

Superintendent Perceptions of Their Professional
Development in Leadership for Student Achievement at Texas Regional Education
Service Centers

Jerry G. Maze, Ed.D.

Education Service Center Region XII

Synopsis of a Dissertation Study as Presented to the National Council of Professors of
Educational Administration

August, 2009

Superintendent Perceptions of Their Professional
Development in Leadership for Student Achievement at Texas Regional Education
Service Centers

The superintendency in the United States has a 200-year history dating back to the caretaker/teacher of the one-room schoolhouse (Fielder, 2005). Superintendents practicing in today's accountability environment for student achievement must be more than the traditional caretakers of schools (Fielder, 2005). Today's superintendent continues to practice mostly in small towns in rural and suburban America, with fewer than 100 of the nation's 14,000 school districts being classified as urban in a survey conducted by the American Association of School Administrators (Glass & Franceschini, 2007).

Passage of the No Child Left Behind Act of 2001 (NCLB) and the accompanying compliance and student achievement requirements have forced the evolution of the superintendency into an increasingly professional role requiring a high degree of systems leadership skill (Fullan, 2005). Increasing demands on the superintendency from business, governmental, social, and political sectors have called for a new paradigm in superintendent leadership and by extension the Regional Education Service Center (RESC) professional development that supports superintendents (Fielder, 2005; Fullan, 2005).

The role of RESCs in Texas has expanded in a parallel fashion to demands placed on superintendent leadership (Wilcox & Sexton, 2004). As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents

as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). In fact, as primary providers of professional development support for public and charter schools in Texas, RESCs are in the best position to provide necessary leadership development for superintendents (Arsen, Bell, & Plank, 2004).

As accountability demands for schools and superintendents have increased so have the expectations and roles for RESCs to support student achievement reforms through training and support for superintendents as the chief executive officers of schools (Arsen, Bell, & Plank, 2004). Certain superintendent leadership behaviors were identified in the literature as positively correlated with student achievement (Waters & Marzano, 2006). From those leadership behaviors the researcher selected three: establishing non-negotiable goals for student achievement, establishing board alignment with and support for district goals, and monitoring goals for achievement and instruction. The researcher used this study to collect superintendent perceptions of effectiveness of their RESC-based professional development for three superintendent leadership behaviors identified in the literature as having a positive correlation with student achievement.

Problem Statement

This research study was conducted in response to increasing leadership demands on superintendents and the evolving role of RESCs to provide their professional development. The purpose of this research was to investigate the perceptions of Texas superintendents practicing in the 2007-2008 school year regarding their RESC-based professional development in the area of leading student achievement.

Research Questions

This research study investigated perceptions from practicing superintendents related to three identified leadership behaviors identified from the professional literature and the effectiveness of RESC-based professional development for each behavior. The researcher devised three research questions from the Mid-continent Research for Educational Leadership (McREL) findings of their study on superintendent leadership behaviors that result in student achievement (Waters & Marzano, 2006):

1. How do superintendents perceive the effectiveness of their RESC-based professional development opportunities for enhancing their skills in implementing non-negotiable goals for achievement and instruction?
2. How do superintendents perceive the effectiveness of their RESC-based professional development for building skills to maintain board support for policies and goals supporting student achievement?
3. How do superintendents perceive the effectiveness of their RESC-based professional development for monitoring and evaluating implementation of the district instructional program?

Review of Literature

Understanding the relationship between superintendent leadership skills and the role of the Texas Regional Education Service Centers (RESCs) in providing superintendent professional development for leading student achievement required an examination of the literature on this topic. Superintendent roles are changing in response

to accountability demands (Fielder, 2005), and the roles of RESCs are changing in their role to support schools and their superintendents (Keane, 2005).

Fullan (2005) argued that a new paradigm of systems leadership for school leadership must emerge. Political and social complexities inherent in seeking effective solutions defied a set formula for leaders. Fullan asserted the need for superintendents to possess skills to create coherency through vision and goal setting. Leadership for student achievement, according to Fullan (2002), would occur amidst the social chaos of reform. Success, he wrote, would require the superintendent to create coherency among various social and government systems while managing multiple distractors to the student achievement mission.

Linda Darling-Hammond (2007) cited a sense of urgency for the United States over similar concerns that students expected to be helped by common accountability standards are those being harmed. Darling-Hammond reported that students meet serious sanctions if the standards are not met, while most states have not equalized funding and access to key educational resources for learning. “Our future will be increasingly determined by our capacity and our will to educate all children well – a challenge we have very little time to meet if the United States is not to enact the modern equivalent of the fall of Rome (p. 319).

Superintendent Leadership Challenges

Superintendent perspectives on the profession, as reflected in their responses to the Glass and Franceschini (2007) study were related to challenges surrounding accountability and expectations for schools. Understanding the impact of these challenges on superintendent professional development required an examination of

specific examples and their implications for superintendent leadership. Superintendents reported a high level of satisfaction with their jobs, but also reported they would leave the superintendency within five years (Glass and Franceschini, 2007).

Fullan (2005) asserted that effective systems leaders were those able to manage leadership demands simultaneously on various educational, social and political levels, often in search of solutions that are unavailable through existing knowledge and experience. Fullan (2005) termed these questions without apparent answers as “adaptive challenges” facing school leaders.

The implications of the No Child Left Behind Act of 2001 (NCLB) presented examples of Fullan’s (2005) adaptive challenges. Glass and Franceschini (2007) found superintendent perceptions of NCLB as detrimental to the goal of achievement for all students. On a scale of 1 (very detrimental) to 10 (very beneficial) 59% of superintendents selected responses of 1, 2, 3, or 4. Responding superintendents attributed their concerns in part to inadequate funding leading to cuts in programs and services left inadequate to meet the needs of all students, particularly those of low-socio-economic status. Respondents said a more fair system of accountability would provide funding to meet mandates and include a student achievement growth model to measure adequate yearly progress. Fullan (2005) noted the adaptive challenges facing superintendents and inherent in large-scale school reform in the United States were made evident by the implications and results of NCLB.

Best Practices for Superintendents

Marzano, Waters, and McNulty (2004) presented a shift in the literature toward a systematic approach to superintendent leadership that condensed earlier attempts at

standards for effective practice into a manageable and data-driven approach to effective school leadership practices. Marzano and Waters (2006) extended their principal study to include superintendent practice through a meta-analysis similar to their 2004 study.

Marzano and Waters (2006) conducted a meta-analysis for Mid-continent Research in Education and Learning (McREL) to replicate their previous work from 2004 on principal leadership and apply the results to superintendent practice. Meta-analysis was defined by McREL as a series of statistical processes used to synthesize the findings of numerous studies (McREL, 2008). The study involved a synthesis of 27 studies conducted since 1970, involving 2,817 districts and the achievement scores of 3.4 million students. Also analyzed were survey responses of 4,434 superintendents on their perceptions of the effects of district-level variables on student achievement. The researchers noted that in some of the included studies superintendent perceptions included the perceptions of board members, other administrators, and teachers (Marzano and Waters, 2006).

In the resulting statistical analysis, Marzano and Waters (2006) found a positive correlation of .24 between superintendent leadership and student achievement at the .05 level of significance. As a matter of context for understanding the study's findings, the authors suggested interpreting this correlation in the following way: Consider the scenario where a superintendent operating at the 50th percentile of leadership skill was leading a district with student achievement at the 50th percentile. The .24 correlation represents one standard deviation improvement to the 84th percentile of leadership skill for the superintendent. The resulting student achievement was 9.5 percentile points to the 59.5 percentile for the students. District-level leadership was reported in the Marzano and

Waters (2006) study in six categories related to goal setting with a correlation finding for each at the .05 level of significance. Collaborative goal setting was found to have a .24 correlation with student achievement. Establishing non-negotiable goals for student achievement and instruction had a .33 correlation. Board alignment and support of district goals was correlated at .29. Monitoring goals for achievement and instruction was correlated at .27, and use of resources to support achievement and instruction goals at .26. The study's sixth finding on goal setting was a .28 correlation related to the superintendents relationship with the schools. The authors termed the relationship as "defined autonomy," or the superintendent's ability to empower principals to act under their own discretion within a determined set of parameters for performance (Marzano and Waters, 2006, p. 16).

RESC Accountability

RESCs became more accountable for student achievement in the accountability system beginning with the 1997 legislative reauthorization of regional education service centers (Castleberry & Alanis, 1998). The 75th Texas Legislature tied the RESCs to the accountability system through three sections of the Texas Education Code (TEC), further expanding the scope of their responsibilities to the schools in their regions (Castleberry & Alanis, 1998). RESCs would be held accountable by the Commissioner of Education for the elements of a legislated purpose, performance standards and indicators, and an annual evaluation by the Commissioner of each RESC executive director (TEC CH 8). Through a statewide initiatives domain in the evaluation, RESCs were given an expanded role to include technical support services to schools as part of decentralizing support for schools and downsizing the Texas Education Agency (TEC 8.103).

Increasing accountability standards and expanded state expectations for the RESCs' roles provided an opportunity for RESCs to enhance activities offered to superintendents in building leadership for student achievement (Wilcox & Sexton, 2004). The research on education service centers was reported in the literature as a new body of knowledge and continued to expand into new areas of service to the school community, educators, legislators and policy-makers (Keane, 2005). Changes in superintendent job expectations and the emerging new roles of RESCs suggested the opportunity for redesign of RESC-based professional development for superintendents (Keane, 2005).

Study Design

This study used a quantitative survey design to investigate superintendent perceptions of effectiveness of ESC's staff development. A series of questions were developed using statements of operational practice from the McREL findings that supported each of the three broader research questions. The questions were organized by research question and developed into a Likert-scale survey instrument which was piloted with superintendents in three RESC regions in Texas. The pilot study received 93 responses. Reliability of the survey instrument was established using a Cronbach's alpha test on the pilot results. The Cronbach's alpha score was .932, indicating a high level of reliability for the instrument. Validity was accepted from the established validity of the McREL study used to develop the survey instrument. Three open-ended questions were included in the survey giving superintendents an opportunity to recommend improvements to their profession development or recommend other types, identify barriers to their professional development, and offer solutions to barriers that were within the control of their RESC.

Sample

A statewide survey of practicing superintendents was conducted by electronic mail using Zoomerang web-based survey software. Responses from 292 superintendents, including those who participated in the pilot survey, were included in the results. Most of these superintendents were found to be white (92%) males (86%) working in small schools (80%). These demographics closely approximate the demographics of the superintendent population as reported by the Texas Association of School Administrators research department in a personal communication with Brettany Zirkle on March 12, 2009.

Data Collection

Data for the study were collected using a survey of Likert-scale questions and three open-ended responses. Superintendents were asked to describe themselves in nine demographic categories: years as superintendent, years in their current superintendency, age range, gender, ethnicity, district UIL classification, district student enrollment for 2007-2008, salary range, estimated number of days out of district in 2007-2008 for professional development, and estimated total district cost for their professional development in 2007-2008.

Superintendents indicated their perceptions of the effectiveness of RESC-based professional development for leading student achievement in three areas of superintendent practice considered essential to student achievement: establishing non-negotiable goals for achievement and instruction, establishing board alignment with and support for district goals, and monitoring goals for achievement and instruction (Waters & Marzano, 2006). Respondents rated their perceptions on a scale of 1-4, with one

representing “not effective”, two representing “somewhat effective”, three representing “mostly effective”, and four representing “effective.”

Open-ended questions at the end of the survey allowed superintendents to respond narratively to three areas: their preferences for additional professional development at RESCs, barriers to their professional development at RESCs, and how barriers could be addressed by RESCs.

Data Analysis

Superintendent responses to Likert-scale questions were imported into the SPSS statistical package for analysis using quantitative procedures consistent with non-experimental studies (Muijs, 2004). Open-ended question responses were coded and classified into strands using standard qualitative response reduction methods (Creswell, 2007).

A mean response score was calculated for each of the three sets of questions on the survey. The mean responses for each area of superintendent leadership behavior were then analyzed in relation to the nine demographic areas to determine variances from mean response scores by superintendents from each demographic descriptor. One-way Analysis of Variance (ANOVA) tests were conducted to determine variances from the mean of superintendent responses for each question area. Tukey post hoc tests were then conducted to determine whether individual responses were different from the mean score by a statistically significant amount at the $p < .05$ level of significance.

An independent samples *t*-test was applied to the gender demographic as the most appropriate test to analyze a response with only two possible answer choices. Results

from the independent samples *t*-test were expanded using Levene's Test for Equality of Variances. Results were analyzed at the $p < .05$ level of confidence.

Summary of Major Findings

Findings from this study indicated an overall perception of effectiveness among superintendents regarding their RESC-based professional development for leading student achievement. The average response from all questions on the survey in the "effective" (highest) category was 32%; the average response in the "mostly effective" (next highest) category was 41%.

The greatest occurrence of "effective" and "mostly effective" scores from superintendents were for professional development in the area of guaranteeing that the curriculum meets the needs of all students, followed closely by establishing efficient delivery of the district curriculum, establishing clear priorities for instructional goals and objectives, then agreement with the board on the effectiveness of board training.

The lowest occurrence of "effective" and "mostly effective" scores were in the areas of professional development to establish five-year non-negotiable goals, followed by use of a management system for instructional change, and then using an evaluation system to monitor implementation of instructional goals.

The highest levels of response for the open-ended questions were superintendent concern for professional development in school finance, the barrier of time to receive professional development, and the recommendation that RESCs offer more distance learning opportunities for superintendents to overcome time and monetary barriers.

Significance by UIL Classification

Table 1 illustrates the comparisons of responses categorized by Texas UIL classification when the comparisons were statistically significant at the $p < .05$ level. When compared by UIL classification, statistical significance was found in the areas of non-negotiable goals for achievement and instruction, board alignment with and support of district goals, and monitoring goals for achievement and instruction. Tukey post hoc tests were used to analyze differences in means of responses. Higher mean scores of smaller school superintendents indicated a higher level of agreement of effectiveness among smaller school superintendents when compared to mean responses of larger school superintendents. Consistently throughout the study, mean scores among superintendents of smaller schools were found higher when compared to mean scores of superintendents of larger schools.

Table 1

Comparison of Means* by UIL Classification

Dependent Variable: Non-negotiable Goals			
<i>UIL Classification</i>	<i>Mean Score</i>	<i>UIL Classification</i>	<i>Mean Score</i>
2A	12.66	3A	11.25

Dependent Variable: Board Alignment and Support			
<i>UIL Classification</i>	<i>Mean Score</i>	<i>UIL Classification</i>	<i>Mean Score</i>
1A	16.17	3A	13.97
1A	16.17	5A	13.16
2A	16.12	3A	13.99
2A	16.12	5A	13.16

Dependent Variable: Monitoring Goals

<i>UIL Classification</i>	<i>Mean Score</i>	<i>UIL Classification</i>	<i>Mean Score</i>
1A	15.68	3A	13.74
1A	15.38	5A	13.14
2A	15.57	3A	13.74
2A	15.57	5A	13.14

**Mean differences presented are significant at $p < .05$ level*

Significance by School Enrollment

Table 2 illustrates Tukey post hoc test results among schools studied by school enrollment when the comparisons were found significant at the $p < .05$ level. Responses were found statistically significant among superintendents of school enrollments 1-499 when compared to those of superintendents of school enrollments 2,000-3,999 in the area of board alignment with and support of district goals. Significance at the $p < .05$ level was also found in this area of inquiry when responses from superintendent of school enrollments 500-999 were compared to responses of superintendents from school enrollments of 2,000-3,999. In both instances, consistent with the analysis by UIL classification, higher mean scores of smaller school superintendents indicated a higher level of agreement of effectiveness among smaller school superintendents when compared to mean responses of larger school superintendents. These results are illustrated in Table 2.

Table 2

Comparison of Means* by School Enrollment

Dependent Variable: Board Alignment and Support			
<i>Enrollment</i>	<i>Mean Score</i>	<i>Enrollment</i>	<i>Mean Score</i>
1 - 499	16.07	2,000 - 3,999	13.90
500 - 999	16.24	2,000 - 3,999	13.90

**Mean differences presented are significant at $p < .05$ level*

Significance by Money Spent

Significance at the $p < .05$ level was found when comparing responses by amounts of money spent by districts on superintendent professional development. In the area of board alignment with and support for district goals responses were different at the $p < .05$ level for superintendents in districts spending \$10,000 per year from all other surveyed categories reporting less money for professional development: \$0-\$999; \$1,000-\$1,999; \$2,000-\$4,999; and \$5,000-\$9,999. Consistent with analyses by UIL classification and by school enrollment, higher mean responses of superintendents from schools spending less than \$10,000 per year, which were typically the smaller school superintendents, indicated a higher level of agreement of effectiveness among those superintendents versus superintendents from schools spending \$10,000 or more. These results are illustrated in Table 3.

Table 3

Comparison of Means* by Money Spent

Dependent Variable: Board Alignment and Support			
<i>Amount Spent per Year</i>	<i>Mean Score</i>	<i>Amount Spent per Year</i>	<i>Mean Score</i>
\$0 - \$999	12.84	\$10,000	12.28
\$1,000 - \$1,999	12.78	\$10,000	12.28
\$2,000 - \$4,999	12.46	\$10,000	12.28
\$5,000 - \$9,999	13.59	\$10,000	12.28

**Mean differences presented are significant at $p < .05$ level*

Superintendent responses from the remaining demographic areas studied show no significant differences at the $p < .05$ level: gender, ethnicity, age, number of days out-of-district for professional development, years as a superintendent, and number of years in their current superintendency. These demographics were found to have no statistically significant impact on the superintendents' perceptions of effectiveness of their RESC-based professional development for leading student achievement. The complete report of statistical analysis is available in the appendices to this study.

Conclusions

The results of this research study indicated a high level of perceived effectiveness, generally around 80%, among superintendents regarding their RESC-based professional development in leading for student achievement. Responses in the “somewhat” and “not effective” categories were consistent with the conclusion that expectations of superintendents for RESC-based professional development are evolving in areas related to leadership for student achievement. The differences among a responses from large and

small schools and among those investing more or less money in superintendent professional development suggested a basis for consideration by RESCs in developing future superintendent professional development.

Responses to research question one related to non-negotiable goals for student achievement, research question two related to maintaining board support for goals, and research question three related to monitoring and evaluating the district instructional program, all resulted in two common conclusions based on comparisons of mean responses: (a) superintendents from smaller schools have a higher level of agreement of effectiveness for all three research question areas; and (b) superintendents from schools spending less than \$10,000 per year on superintendent professional development have a higher level of agreement than those spending \$10,000 or more.

The highest scores of effectiveness from superintendents appeared in areas with a longer history of emphasis by RESCs and superintendent expectations for RESC-based professional development. Professional development areas such as board training (research question two), curriculum development (research question three), and training for instruction to meet the needs of varied student populations (research question one) have long been staples of the RESC training repertoire.

The areas of least incidence of “effective” and “mostly effective” responses reflected areas that have become more important to superintendent leadership as student achievement and accountability standards have increased in recent years. In response to research question one, professional development for sustaining five-year goals for student achievement and using systems to implement and monitor instructional change are not new to RESC training; however, lower effectiveness scores in these areas indicate an

emerging importance placed by superintendents on proficiency in these areas of practice. This conclusion is consistent with the literature on superintendent practices essential to student achievement (Waters & Marzano, 2006; Lezotte & Bancroft, 1985). Changing expectations of superintendents for professional development also affirms Fullan's (2005) argument for a changing paradigm in superintendent leadership skills.

Statistical variances from the mean when comparing perceptions of effectiveness to superintendent demographics indicated a trend of difference among responses of superintendents from smaller versus larger schools. Superintendents from smaller schools perceived RESC-based professional development as more effective. Additionally, superintendents from schools investing more money in superintendent professional development perceived RESC-based professional development as less effective than those from schools spending less money. These results support a conclusion that differences in professional experiences related to school size and money spent on superintendent professional development led to differences in superintendent perceptions of what constitutes effective professional development.

Implications for Practice

Superintendent perceptions from this study provide feedback for Texas RESCs in their continued effort to create and refine effective professional development opportunities for superintendents in leading for student achievement. Superintendents surveyed generally perceived RESC-based professional development as mostly effective or effective with higher scores in the more traditional RESC offerings. Areas of leadership training for student achievement related to more recent accountability standards scored lower for superintendent perceptions of effectiveness. Themes

emerging from this study suggest areas of importance and interest for superintendents that could serve as guides for RESCs in developing present and future professional development opportunities.

RESCs were described in the literature review for this study as being in the best position in the spectrum of sources to provide professional development for superintendents (Arsen, Bell, & Plank, 2004). The demography of superintendents participating demonstrated that 80% were from schools of UIL classifications 1A-3A, with 37% in the 1A group, which is consistent with the Glass and Franceschini (2007) findings. Smaller-school superintendents were by far the largest group of participants in this study, and they cited barriers to professional development most often related to time, money, and distance from their RESC.

Schools in classifications 1A-3A represent the core clientele of RESCs based on their rate of response and their higher level of agreement of effectiveness. For RESCs to remain the key providers of superintendent professional development, they will be required to create innovative and relevant solutions responsive to the perceived barriers and recommendations of superintendents, with priority given to the needs of those working in small schools. For example, superintendents suggested distance learning as a possible solution to perceived barriers. RESCs possess the technology and capacity to expand distance learning, on-line courses, and virtual training activities for superintendents.

Relationships with school leaders and their schools and communities were cited in the literature as among the reasons RESCs are in the best position to train superintendents (Arsen, Bell, & Plank, 2004). These relationships will remain vital and must be nurtured

by RESCs through response to superintendents' stated needs. RESCs depend on superintendents as their core customers purchasing professional development services for themselves and their schools. On-site training will no doubt remain in place, but must be improved and expanded in the areas indicated by superintendent perceptions learned in this study. To remain responsive to their superintendents and to maintain and expand their core superintendent customer base, RESCs must continue to expand offerings in ways relevant to superintendents through technology.

Recommendations for Future Research

The purpose of this study was to investigate perceptions of superintendents related to RESC-based professional development for leading student achievement. Responding to the implications of this research offers opportunities for a deeper analysis of its questions and findings by RESCs. This study suggests areas for future research:

1. A companion study conducted with school board members to investigate their perceptions of effective superintendent professional development at RESCs;
2. A qualitative study of superintendents to investigate their beliefs and experiences related to their perceptions of effectiveness in RESC-based professional development for leading student achievement;
3. A quantitative study to ascertain school readiness in the area of technology infrastructure to receive expanded technology solutions for professional development;
4. A qualitative study of superintendents in UIL classifications 1A-3A to determine their beliefs and experiences regarding potential budget allocations for their professional development.

Concluding Remarks

This study confirmed and expanded upon what we know about Texas school superintendents and the RESCs that provide much of their training. School superintendents are the pinnacle of educational leadership and often the end-recipients of accountability. They have risen through the ranks of leadership because of their distinguished commitment to the education of children. As the chief executive officers of their school districts they bring a high level of skill and integrity to managing a multitude of competing social systems as suggested by Fullan (2005), within their schools, communities, and governmental entities, systems populated by people concerned for their children and the efficient and effective operation of their schools. They are often in disagreement, though always with the same goal in mind of educating children for the world they will inherit. The superintendent seeks to create coherence from the chaos of competing ideas.

RESCs are often staffed by former superintendents and fellow educators who have followed similar career paths while holding tight to the ideas of creating a better world through educating children. RESCs are in the best position to assist and train superintendents because of those common experiences often gained within the locale of the RESC region. RESCs and superintendents depend upon each other for a successful future. The trust, integrity, and commitment common to the true nature of education and educators will continue to bind the RESCs to their superintendents and drive the desire to assist them in leading their schools for student achievement, the only accountability standard that has ever mattered.

References

- Arsen, D., Bell, C., & Plank, D. (2004). Who will turn around failing schools? A framework for institutional choice. *Perspectives: A Journal of Research and Opinion about Educational Service Agencies*, 10, 1-19.
- Castleberry, J., & Alanis, F. (1998). An accountability system for regional education service centers: The approach in Texas. *Perspectives: A Journal of Research and Opinion about Educational Service Agencies*, 4, 27-29.
- Creswell, J. (2007). *Qualitative research and design: Choosing among five approaches*. Thousand Oaks: Sage.
- Darling-Hammond, L. (2007). The flat earth and education: How America's commitment to equity will determine our future. *Educational Research*, 36(6), 318-334.
- Fielder, R. (2005). ESAs and leadership development: History, research, and one agency's experience. *Perspectives: A Journal of Research and Opinions about Educational Service Agencies*, 11, 1-12.
- Fullan, M. (2002). The change leader. *Educational Leadership*, 59(8), 16-21.
- Fullan, M. (2005). *Leadership and sustainability: System thinkers in action*. Thousand Oaks: Corwin Press.
- Glass, T. & Franceschini, L. (2007). *The state of the American school superintendency: A mid-decade study*. Lanham: Rowman & Littlefield Education and American Association of School Administrators.

- Keane, W. (2005). Introduction. Developing leaders: What is the role of ESAs? *Perspectives: A Journal of Research and Opinion about Educational Service Agencies, 11*, iii-iv.
- Lezotte, L., & Bancroft, B. (1985). Growing use of effective schools model for school improvement. *Educational Leadership, 42*(6), 23-28.
- Marzano, R.J., Waters, J.T., & McNulty, B.A. (2004). *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Mid-Continent Research for Education and Learning. (2006, September). *School district leadership that works: The effect of superintendent leadership on student achievement*. Denver, CO: Waters, T. & Marzano, R.
- Muijs, D. (2004). *Doing quantitative research in education with SPSS*. London: Sage Publications Inc.
- Texas Education Code (2008). Texas School Law Bulletin.
- Waters, T., & Marzano, R. (2006) School district leadership that works: The effect of superintendent leadership on student achievement, a working paper. Retrieved August 11, 2008, from the Mid-continent Research for Education and Leadership (McREL) website, <http://www.mcrel.org/topics/Leadership/products/244>
- Wilcox, C., & Sexton, P. (2004) Meeting the new requirements of No Child Left Behind. *Perspectives: A Journal of Research and Opinion about Education Service Agencies, 10*, 25-29.

Contact Information:

Jerry G. Maze, Ed.D.
Associate Executive Director for
Administrative Leadership Services

ESC Region 12
2101 W. Loop 340
Waco, TX 76702

254-297-1213
jmaze@esc12.net