.62
	ST-SP-AS-S	-.700	2.800	1.000	-9.25	7.85
	Director	-3.098	2.472	.915	-10.64	4.45
	Elementary	-1.867	3.733	1.000	-13.26	9.53
	Other	.312	2.538	1.000	-7.43	8.06
Director	ST-SP-S	3.218	1.151	.100	-.30	6.73
	ST-SAP-SP-S	3.520	1.516	.285	-1.11	8.15
	ST-SAP-SP-AS-S	2.307	1.806	.907	-3.20	7.82
	ST-SP-AS-S	2.398	1.871	.905	-3.31	8.11
	ST-EP-SP-S	3.098	2.472	.915	-4.45	10.64
	Elementary	1.232	3.098	1.000	-8.22	10.69
	Other	3.410	1.450	.269	-1.01	7.83
Elementary	ST-SP-S	1.986	3.025	.998	-7.25	11.22
	ST-SAP-SP-S	2.288	3.182	.996	-7.42	12.00
	ST-SAP-SP-AS-S	1.076	3.330	1.000	-9.09	11.24
	ST-SP-AS-S	1.167	3.365	1.000	-9.10	11.44
	ST-EP-SP-S	1.867	3.733	1.000	-9.53	13.26
	Director	-1.232	3.098	1.000	-10.69	8.22
	Other	2.178	3.151	.997	-7.44	11.79
Other	ST-SP-S	-.192	1.286	1.000	-4.12	3.73
	ST-SAP-SP-S	.110	1.621	1.000	-4.84	5.06

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
	ST-SAP-SP-AS-S	-1.103	1.895	.999	-6.89	4.68
	ST-SP-AS-S	-1.012	1.957	1.000	-6.98	4.96
	ST-EP-SP-S	-.312	2.538	1.000	-8.06	7.43
	Director	-3.410	1.450	.269	-7.83	1.01
	Elementary	-2.178	3.151	.997	-11.79	7.44

Homogeneous Subsets

Age

Tukey HSD

Path	N	Subset for alpha = .05
		1
ST-SAP-SP-S	37	50.38
Other	43	50.49
ST-SP-S	119	50.68
ST-EP-SP-S	10	50.80
ST-SP-AS-S	20	51.50
ST-SAP-SP-AS-S	22	51.59
Elementary	6	52.67
Director	59	53.90
Sig.		.822

Means for groups in homogeneous subsets are displayed.

a Uses Harmonic Mean Sample Size = 18.275.

b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

An ANOVA and post hoc tests were run to determine whether a significant correlation existed between years of experience in public education and career paths. By using the eight career paths and (n-1), seven degrees of freedom were used in the tests. At a significance level of .05, no significant correlation existed between years of experience in public education and any of the eight career path groups. Significance

levels for all career path groups were above the .05 level of significance. The between groups level of significance was .250.

Table 15

Experience and Career Path Group Tests

ANOVA

Years ED

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	588.633	7	84.090	1.300	.250
Within Groups	19792.673	306	64.682		
Total	20381.307	313			

Post Hoc Tests

Dependent Variable: Years ED
Tukey HSD

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
ST-SP-S	ST-SAP-SP-S	1.147	1.528	.995	-3.52	5.81
	ST-SAP-SP-AS-S	-1.333	1.865	.997	-7.03	4.36
	ST-SP-AS-S	-2.542	1.942	.895	-8.47	3.39
	ST-EP-SP-S	-.742	2.647	1.000	-8.82	7.34
	Director	-2.654	1.294	.449	-6.60	1.29
	Elementary	2.758	3.364	.992	-7.51	13.03
	Other	.386	1.429	1.000	-3.98	4.75
ST-SAP-SP-S	ST-SP-S	-1.147	1.528	.995	-5.81	3.52
	ST-SAP-SP-AS-S	-2.480	2.176	.948	-9.12	4.16
	ST-SP-AS-S	-3.689	2.243	.723	-10.53	3.16
	ST-EP-SP-S	-1.889	2.875	.998	-10.66	6.89

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
	Director	-3.801	1.712	.343	-9.03	1.42
	Elementary	1.611	3.546	1.000	-9.21	12.43
	Other	-.761	1.817	1.000	-6.31	4.78
ST-SAP-SP-AS-S	ST-SP-S	1.333	1.865	.997	-4.36	7.03
	ST-SAP-SP-S	2.480	2.176	.948	-4.16	9.12
	ST-SP-AS-S	-1.209	2.485	1.000	-8.79	6.37
	ST-EP-SP-S	.591	3.067	1.000	-8.77	9.95
	Director	-1.321	2.019	.998	-7.48	4.84
	Elementary	4.091	3.704	.956	-7.21	15.40
	Other	1.719	2.108	.992	-4.72	8.15
ST-SP-AS-S	ST-SP-S	2.542	1.942	.895	-3.39	8.47
	ST-SAP-SP-S	3.689	2.243	.723	-3.16	10.53
	ST-SAP-SP-AS-S	1.209	2.485	1.000	-6.37	8.79
	ST-EP-SP-S	1.800	3.115	.999	-7.71	11.31
	Director	-.112	2.090	1.000	-6.49	6.27
	Elementary	5.300	3.744	.850	-6.13	16.73
	Other	2.928	2.177	.881	-3.72	9.57
ST-EP-SP-S	ST-SP-S	.742	2.647	1.000	-7.34	8.82
	ST-SAP-SP-S	1.889	2.875	.998	-6.89	10.66
	ST-SAP-SP-AS-S	-.591	3.067	1.000	-9.95	8.77
	ST-SP-AS-S	-1.800	3.115	.999	-11.31	7.71
	Director	-1.912	2.757	.997	-10.33	6.50
	Elementary	3.500	4.153	.990	-9.18	16.18
	Other	1.128	2.824	1.000	-7.49	9.75
Director	ST-SP-S	2.654	1.294	.449	-1.29	6.60
	ST-SAP-SP-S	3.801	1.712	.343	-1.42	9.03
	ST-SAP-SP-AS-S	1.321	2.019	.998	-4.84	7.48
	ST-SP-AS-S	.112	2.090	1.000	-6.27	6.49
	ST-EP-SP-S	1.912	2.757	.997	-6.50	10.33
	Elementary	5.412	3.452	.769	-5.12	15.95
	Other	3.040	1.625	.572	-1.92	8.00
Elementary	ST-SP-S	-2.758	3.364	.992	-13.03	7.51
	ST-SAP-SP-S	-1.611	3.546	1.000	-12.43	9.21
	ST-SAP-SP-AS-S	-4.091	3.704	.956	-15.40	7.21

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
	ST-SP-AS-S	-5.300	3.744	.850	-16.73	6.13
	ST-EP-SP-S	-3.500	4.153	.990	-16.18	9.18
	Director	-5.412	3.452	.769	-15.95	5.12
	Other	-2.372	3.505	.998	-13.07	8.33
Other	ST-SP-S	-.386	1.429	1.000	-4.75	3.98
	ST-SAP-SP-S	.761	1.817	1.000	-4.78	6.31
	ST-SAP-SP-AS-S	-1.719	2.108	.992	-8.15	4.72
	ST-SP-AS-S	-2.928	2.177	.881	-9.57	3.72
	ST-EP-SP-S	-1.128	2.824	1.000	-9.75	7.49
	Director	-3.040	1.625	.572	-8.00	1.92
	Elementary	2.372	3.505	.998	-8.33	13.07

Homogeneous Subsets

Years ED
Tukey HSD

Path	N	Subset for alpha = .05
		1
Elementary	6	23.00
ST-SAP-SP-S	36	24.61
Other	43	25.37
ST-SP-S	120	25.76
ST-EP-SP-S	10	26.50
ST-SAP-SP-AS-S	22	27.09
ST-SP-AS-S	20	28.30
Director	57	28.41
Sig.		.463

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.222.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

A variation existed in the number of districts that superintendent respondents cited as having served as superintendent. Superintendents ranged from having served as superintendent in 1 district to having served as superintendent in 11 districts.

Table 16

Number of Districts Served as Superintendent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	5.2	5.2	5.2
	1	168	48.1	48.6	53.8
	2	89	25.5	25.7	79.5
	3	39	11.2	11.3	90.8
	4	21	6.0	6.1	96.8
	5	7	2.0	2.0	98.8
	6	1	.3	.3	99.1
	7	1	.3	.3	99.4
	8	1	.3	.3	99.7
	11	1	.3	.3	100.0
	Total	346	99.1	100.0	
Missing	99	1	.3		
	System	2	.6		
	Total	3	.9		
Total		349	100.0		

Research Question 2

What superintendent position variations are associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

Educational Attainment

Superintendent respondents were divided into two groups, those who had a doctorate and those who did not. Nineteen percent of the superintendent respondents

held a doctorate. The highest degree earned by eighty-one percent of the superintendent respondents was a master's degree.

Table 17

Doctorate Statistics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctorate	56	16.0	19.3	19.3
	Master's	234	67.0	80.7	100.0
	Total	290	83.1	100.0	
Missing	System	59	16.9		
Total		349	100.0		

A chi-square test was run to determine whether a significant correlation existed between educational attainment and career path. At a significance level of .05, a significant correlation did exist between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path. A higher representation of superintendent respondents who held a doctorate existed in this career path than in any of the other career path groups. Administrators who took the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path were more likely to have doctorates.

Table 18

Chi-Square Educational Attainment and Career Path Test

Educational Attainment

		Path3	
		1	2
		Count	Count
Education	Doctorate	7	49
	Master's	8	226

Pearson Chi-Square Tests

		Path3
Education	Chi-square	7.597
	df	1
	Sig.	.006(*,a)

Results are based on nonempty rows and columns in each innermost subtable.
* The Chi-square statistic is significant at the 0.05 level.
a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.

District Type

Survey respondents were asked to classify their districts as urban, suburban, independent town, or rural districts. Three percent of the respondents reported to serve in an urban district. Thirteen percent of the respondents reported to serve in a suburban district. Eleven percent of the respondents reported to serve in an independent town. Collectively, the urban, suburban, and independent town superintendent respondents only accounted for about one fourth of the total number of respondents. Seventy-two percent of the respondents reported to serve in a rural district. Two hundred fifty-nine of the total 356 superintendent respondents were from rural districts. The results are summarized in Table 19.

Table 19

District Type

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	12	3.3	3.4	3.4
	Suburban	45	12.5	12.6	16.0
	Independent Town	40	11.1	11.2	27.2
	Rural	259	71.9	72.8	100.0
	Total	356	98.9	100.0	
Missing	System	4	1.1		
Total		360	100.0		

Figure 5 depicted the district type breakdown in bar graph form. The figure illustrated the statistical dominance of rural superintendent respondents.

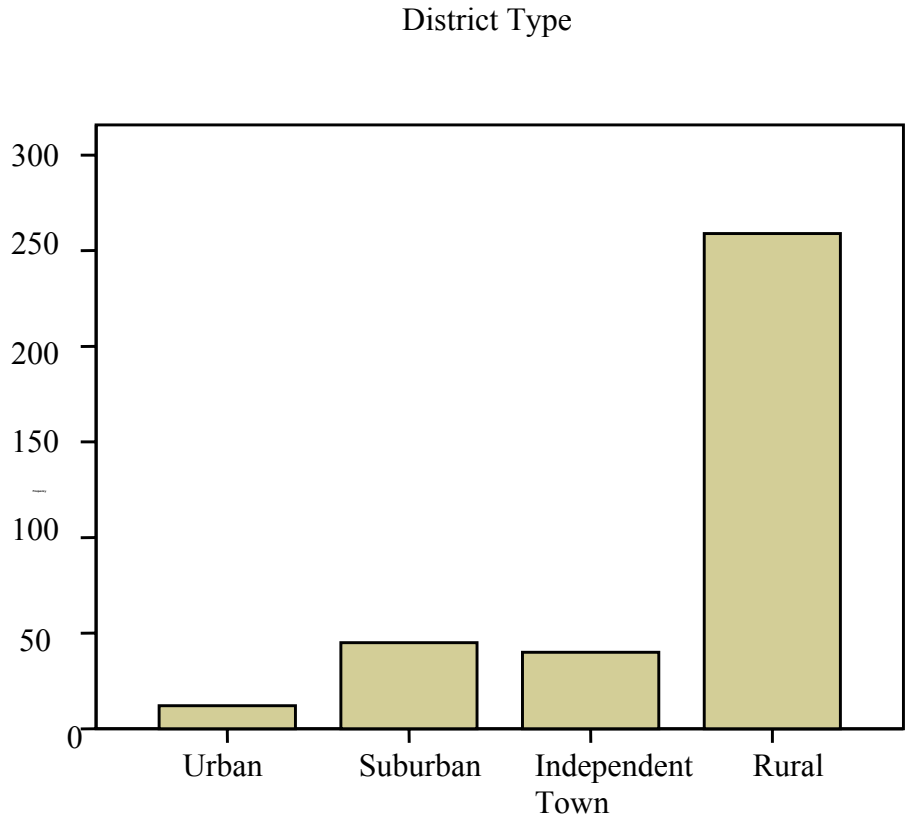


Figure 5. District size breakdown.

Post hoc tests were run to determine whether a significant correlation existed between district type and career path. A significant difference did exist between district type and the director route career path. The mean difference in the Tukey test between the director career path and the secondary teacher, secondary principal, superintendent career path was .61245. The significance level of .000 was below the .05 level of significance threshold. The rural district path was secondary teacher, secondary principal, and superintendent.

Table 20

District Type and Career Path Tests

Post Hoc Tests

Dependent Variable: District Type
Tukey HSD

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
					Lower bound	Upper bound
ST-SP-S	ST-SAP-SP-S	.13650	.14657	.983	-.3108	.5838
	ST-SAP-SP-AS-S	.41291	.18071	.305	-.1386	.9644
	ST-SP-AS-S	.28109	.18818	.810	-.2932	.8554
	ST-EP-SP-S	.03109	.25638	1.000	-.7514	.8135
	Director	.61245(*)	.12399	.000	.2341	.9908
	Elementary	.06443	.32581	1.000	-.9299	1.0588
	Other	-.05961	.13855	1.000	-.4825	.3632
ST-SAP-SP-S	ST-SP-S	-.13650	.14657	.983	-.5838	.3108
	ST-SAP-SP-AS-S	.27641	.20964	.891	-.3634	.9162
	ST-SP-AS-S	.14459	.21611	.998	-.5150	.8042
	ST-EP-SP-S	-.10541	.27753	1.000	-.9524	.7416
	Director	.47595	.16329	.073	-.0224	.9743
	Elementary	-.07207	.34270	1.000	-1.1180	.9738
	Other	-.19610	.17461	.951	-.7290	.3368

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
ST-SAP-SP-AS-S	ST-SP-S	-.41291	.18071	.305	-.9644	.1386
	ST-SAP-SP-S	-.27641	.20964	.891	-.9162	.3634
	ST-SP-AS-S	-.13182	.24058	.999	-.8660	.6024
	ST-EP-SP-S	-.38182	.29698	.904	-1.2882	.5245
	Director	.19954	.19452	.970	-.3941	.7932
	Elementary	-.34848	.35864	.978	-1.4430	.7460
	Other	-.47252	.20411	.289	-1.0955	.1504
ST-SP-AS-S	ST-SP-S	-.28109	.18818	.810	-.8554	.2932
	ST-SAP-SP-S	-.14459	.21611	.998	-.8042	.5150
	ST-SAP-SP-AS-S	.13182	.24058	.999	-.6024	.8660
	ST-EP-SP-S	-.25000	.30158	.991	-1.1704	.6704
	Director	.33136	.20148	.723	-.2835	.9463
	Elementary	-.21667	.36246	.999	-1.3229	.8895
	Other	-.34070	.21076	.740	-.9839	.3025
ST-EP-SP-S	ST-SP-S	-.03109	.25638	1.000	-.8135	.7514
	ST-SAP-SP-S	.10541	.27753	1.000	-.7416	.9524
	ST-SAP-SP-AS-S	.38182	.29698	.904	-.5245	1.2882
	ST-SP-AS-S	.25000	.30158	.991	-.6704	1.1704
	Director	.58136	.26629	.365	-.2313	1.3941
	Elementary	.03333	.40211	1.000	-1.1939	1.2605
	Other	-.09070	.27338	1.000	-.9250	.7436
Director	ST-SP-S	-.61245(*)	.12399	.000	-.9908	-.2341
	ST-SAP-SP-S	-.47595	.16329	.073	-.9743	.0224
	ST-SAP-SP-AS-S	-.19954	.19452	.970	-.7932	.3941
	ST-SP-AS-S	-.33136	.20148	.723	-.9463	.2835
	ST-EP-SP-S	-.58136	.26629	.365	-1.3941	.2313
	Elementary	-.54802	.33367	.724	-1.5663	.4703
	Other	-.67205(*)	.15614	.001	-1.1486	-.1955
Elementary	ST-SP-S	-.06443	.32581	1.000	-1.0588	.9299
	ST-SAP-SP-S	.07207	.34270	1.000	-.9738	1.1180
	ST-SAP-SP-AS-S	.34848	.35864	.978	-.7460	1.4430
	ST-SP-AS-S	.21667	.36246	.999	-.8895	1.3229
	ST-EP-SP-S	-.03333	.40211	1.000	-1.2605	1.1939

(table continues)

(I) Path	(J) Path	Mean difference (I-J)	Std. error	Sig.	95% Confidence interval	
	Director	.54802	.33367	.724	-.4703	1.5663
	Other	-.12403	.33935	1.000	-1.1597	.9116
Other	ST-SP-S	.05961	.13855	1.000	-.3632	.4825
	ST-SAP-SP-S	.19610	.17461	.951	-.3368	.7290
	ST-SAP-SP-AS-S	.47252	.20411	.289	-.1504	1.0955
	ST-SP-AS-S	.34070	.21076	.740	-.3025	.9839
	ST-EP-SP-S	.09070	.27338	1.000	-.7436	.9250
	Director	.67205(*)	.15614	.001	.1955	1.1486
	Elementary	.12403	.33935	1.000	-.9116	1.1597

* The mean difference is significant at the .05 level.

Homogeneous Subsets

District Type
Tukey HSD

Path	N	Subset for alpha = .05
		1
Director	59	3.1186
ST-SAP-SP-AS-S	22	3.3182
ST-SP-AS-S	20	3.4500
ST-SAP-SP-S	37	3.5946
Elementary	6	3.6667
ST-EP-SP-S	10	3.7000
ST-SP-S	119	3.7311
Other	43	3.7907
Sig.		.157

Means for groups in homogeneous subsets are displayed.
a Uses Harmonic Mean Sample Size = 18.275.
b The group sizes are unequal. The harmonic mean of the group sizes is used. Type I error levels are not guaranteed.

District Enrollment

Survey respondents were asked to designate their district's student enrollment numbers into one of nine categories. Districts with fewer than 500 students comprised

the largest group. They accounted for almost 38% of the total respondents. Collectively, the student enrollment groups with fewer than 3,000 students accounted for over 82% of the total districts that were surveyed. Collectively, the student enrollment groups with greater than 25,000 students accounted for only 3% of the total districts surveyed. In these districts with larger than 25,000 students, the director path to the superintendent position was most common pathway. Table 21 illustrated the student enrollment breakdown.

Table 21

Student Enrollment Categories

Student Enrollment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-499	136	37.8	38.2	38.2
	500-999	78	21.7	21.9	60.1
	1,000-1,599	41	11.4	11.5	71.6
	1,600-2,999	38	10.6	10.7	82.3
	3,000-4,999	18	5.0	5.1	87.4
	5,000-9,999	18	5.0	5.1	92.4
	10,000-24,999	15	4.2	4.2	96.6
	25,000-49,999	8	2.2	2.2	98.9
	50,000 and over	4	1.1	1.1	100.0
	Total	356	98.9	100.0	
Missing	System	4	1.1		
Total		360	100.0		

One hundred and thirty-six of the total 356 respondents were superintendents of districts with student enrollments of less than 500 students. Only 12 of the respondents came from districts with student enrollments of greater than 25,000 students. Student

enrollment and district size information was noted because of the overrepresentation of small districts and the underrepresentation of large districts. Figure 6 depicted the student enrollment response breakdown in bar graph form. It depicted the statistical dominance of superintendent respondents whose districts had smaller than average student enrollment numbers. Superintendent respondents from districts with fewer than 500 were the most common student enrollment group.

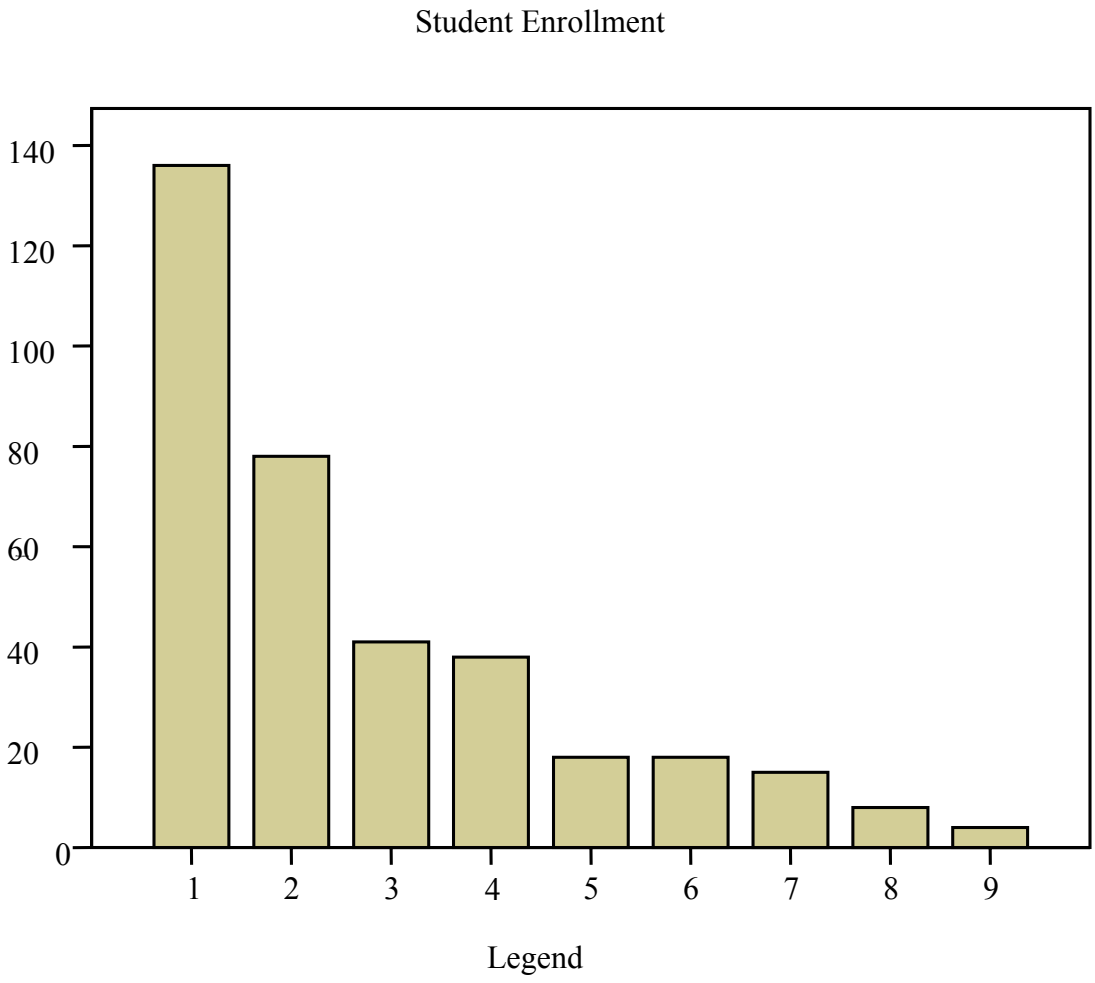


Figure 6. Student enrollment breakdown.

Major Urban Districts

The largest school districts in the state, whick serve the seven metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, Corpus Christi, and El Paso, were classified by the Texas Education Agency as major urban districts. Initial surveys were mailed to the superintendents of these major urban districts in March 2005. Second and third mailings were later conducted to the major urban district superintendents that had not returned the completed survey. Five of the seven major urban superintendents returned the completed survey. Of these five respondents, four completed the survey in its entirety. The director position was the key position common to all respondents. The career paths of these four major urban Texas public school superintendents were listed in Table 22.

Table 22

Major Urban Career Paths

1	ET-EAP-D-AS-S
2	ET-EP-D-TEA-AS-S
3	ST-SAP-SP-D-S
4	ST-CO-D-AS-S

Ethnicity

The ethnicity variable was coded as a "1" for African American, a "2" for Asian, a "3" for Hispanic, a "4" for Native American, a "5" for Caucasian, and a "6" for other. The Caucasian ethnicity group was the statistically dominate ethnicity group. Almost 97% of respondents reported their ethnicity as Caucasian. The next largest ethnic group was the Hispanic respondent group, with almost 2%. Collectively, African American, Native American, and other ethnic respondent groups each accounted for less than 1% of

the total superintendent respondents. No superintendent respondents reported their ethnicity as Asian.

Table 23

Ethnicity Breakdown

Between-Subjects Factors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	African American	1	.3	.3	.3
	Asian	0	0	0	.3
	Hispanic	7	1.9	2.0	2.3
	Native American	2	.6	.6	2.8
	Caucasian	344	95.6	96.9	99.7
	Other	1	.3	.3	100.0
	Total	355	98.6	100.0	
Missing	System	5	1.4		
Total		360	100.0		

Multivariate tests were used to determine whether a significant statistical difference existed between various ethnic groups in relation to career paths. No significant statistical difference existed between the various ethnic groups.

Table 24

Multivariate Tests of Ethnic Groups

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.656	162.145(a)	4.000	340.000	.000
	Wilks' Lambda	.344	162.145(a)	4.000	340.000	.000
	Hotelling's Trace	1.908	162.145(a)	4.000	340.000	.000

(table continues)

Effect		Value	F	Hypothesis df	Error df	Sig.
	Roy's Largest Root	1.908	162.145(a)	4.000	340.000	.000
Ethnicity	Pillai's Trace	.066	1.447	16.000	1372.000	.112
	Wilks' Lambda	.935	1.446	16.000	1039.355	.113
	Hotelling's Trace	.068	1.441	16.000	1354.000	.114
	Roy's Largest Root	.034	2.955(b)	4.000	343.000	.020

a Exact statistic.
b The statistic is an upper bound on F that yields a lower bound on the significance level.
C Design: Intercept+ethnicit.

A sum of the squares test was run to determine if a significant statistical difference existed between the various ethnic groups and age, years experience in education, years experience as a superintendent, and tenure in current district. No significant statistical difference existed between ethnic groups.

Table 25

Ethnicity Sum of the Squares Test

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Age	80.308(a)	4	20.077	.381	.822
	Years ED	132.274(b)	4	33.069	.502	.734
	Years SUP	109.810©	4	27.453	.624	.646
	Years DISTRICT	859.924(d)	4	214.981	2.492	.043
Intercept	Age	25766.620	1	25766.620	488.447	.000

(table continues)

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
	Years ED	7212.360	1	7212.360	109.427	.000
	Years SUP	682.667	1	682.667	15.511	.000
	Years DISTRICT	1497.380	1	1497.380	17.359	.000
Ethnicity	Age	80.308	4	20.077	.381	.822
	Years ED	132.274	4	33.069	.502	.734
	Years SUP	109.810	4	27.453	.624	.646
	Years DISTRICT	859.924	4	214.981	2.492	.043
Error	Age	18093.999	343	52.752		
	Years ED	22607.148	343	65.910		
	Years SUP	15095.644	343	44.011		
	Years DISTRICT	29587.517	343	86.261		
Total	Age	946831.000	348			
	Years ED	269806.250	348			
	Years SUP	40280.500	348			
	Years DISTRICT	58779.625	348			
Corrected Total	Age	18174.307	347			
	Years ED	22739.422	347			
	Years SUP	15205.454	347			
	Years DISTRICT	30447.441	347			

a R Squared = .004 (Adjusted R Squared = -.007)
b R Squared = .006 (Adjusted R Squared = -.006)
c R Squared = .007 (Adjusted R Squared = -.004)
d R Squared = .028 (Adjusted R Squared = .017)

Gender

The vast majority of Texas public school superintendents surveyed were male. Male superintendents accounted for approximately 91% of the respondents, whereas female superintendents accounted for approximately 9% of the respondents. Three

hundred twenty-six of the 358 respondents were male. Thirty-two of the 358 respondents were female. Table 26 depicted the statistical male dominance of the Texas public school superintendent positions that were surveyed.

Table 26

Gender Percentages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	326	90.6	91.1	91.1
	Female	32	8.9	8.9	100.0
	Total	358	99.4	100.0	
Missing	System	2	.6		
Total		360	100.0		

Figure 7 depicted a graphic representation of the gender division of superintendent respondents.

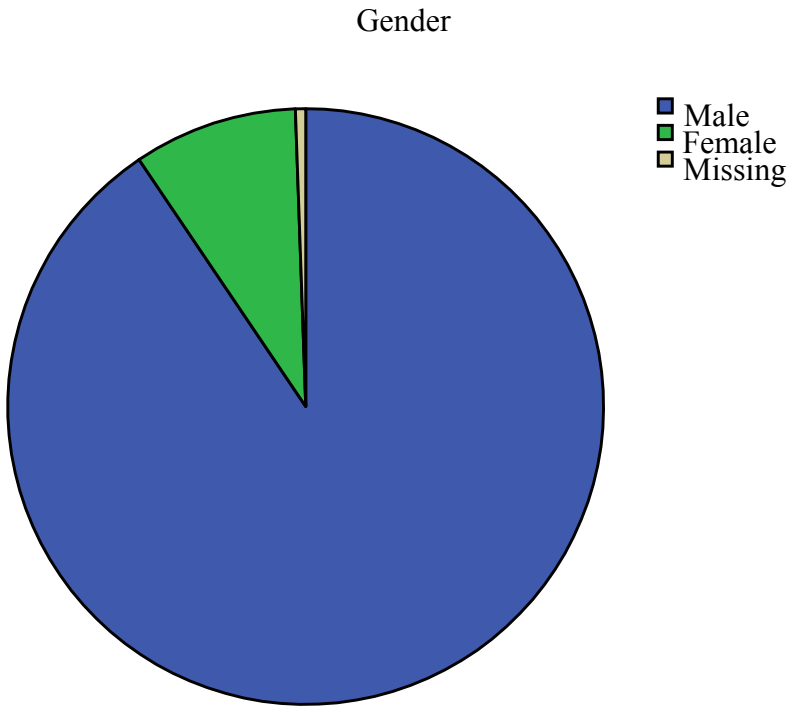


Figure 7. Gender graphic representation.

Gender was run against variables to determine whether a correlation existed. Age, years experience in education, years of experience as a superintendent, and tenure in current district were all classified by gender in Table 27. Female superintendent respondents were slightly older than their male counterparts. Female respondents averaged almost 54 years of age while their male counterparts averaged almost 52 years of age. Although within less than 1 year experience in education, female respondents were also slightly more experienced in education than their male counterparts. Both genders averaged around 27 years of experience in education.

Table 27

Gender Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Age	Male	326	51.59	7.412	.410
	Female	31	53.61	5.439	.977
Years in Education	Male	323	26.68	8.205	.457
	Female	32	27.11	7.500	1.326
Years as a Sup.	Male	324	8.75	6.841	.380
	Female	32	7.41	5.138	.908
Years in Current District	Male	322	8.97	9.391	.523
	Female	32	9.91	8.611	1.522

Male respondents were more experienced than female respondents in the superintendent position. Male respondents averaged almost 9 years experience as a superintendent while their female counterparts averaged slightly over 7 years of experience as a superintendent. Female respondents had longer tenure in their current district than male respondents. Female respondents averaged almost 10 years of

experience in their current district while their male counterparts averaged almost 9 years of experience in their current district.

When the data were analyzed using a t test, no significant statistical differences in age, years experience in education, years experience as a superintendent, and tenure in the current district were present between genders. All levels of significance for age, years experience in education, years experience as a superintendent, and tenure in the current district were above the .05 level of significance threshold. Since the level of significance for the years as a superintendent was .018 on the Levene's Test for Equality of Variance, the equal variances not assumed row was used for the t test.

Table 28

Gender Comparisons of Age, Experience, and Tenure

Independent Samples Test

		Levene's test for equality of variances		t test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Age	Equal variances assumed	3.703	.055	-1.480	355	.140	-2.021	1.366	-4.707	.665
	Equal variances not assumed			-1.907	41.412	.063	-2.021	1.060	-4.160	.118
Yrs ED	Equal variances assumed	1.076	.300	-.282	353	.778	-.425	1.510	-3.394	2.544

(table continues)

		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
	Equal variances not assumed			-.303	38.734	.763	-.425	1.402	-3.262	2.412
Yrs SUP	Equal variances assumed	5.61	.018	1.078	354	.282	1.341	1.243	-1.104	3.786
	Equal variances not assumed			1.362	42.683	.180	1.341	.985	-.645	3.327
Yrs DIS	Equal variances assumed	.441	.507	-.544	352	.587	-.940	1.728	-4.340	2.459
	Equal variances not assumed			-.584	38.710	.562	-.940	1.610	-4.197	2.316

A chi-square test was used to determine if a significant difference existed between gender and career path. A significance level of .000 existed between the director career path and gender. Since this level was below a significance level of .05, a significant difference did exist with the director career path group. Seven degrees of freedom were used in the chi-square tests. Fourteen of the 45 respondents that were grouped in the director career path group were female. A larger number of females existed in the director career path group than in any other group.

Table 29

Gender Chi-Square Test

		Path							
		ST-SP-S	ST-SAP-SP-S	ST-SAP-SP-AS-S	ST-SP-AS-S	ST-EP-SP-S	Director	Elementary	Other
		Count	Count	Count	Count	Count	Count	Count	Count
Gender	Male	117	37	21	18	10	45	3	37
	Female	3	0	1	2	0	14	3	6

Pearson Chi-Square Tests

		Path
Gender	Chi-square	40.026
	df	7
	Sig.	.000(*,a,b)

Results are based on nonempty rows and columns in each innermost subtable.
* The Chi-square statistic is significant at the 0.05 level.
a More than 20% of cells in this subtable have expected cell counts less than 5. Chi-square results may be invalid.
b The minimum expected cell count in this subtable is less than one. Chi-square results may be invalid.

Place-Bound versus Career-Bound

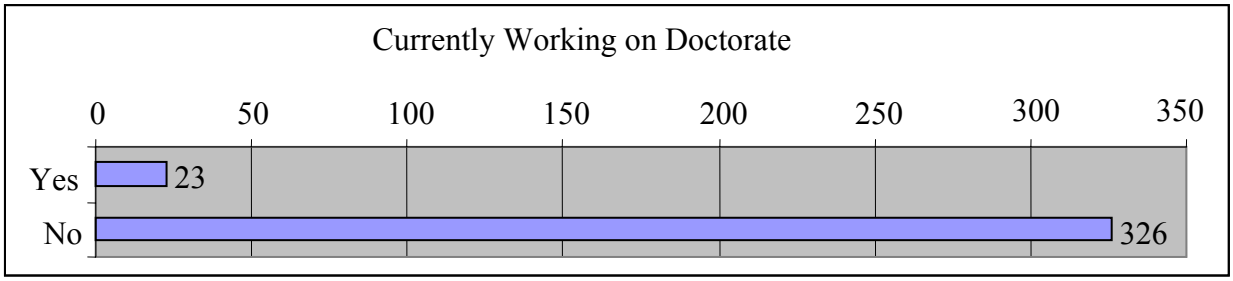
The majority of superintendent respondents did not attend prestigious universities. Most respondents acquired their graduate training from universities that were geographically close to their work and home. The exceptions to this rule were the superintendents from the largest and highest paying districts. Four out of the five major urban superintendent respondents earned their doctorates at major universities. Two of the superintendent respondents earned their doctorate from the University of Texas at Austin. Another earned a doctorate from the University of Arizona. Yet another of the major urban district superintendent respondents was a graduate of Stanford University. He previously held an official position in Washington D.C. While he fell into the career

bound-category, many of the superintendent respondents fell into the place-bound category.

Four out of the five major urban superintendent respondents geographically relocated to attend prestigious universities. Two of the five major urban superintendent respondents attended universities outside of the state of Texas. The career-bound superintendents tended to end up in the major urban or large suburban districts while many place-bound superintendents remained in the smaller districts that were in close proximity to their self-imposed geographic boundaries. Additionally, since only 19% of the respondents held a doctorate, few respondents met the prestigious university educational attainment criteria associated with the career-bound category. Of these 19% of respondents, few attended what would normally be classified as prestigious universities. Most of these respondents attended the best university that was within their self-imposed geographical boundaries associated with work and home.

Figure 8

Formal Education



Doctorates Held		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Doctorate	56	16.0	19.3	19.3
	Master's	234	67.0	80.7	100.0
	Total	290	83.1	100.0	

Only 19% of current Texas public school superintendents in the regions surveyed currently hold doctorates. Additionally, less than 7% of those superintendents who do not currently hold doctorates are enrolled in doctoral programs. The majority of those who are enrolled in a doctoral program are attending less prestigious universities. The majority are place bound superintendents.

Research Question 3: Critical Career Path Position

What career path position do superintendents perceive as most beneficial in preparing them for the superintendency?

The responses to this survey question were in narrative format. No statistical calculations were made. One hundred twenty-two respondents listed the principal position as the specific career path position that was most beneficial in preparing them for the superintendency. More specifically, the high school principal position was cited by 75 respondents as the most important preparatory position. Additionally, only two career path positions were common to all five of the most common career paths. These two positions were secondary teacher and secondary principal. The secondary principal position was the critical career path position that led to the superintendency. Another commonly listed position was the assistant superintendent position. Thirty-eight respondents listed the assistant superintendent position as the most important preparatory position. Finally, a few superintendents stated that only the superintendent position was the most important preparatory position. They emphasized the importance of on-the-job training. Table 30 depicted the frequencies of the various positions that respondents listed as the most important preparatory position for the superintendency.

Table 30

Preparatory Position

		Frequency	Percent	Valid percent	Cumulative percent
Valid	Missing	27	7.7	7.7	7.7
	1st Supt	1	.3	.3	8.0
	22 yrs. Coaching/teaching	1	.3	.3	8.3
	Administrative Assistant	1	.3	.3	8.6
	Ag Teaching	2	.6	.6	9.2
	All	2	.6	.6	9.7
	Ass. Ex. Dir. ESC9	1	.3	.3	10.0
	Assistant and Deputy Supt.	1	.3	.3	10.3
	Assistant HS Principal	1	.3	.3	10.6
	Assistant Supt.	10	2.9	2.9	13.5
	Assoc. Exec. Director ESC 16	1	.3	.3	13.8
	Assoc. superintendent	2	.6	.6	14.3
	Asst. Superintendent	28	8	8	22.3
	Asst. Supt. Personnel/Admin. Ser.	1	.3	.3	22.6
	Athletic Director	3	.9	.9	23.5
	Baylor Dr. Program	1	.3	.3	23.8
	Business Manager	2	.6	.6	24.4
	Campus Administrator	1	.3	.3	24.6
	Central Office-Special Programs	1	.3	.3	24.9
	Central Office in 4A District	1	.3	.3	25.2
	Classroom Teacher	1	.3	.3	25.5
	Coaching	4	1.2	1.2	26.6
	Coop Special Ed Director	1	.3	.3	26.9
	Counselor	1	.3	.3	27.2
	Curriculum director	1	.3	.3	27.5

(table continues)

		Frequency	Percent	Valid percent	Cumulative percent
	Curriculum Director & HS Principal	1	.3	.3	27.8
	Department Head	1	.3	.3	28.1
	Deputy Supt.	4	1.2	1.2	29.2
	Dir. Of Instruction Fed/State Program	1	.3	.3	29.5
	Director	1	.3	.3	29.8
	Director of Finance & Operations	1	.3	.3	30.1
	Director of personnel	1	.3	.3	30.4
	Director Programs	1	.3	.3	30.7
	District Curriculum Coordinator	1	.3	.3	30.9
	Elementary Principal	2	.6	.6	31.5
	Every One	1	.3	.3	31.8
	Executive director	1	.3	.3	32.1
	Finance	1	.3	.3	32.4
	HS Principal	75	21.5	21.5	53.9
	Human Resources	1	.3	.3	54.2
	Intermediate Principal	1	.3	.3	54.4
	Life	1	.3	.3	54.7
	Mid-Management	3	.9	.9	55.6
	Ministry	1	.3	.3	55.9
	MS Principal	1	.3	.3	56.2
	MS Teacher/Coach	1	.3	.3	56.4
	None-growing up in West Texas	1	.3	.3	56.7
	None	3	.9	.9	57.6
	Outside position	2	.6	.6	58.2
	Previous job at ESC 15	1	.3	.3	58.5
	Principal	122	34.9	34.9	93.4
	Principal & ESC	1	.3	.3	93.7
	Principal & Intern	1	.3	.3	94.0
	Principal & Serving as Supt.	1	.3	.3	94.3

(table continues)

		Frequency	Percent	Valid percent	Cumulative percent
	Principal K-12	1	.3	.3	94.6
	Principal/Asst. Supt	1	.3	.3	94.8
	Principal/Central Office	1	.3	.3	95.1
	Principal/Superintendent	1	.3	.3	95.4
	School of Hard Knocks	1	.3	.3	95.7
	Service Center Technical Asst.	1	.3	.3	96.0
	Special Ed Director	1	.3	.3	96.3
	Superintendent	6	1.7	1.7	98.0
	Supt Course Work	1	.3	.3	98.3
	Supt. Training	1	.3	.3	98.6
	Teacher, Principal, Student	1	.3	.3	98.9
	Teacher,Principal,Asst. Supt	1	.3	.3	99.1
	Teaching	2	.6	.6	99.7
	Texas Tech Supt Cert. Program	1	.3	.3	100.0
	Total	349	100.0	100.0	

Summary

Chapter 4 presented the results of the study. The secondary teacher, secondary principal, and superintendent career path was found to be the most common career path. Females and administrators working in large districts were found to more frequently take the director route to the superintendency. A significant correlation did exist between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path. A higher representation of superintendent respondents who held a doctorate existed in this career path than in any of the other career path groups. No statistical significance was found between ethnicity and career paths. Only 19% of current superintendent respondents held

doctorate degrees. The majority of these superintendents attended less prestigious universities. Most respondents were classified as place-bound superintendents. The secondary principal position was found to be the critical career path position that led to the superintendency.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study is to provide research-based knowledge to aspiring superintendents. Additionally, it is hoped that the information will be useful to those who develop, implement, and evaluate superintendent preparation programs across the state. It is hoped that an analysis of the current predominant career paths will provide educators with a road map toward upward mobility. Additionally, variations such as gender, ethnicity, district size, and geographic locations provide the most relevant research-based information possible to those who aspire to become superintendents. In this chapter, the findings of the study are compared and contrasted with past studies on the topic.

The study is limited to descriptions of the career paths of current Texas public school superintendents. It additionally focuses on the educational positions that are most beneficial in preparing administrators for the superintendency. The focus of the study is on the pathways to the superintendency and the specific educational positions held prior to becoming a superintendent. Additionally, the study compare place bound and career bound superintendents. This study does not address the perceived quality or depth of the formal preparation, professional development, or educational positions as related to the variables measured, nor does it examine the career paths of superintendents after they gained their first superintendent position.

Chapter 5 presents the final analysis of the study as follows: research questions and hypotheses, conclusions, and recommendations. The study focused on three research questions and hypotheses:

Research Question 1

Can a path analysis to the superintendent's position be identified?

H1. No path analysis to the superintendency can be identified.

The null hypothesis is rejected. Over 66% of the respondents follow one of five major career paths to the superintendency, with the most common being secondary teacher-secondary principal-superintendent. In all, 122 of the 321 respondents follow this career path, over 38% of the total. The second most common career path is secondary teacher-secondary assistant principal-secondary principal-superintendent. With 38 of the respondents following this path, this group accounts for over 11% of the total respondents. The third most common career path is secondary teacher-secondary assistant principal-secondary principal-assistant superintendent-superintendent. Twenty-two respondents follow this career path. This group accounts for over 6% of the total respondents. The fourth most common career path is secondary teacher-secondary principal-assistant superintendent-superintendent. Twenty respondents follow this career path. They account for over 6% of the total. The fifth most common career path is secondary teacher-elementary principal-secondary principal-superintendent. Ten respondents follow this career path. They account for over 3% of the total. It should be noted that the two positions common to all five of the most common paths are secondary teacher and secondary principal. Collectively, these five most common career paths account for 212 of the 321 total respondents.

Research Question 2

What superintendent position variations are associated with educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

H2. There are no significant variations in the superintendent position and educational attainment, district type, ethnicity, gender, or place-bound versus career-bound superintendents?

Due to a significant statistical correlation between gender and career path, the null hypothesis is rejected. A significant statistical difference does exist in the director career path group. Fourteen of the 45 respondents that are grouped in the director career path group are female. More female respondents are found in the director career path group than in any other group. A significant statistical difference also exists between district type and the director route career path. Female superintendents tend to work in larger districts. They rise through the ranks sometimes bypassing the traditional high school principal position and most commonly take the director route to the superintendency.

In a profession dominated by females, females remain underrepresented in the Texas public school superintendency. Male superintendents account for approximately 91% of the respondents, with female superintendents accounting for approximately 9% of the respondents. Three hundred twenty-six of the total three hundred fifty-eight respondents are male. Thirty-two of the total 358 respondents are female. According to Horn (1998), the underrepresentation of female superintendents is impacted by the fact that many female administrators choose career paths that will allow them both a high-quality work life as well as a high-quality personal life.

Research Question 3

What career path position do superintendents perceive as most beneficial in preparing them for the superintendency?

H3. There is no specific career path position that superintendents perceive as most beneficial in preparing them for the superintendency.

The null hypothesis is rejected. An overwhelming number of respondents list the secondary principal position as the specific career path position that is most beneficial in preparing them for the superintendency. More specifically, the high school principal position is most frequently cited as the most important preparatory position. The second most commonly listed position is the assistant superintendent position. Finally, a few superintendents state that only the superintendent position is the most important preparatory position. One respondent states, "The superintendent position is so complex that you can only effectively learn how to do it by doing it."

Conclusions

The dominate superintendent career path in this study is the path of secondary teacher, secondary principal, superintendent. This path is most common in smaller districts where fewer central office positions exist, a finding not consistent with earlier studies. According to Bjork and Keedy (2001), the most common career path to the superintendency, 49%, is from teacher to assistant principal or principal, to central office administrator, to superintendent. This difference could be attributed to differences in the survey populations. Most of the districts in this study are small, rural school districts where few central office positions exist. When considered in this vein, this finding is consistent with other studies. According to Shock (1999), small school district

superintendents most often follow the path of teacher, principal, and finally, superintendent. The districts surveyed in this study are similar to districts across the state of Texas.

The secondary principal position is identified as a key position regardless of district size. It is present in all five of the most common superintendent career paths. The secondary principal position is an important career path step for most aspiring superintendents. According to Carson (1999), secondary principals, rather than elementary principals, are more likely to move into the superintendency.

A significant difference exists with gender and the director career path group. Fourteen of the 45 respondents that are grouped in the director career path group are female. Females utilize the director career path to the superintendency more frequently than their male counterparts. Several female superintendents are able to bypass the principal position by working their way through the central office ranks to the superintendency. This finding is consistent with findings from past studies. According to Manuel (2001), the most common career pathway of female superintendents is teacher, elementary principal, central office, and finally, superintendent. Additionally, female superintendents in this study are also more likely to have started as elementary teachers than their male counterparts. This finding is also consistent with the findings in other studies. According to Holliman (1996), female superintendents are much more likely than men to have been elementary teachers. Additionally, this study finds female superintendents are older, more experienced in education, with longer tenure in their current district than their male counterparts.

Closely related to the gender and director career path findings are the district type and career path findings. A significant difference exists between district size and the director route career path. The larger the district, the more likely the superintendent is to follow the director career path to the superintendency. The fact that fewer central office positions, including director positions, exist in smaller districts is noteworthy. However, superintendents of large districts tend to come from districts in which director positions exist. The director career path is also more frequently taken by superintendents of large districts.

A significant correlation also exists between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path. A higher representation of superintendent respondents who hold a doctorate take this career path as compared to any of the other career path groups. This career path is also associated with larger size districts that tend to pay higher salaries. There is relation between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path that leads to higher paying positions in larger size districts. While this finding does not directly correlate with past studies, effective superintendents hold more degrees and administrative certificates than typical superintendents (Sabatino, 1993). Sabatino found that effective superintendents are also more actively involved in professional organizations. Some parallels can be drawn from the findings of this study and those of past studies. Educational attainment can lead to both the acquisition of a superintendent position in a larger size district and effective performance in that position once it is acquired.

A significant statistical difference is not found to exist between career paths and ethnicity. This finding is consistent some of the findings of past studies. According to Eaton (2002), minority superintendents and nonminority superintendents follow similar career paths. In Eaton's study, minority superintendents more often follow the path of teacher, principal, central office, and finally, superintendent. Dunlop's (1997) study showed that a majority of minority superintendents start their administrative careers as a coordinator or assistant principal. In Dunlop's study, minority superintendents are found almost twice as likely as nonminorities to follow a career pattern of teacher, principal, central office administrator, and superintendent. Dunlop's finding is not repeated in this study. One possible explanation for the discrepancy is the extremely small sample size of minority superintendents within these regions. Only one African American, two Native American, and seven Hispanics serve as superintendents in the regions surveyed. There are no Asian superintendents. Caucasians accounted for almost 97% of the total superintendent respondents. This Caucasian dominance is consistent with past studies. According to Bjork and Keedy (2001), White males dominate the American school superintendency and other high-level executive leadership positions in both the public and private sector. This dominance is found to currently exist in the surveyed regions of Texas.

The majority of the respondents surveyed are found to be place-bound rather than career-bound superintendents. The majority of superintendent respondents do not attend prestigious universities. Rather, most respondents acquire their graduate training from universities geographically close to their work and home. The exceptions to this rule are the superintendents from the largest, and highest paying, districts. Only 19% of the

superintendent respondents hold earned doctorates. The demographic findings are consistent with past studies. According to Carlson (1972), most superintendents are White males from rural or small town settings. Furthermore, Carlson finds that most superintendents attended less prestigious colleges. The findings of this study are consistent with Carlson's findings on all counts. Ninety-one percent of the respondents are male. Ninety-seven percent of the respondents are White. Seventy-three percent of the respondents serve as superintendents of rural districts. Finally, the vast majority of superintendent respondents attend less prestigious universities for their formal education. Carlson's (1969) superintendent generalizations, although dated, are found to hold true in the current Texas public school superintendency.

Over 50% of the superintendent respondents are between the ages of 50 and 59. Only 10% of the superintendent respondents are age 60 or older. An increase in the retirement age could cause a significant increase in the supply of available superintendents. If this large age group of superintendents remains in the workforce, it could be increasing difficult for younger, less experienced administrators to secure superintendent positions.

Recommendations

Two career path positions are dominant in the career path analysis. Only two positions are common to all five of the major career paths of this study: secondary principal and secondary teacher. Collectively, over 66% of the respondents hold these two positions. The position of secondary principal is the most common position held by public school administrators on their way to the superintendent position. More specifically, the high school principalship is cited by respondents as critically important

in preparation for success at the superintendent position. If an aspiring administrator seeks a superintendent position in North or West Texas in a small- to mid-size district, the route to the superintendency goes through the secondary principal position.

The exception to this rule occurs in the major urban and large suburban public school districts. Large districts have many central office and campus coordinator positions that simply do not exist in smaller districts. In these large districts, it is possible for perspective superintendents to bypass the secondary principal position by working their way through the central office ranks. In this study, only one of the four major urban superintendents had held a secondary principal position. Additionally, two of the four major urban respondents began their careers as elementary teachers. All four major urban respondents hold more positions in their climb to the superintendency than those superintendents who take the most common paths to the superintendency. The data would suggest that educators in large districts have more career choice options in their path to the superintendency than those who work in small- to mid-size districts.

Females who aspire to the superintendency should consider working in larger districts where more central office positions exist. By working through the ranks to the director-level position, several current female superintendents are able to bypass the high school principal position. This is not an option for female superintendent candidates from smaller districts with fewer central office positions. By using the director route, more female candidates have been able to acquire the elusive superintendent position. Thus if one is female or desires to become superintendent of a large district, the director path to the superintendency should be considered.

Recommendations for Future Studies

As a result of the findings and conclusions of this study, the following future areas of study are recommended:

1. Further study is recommended for career paths after the first superintendent position is acquired. Such a study can determine if the majority of superintendents stay in like districts or move to larger, more complex organizations.

2. Further study is recommended for place-bound versus career-bound superintendents through a qualitative study to describe quality and career timing of educational attainment, mobility rates both within and outside of state boundaries, networking behaviors, and both job and career satisfaction. Further study is recommended for place-bound versus career-bound superintendents that expands Carlson's focus on male superintendents to female and minority superintendents.

3. Further study is recommended for career paths to the Texas public school superintendency in South and East Texas areas to discern whether regional variations exist within Texas.

4. Further study is recommended for female superintendents that focuses on career paths, barriers to promotion, networking experiences, educational attainment, and professional organization affiliations.

5. Further study is recommended for the career paths of Hispanic, Texas public school superintendents who served in both Hispanic majority and Hispanic minority school districts.

6. Further study is recommended for superintendent perceptions of career path decisions that both positively and negatively impacted their rise through the administrative ranks to the superintendency.

7. Further study is recommended for a career path comparison of candidates with athletic coaching experience and those without coaching experience, and study of the political dynamics associated with football and the selection of superintendent candidates.

8. Further study is recommended for a comparison of the success rates and career paths of superintendents who hold doctorates and those who do not.

Summary

The most common career path to the Texas public school superintendency is secondary teacher, secondary principal, and superintendent. Female administrators and administrators who work in large districts are more likely to take the director route to the superintendency. Additionally, most major urban superintendents will take the director route to the superintendency. Ethnicity is not a significant factor in determining a career path to the superintendency. A significant correlation does exist between educational attainment and the secondary teacher, secondary assistant principal, secondary principal, assistant superintendent, superintendent career path. A higher representation of superintendent respondents who hold earned doctorates exists in this career path than in any of the other career path groups. While educational attainment is important in higher paying districts, most Texas superintendents do not hold doctorates. Few hold doctorates from the most prestigious, nationally recognized universities. Most Texas superintendents are classified as place bound superintendents. They work, reside, and

acquire their formal education within self imposed geographic boundaries. Finally, while the previously mentioned generalizations are the norm in Texas, many exceptions to the norm exist. What all superintendent respondents have in common is; they find a way to become a Texas public school superintendent.

APPENDIX A

SURVEY INSTRUMENT

Combined Survey

The following survey is the product of a collaborative effort between two doctoral dissertations. While this study focuses on career paths to the superintendency, a companion study focuses on the networking habits of superintendents. Questions one through twelve and twenty-nine through thirty-one pertain to this study, while the remaining questions pertaining to the networking dissertation. Demographic information is shared by both studies.

Superintendent Questionnaire

Directions: We are conducting a survey about career paths to the superintendency and the professional networking of superintendents. Please take a few minutes to help us by completing this questionnaire? Please place a check mark in the appropriate box or answer on the blank line. All answers and data collected will be treated confidentially. The persons named will not be used in the dissertation nor will they be given to any other source. Names will be used by the researchers for data analysis purposes only. If you have any questions, please call the numbers on the consent letter.

1) What is your gender?
Male ..... □
Female ..... □

2) What is your ethnicity?
African American ..... □
Asian ..... □
Hispanic ..... □
Native American ..... □
Caucasian ..... □
Other (please specify)
_____

3) What is your age? _____

4) Total years in education? _____

5) Total years as a superintendent? _____

6) Total years in your current district? _____

7) How many different Districts have you served as a superintendent? _____

8) Current district enrollment?
1- 499 ..... □
500 - 999 ..... □
1,000 - 1,599 ..... □
1,600 - 2,999 ..... □
3,000 - 4,999 ..... □
5,000 - 9,999 ..... □
10,000 - 24,999 ..... □
25,000 - 49,999 ..... □
50,000 and over ..... □

9) How is your District classified?
Urban ..... □
Suburban ..... □
Independent Town ..... □
Rural ..... □

10) Highest Degree Earned?
Master's ..... □
Institution _____
Year _____
Doctorate ..... □
Institution _____
Year _____

11) State Certifications?
(SBEC Certifications)
_____
_____
_____
_____

12) If you hold a doctorate, do you think having the doctorate helped you get a superintendent position?
Yes ..... □
No..... □

13) If you hold a doctorate, did you earn your doctorate before or after obtaining your first superintendent position?
Before..... □
After ..... □

14) What position most prepared you for the superintendency?
_____
_____

15) What is you ESC Region?
9..... □
10..... □
11..... □

14..... □
15..... □
16..... □
17..... □
18..... □

16) What Professional Organizations do you belong to?
AASA..... □
TASA ..... □
ASCD ..... □
TASCD ..... □
Other _____
_____
_____

17) What Professional Conferences or Meetings do you attend on a regular basis?
TASB/TASA Convention ..... □
TASA Mid-Winter Conference..... □
TASA Spring Conference ..... □
TASA Summer Conference ..... □
TASB Summer Leadership Institute (SLI)..... □
Other _____
_____
_____

18) Do you have a professional network?
Yes ..... □
No..... □

*(If you answered **no** to question 18 above,* ***skip to question 30.)***

19) What group is your primary network contact in? *(Select Only One)*
Professional Organization ..... □
Educational Service Center..... □
Certification Classmate..... □
Geographical Neighbor..... □
Contact from Prior Positions..... □
Other _____
_____
_____

20) How many professionals are in your network?
1-4 ..... □
5-9 ..... □
10-14 ..... □
15 or more ..... □

Q. 21 Where did you meet the people in your network?
Professional Organization ..... □
Educational Service Center ..... □
Certification Classmate ..... □
Geographical Neighbor ..... □
Contacts from Prior Positions ..... □
Other _____
_____
_____
_____

Q. 22 How often do you contact someone in your network?
Daily ..... □
Once a Week ..... □
Once a Month ..... □
Periodically ..... □

Q. 23 What is the purpose in contacting your network?
Professional Issues ..... □
State Issue ..... □
Local Issue ..... □
Cry on Shoulder ..... □

Q. 24 What are the characteristics of your networking?
Confidentiality ..... □
Knowledge Base ..... □
Non-judgmental ..... □
General Information ..... □

Q. 25 Why do you contact people in your network?
Superintendent / Board Relations ... □
Personnel ..... □
Curriculum and Instruction ..... □
Finance ..... □
Public Information ..... □

Q. 26 Who do you network with?
Professional Organization Contacts □
Certification Classmates ..... □
Geographical Neighbors ..... □
Contacts from Prior Positions ..... □
Other _____
_____
_____

Q. 27 Has a school board or board member (other than your present district) asked for your advise on school business while in your present district?
Yes ..... □
No ..... □

Answers to the following questions are optional. Persons named will not be used in the dissertation nor will they be given to any other source. Names will be used by the researcher for data analysis purposes only.

Q. 28 Who are the primary persons with whom you network and their organization?
1. Name:_____
First *Last*
Organization: _____
2. Name:_____
First *Last*
Organization: _____
3. Name:_____
First *Last*
Organization: _____
4. Name:_____
First *Last*
Organization: _____

Q 29. Who are your most respected superintendent colleagues to whom you ask advice or consult on school business?

1. Name:_____ District: _____
   First *Last*
2. Name:_____ District: _____
   First *Last*
3. Name:_____ District: _____
   First *Last*
4. Name:_____ District: _____
   First *Last*

Q 30. Please list, ***in order***, the administrative positions that you have held, the years held, and size of district at the time you held said administrative position.

Position Years in Position Size (1A, 2A, 3A, 4A, or 5A)

_____
_____
_____
_____
_____
_____
_____

Q 31. Please list, ***in order***, the types of teaching/coaching positions that you have held and the years you held the position.

Position Years in Position Grade/Subject/Sport

_____
_____
_____
_____
_____
_____
_____
_____

Thank you for taking part in this survey. All answers will be treated confidentially. If you have any questions, please call the numbers on the consent letter.

APPENDIX B

RESEARCH INFORMATION LETTER

UNIVERSITY OF NORTH TEXAS
RESEARCH INFORMATION LETTER

Title of Study:	**The Rise To The Texas Public School Superintendency**
Investigator:	**Tod Farmer**
Purpose:	To identify career paths to the Texas public school superintendency.
Procedures:	Subjects will complete a voluntary 16 question survey that will take approximately 15 minutes.
Risks:	Subjects will be exposed to no foreseeable risks.
Benefits:	The knowledge gained from this study will benefit aspiring superintendents, superintendent preparation programs, and superintendent professional organizations.
Confidentiality:	All responses will remain confidential. Study results will be made public in the form of a dissertation.

This research study has been reviewed and approved by the UNT Institutional Review Board (IRB). If I have any questions regarding my rights as a research subject, I may contact the UNT IRB at (940) 565-3940.

RESEARCH SUBJECTS' RIGHTS: I have read all of the above.

I understand that I do not have to take part in this study, and my refusal to participate or my decision to withdraw will involve no penalty or loss of rights or benefits. The study personnel may choose to stop my participation at any time.

In case I have questions regarding this study, I have been told I can call Tod Farmer, principal investigator and UNT doctoral student, at telephone number 817-220-3158. Faculty sponsor is UNT Professor Dr. Bill Camp. He can be reached at 940-565-2753.

I understand my rights as a research subject, and I voluntarily consent to participate in this study. I understand what the study is about and how and why it is being done. I understand I may keep this form for my records.

APPENDIX C

TASA SPONSORSHIP LETTER

TEXAS ASSOCIATION OF SCHOOL ADMINISTRATORS
406 East 11th Street • Austin, TX 78701-2617 • 512-477-6361, 800-725-TASA (8272) • Fax: 512-482-8658 • www.TASAnet.org

Dear Superintendent:

I urge you to complete the enclosed survey instrument examining the pathways to the superintendency. This survey is being conducted as part of a doctoral dissertation study by Tod Farmer, principal, Springtown ISD. Glenn Barber is conducting a companion study on the professional networking of North and West Texas superintendents. The results of these studies will be of great value to the Texas Association of School Administrators as we explore new ways to support the critical work of superintendents.

Thank you for your assistance in this endeavor.

Sincerely,

Johnny L. Veselka
Executive Director

JLV:bjh

APPENDIX D

REMINDER LETTER

University of North Texas

College of Education
Department of Teacher Education and Administration

March 22, 2005

Dear [superintendents' name]:

Approximately three weeks ago, we mailed a survey from TASA seeking your help in a research study concerning the career pathways to the superintendency and superintendents' networks. We understand the great demands on your time during the spring but a complete response is important to the survey. Please complete the survey and return it in the enclosed envelope. Completing the survey should not take more than fifteen minutes, and the information gained will give an accurate projection in this TASA supported research. If you have already responded, we appreciate your help.

I have enclosed another survey and a postage-paid envelope for your convenience.

Thank you again for your help. If you have any questions, please give me a call at (432-685-7800).

Sincerely,

Glenn E. Barber, Superintendent

APPENDIX E

CAREER PATH POSITION SYMBOLS

Career Path Position Symbols

Career Path Position	Symbol
Teaching Assistant	TA
Elementary Teacher	ET
Secondary Teacher	ST
Counselor	C
Supervisor	SV
Elementary Assistant Principal	EAP
Secondary Assistant Principal	SAP
Elementary Principal	EP
Secondary Principal	SP
Coordinator	CD
Director	D
Central Office	CO
Assistant Superintendent	AS
Education Service Center	ESC
Texas Education Agency	TEA
Superintendent	S

APPENDIX F

COMPLETE LIST OF 71 IDENTIFIED PATHS

Complete list of 71 identified career paths:

Pathway	Number
ET-C-S	1
ET-CD-D-S	1
ET-EAP-EP-SP-D-AS-S	1
ET-EAP-EP-D-AS-S	1
ET-EAP-EP-S	1
ET-EAP-D-AS-S	1
ET-SAP-EP-SP-AS-S	1
ET-SAP-EP-SP-ESC-S	1
ET-SAP-SP-AS-S	1
ET-SAP-SP-S	4
ET-EP-SP-ESC-S	1
ET-EP-SP-S	3
ET-EP-D-AS-S	1
ET-EP-D-TEA-AS-S	1
ET-EP-AS-S	4
ET-EP-S	1
ET-SP-D-S	1
ET-SP-S	7
ET-CO-D-SP-S	1
ET-D-SAP-SP-S	1
ET-AS-SP-S	1
ET-S	3
ST-C-EAP-EP-SP-S	1
ST-C-SAP-EAP-EP-AS-S	1
ST-C-SAP-EP-SP-S	1
ST-C-SAP-SP-S	1
ST-CD-SAP-SP-S	1
ST-CD-SP-S	1
ST-CD-D-S	1
ST-EAP-EP-SP-S	1
ST-SAP-C-S	1
ST-SAP-EP-CD-S	1
ST-SAP-EP-SP-AS-S	1
ST-SAP-EP-D-AS-S	2
ST-SAP-EP-S	2
ST-SAP-SP-EP-S	1
ST-SAP-SP-D-S	5
ST-SAP-SP-D-AS-S	2
ST-SAP-SP-AS-S	22
ST-SAP-SP-S	38
ST-SAP-D-SP-AS-S	2

ST-SAP-D-CO-S	1
ST-SAP-D-AS-S	2
ST-SAP-AS-S	2
ST-SAP-S	2
ST-EP-EAP-AS-S	1
ST-EP-SAP-SP-S	1
ST-EP-SP-EP-S	1
ST-EP-SP-AS-S	2
ST-EP-SP-S	10
ST-EP-CO-AS-S	2
ST-EP-D-EP-D-S	1
ST-EP-S	3
ST-SP-CD-D-AS-S	1
ST-SP-SV-S	1
ST-SP-EP-AS-S	1
ST-SP-EP-S	4
ST-SP-CO-S	1
ST-SP-D-AS-S	1
ST-SP-D-S	1
ST-SP-AS-S	20
ST-SP-S	122
ST-CO-D-AS-S	2
ST-CO-S	1
ST-D-CD-SAP-SP-S	1
ST-D-SAP-SP-AS-S	1
ST-D-SP-S	1
ST-D-AS-S	1
ST-D-S	2
ST-AS-S	6
ST-S	3
Total	321

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